Graduate and Undergraduate Catalog, 2008-2009

Eastern Washington University

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academic calendar

**Fall Quarter**
- Labor Day Holiday
- Veterans Day
- No Classes (not a university holiday)
- Thanksgiving Holiday
- Last Day of Instruction
- Final Exams Week
- Last Day of Quarter
- Grades available on EagleNET
- Christmas Holiday

**Winter Quarter**
- New Year’s Holiday
- MLK Day Holiday
- Presidents’ Day Holiday
- Last Day of Instruction
- Final Exams Week
- Last Day of Quarter
- Grades available on EagleNET

**Spring Quarter**
- Instruction Begins
- Memorial Day Holiday
- Last Day of Instruction
- Final Exams Week
- Last Day of Quarter
- Commencement
- Grades available on EagleNET

**Summer Quarter**
- Instruction Begins
- Independence Day Holiday
- Last Day of Instruction
- Final Exams
- Last Day of Quarter
- Grades available on EagleNET

**Fall 2008**
- Sept. 1
- Sept. 24
- Nov. 11 (Tuesday)
- Nov. 26
- Nov. 28 - Thanksgiving
- Dec. 5
- Dec. 8-11
- Dec. 12
- Dec. 17
- Dec. 25 (Thursday)

**Fall 2009**
- Sept. 7
- Sept. 23
- Nov. 11 (Wednesday)
- Nov. 25
- Nov. 26-27
- Dec. 4
- Dec. 7-10
- Dec. 11
- Dec. 16
- Dec. 23 (Friday)

**Winter 2009**
- Jan. 3 (Thursday)
- Jan. 5
- Jan. 19
- Feb. 16
- Mar. 16
- Mar. 17-20
- Mar. 20
- Mar. 25

**Winter 2010**
- Jan. 1 (Friday)
- Jan. 4
- Jan. 18
- Feb. 15
- Mar. 15
- Mar. 16-19
- Mar. 19
- Mar. 24

**Spring 2009**
- Mar. 30
- May 25
- June 5
- June 8-11
- June 12
- June 13
- June 17

**Spring 2010**
- Mar. 29
- May 31
- June 4
- June 7-10
- June 11
- June 12
- June 16

**Summer 2009**
- June 22
- July 3 (Friday)
- Aug. 12
- Aug. 13-14
- Aug. 14
- Aug. 19

**Summer 2010**
- June 27
- July 5 (Monday)
- Aug. 11
- Aug. 12-13
- Aug. 13
- Aug. 18
Welcome from the President

Whether you are a returning student or a new student at Eastern Washington University, you will find the upcoming academic year one of the most challenging and hopefully fulfilling of your life.

This year at Eastern I have asked the entire EWU community to focus their efforts and elevate their personal output to the next level.

I am asking everybody to start something big.

What does that mean? Well, to every person it should mean something different and unique. It is a straightforward call to action that encourages you to look not only at how you can reach possibilities, but also how you can maximize them — creating life-changing outcomes.

Make the decision to start something big. Pursue that hard-to-attain internship, put in the extra time to produce an outstanding class project, develop that relationship with your professor that will pay off for you down the road, participate in the on-campus excitement.

Your time here at Eastern will be defined by how you utilize the opportunities, connections and traditions that make Eastern the premier student-centered university in the state.

I am committing my efforts to ensure the path to your dreams remains open. Like you, I am looking to the place further down the road, past the easy destination, where that something big can be discovered.

I hope you have an outstanding experience at Eastern Washington University this year, and I am excited to share this journey with you.

Sincerely,

Rodolfo Arévalo, PhD
President, Eastern Washington University
Eastern Washington University

Mission Statement

Eastern Washington University is a student-centered, regionally based, comprehensive university. Its campus is located in Cheney, within the Spokane metropolitan area, with additional learning centers in the region and elsewhere in Washington state. Its mission is to prepare broadly educated, technologically proficient and highly productive citizens to attain meaningful careers, to enjoy enriched lives and to make contributions to a culturally diverse society. Eastern Washington University will achieve its mission by providing:

- an excellent student-centered learning environment;
- professionally accomplished faculty who are strongly committed to student learning;
- high-quality integrated, interdependent programs that build upon the region’s assets and offer a broad range of choices as appropriate to the needs of the University’s students and the region; and
- exceptional student support services, resources and facilities.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to EWU</td>
<td>1</td>
</tr>
<tr>
<td>President's Welcome, EWU Mission Statement, A History of EWU,</td>
<td></td>
</tr>
<tr>
<td>Accreditations, Location</td>
<td></td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>7</td>
</tr>
<tr>
<td>Guide to Catalog</td>
<td>8</td>
</tr>
<tr>
<td>Programs of Study, Colleges/School Departments, Colleges/School</td>
<td></td>
</tr>
<tr>
<td>Subject Codes, Colleges/School Programs/Majors/Options/Minors/</td>
<td></td>
</tr>
<tr>
<td>Endorsements/Certifications/Gcertificates</td>
<td></td>
</tr>
<tr>
<td>Tuition, Fees and Refunds</td>
<td>17</td>
</tr>
<tr>
<td>Admissions, Degree Requirements, Academic Policy</td>
<td>19</td>
</tr>
<tr>
<td>Undergraduate Admissions, Placement and Clearance Exams, Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Degree Requirements, Undergraduate Studies Academic Policies,</td>
<td></td>
</tr>
<tr>
<td>Graduate Studies Admission Information, Graduate Studies Summary</td>
<td></td>
</tr>
<tr>
<td>Application Guidelines, Graduate Studies Academic Policies,</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Exams Policy, Guide to Policies and Procedures</td>
<td></td>
</tr>
<tr>
<td>Academic Programs</td>
<td>41</td>
</tr>
<tr>
<td>Academic Resources</td>
<td>331</td>
</tr>
<tr>
<td>Academic Advising, Academic Support Center, Computer Resources and</td>
<td></td>
</tr>
<tr>
<td>Laboratories, Ronald E. McNair Scholar Program, Student Support</td>
<td></td>
</tr>
<tr>
<td>Services, Writers' Center</td>
<td></td>
</tr>
<tr>
<td>Centers of Excellence</td>
<td>332</td>
</tr>
<tr>
<td>Honors, Inland Northwest Center for Writers, Music</td>
<td></td>
</tr>
<tr>
<td>Diversity Programs</td>
<td>333</td>
</tr>
<tr>
<td>Africana Education Program, American Indian Studies Program,</td>
<td></td>
</tr>
<tr>
<td>Chicano Education Program, Women's and Gender Studies Center Programs</td>
<td></td>
</tr>
<tr>
<td>Educational Outreach</td>
<td>334</td>
</tr>
<tr>
<td>Division for International and Educational Outreach, Independent</td>
<td></td>
</tr>
<tr>
<td>Learning, Interdisciplinary Studies, International Field Studies</td>
<td></td>
</tr>
<tr>
<td>Program, Office of Continuing Education and Professional Advancement,</td>
<td></td>
</tr>
<tr>
<td>Running Start, Summer Session</td>
<td></td>
</tr>
<tr>
<td>International Education and Services</td>
<td>335</td>
</tr>
<tr>
<td>Libraries</td>
<td>336</td>
</tr>
<tr>
<td>John F. Kennedy Library, Riverpoint Campus Library</td>
<td></td>
</tr>
<tr>
<td>Student Life</td>
<td>336</td>
</tr>
<tr>
<td>Associated Students of EWU, Athletics, Clubs and Organizations, Dean</td>
<td></td>
</tr>
<tr>
<td>of Students, Epic Adventures, Greek Life, Intramural and Club Sports,</td>
<td></td>
</tr>
<tr>
<td>Residential Life, Office of Student Rights and Responsibilities,</td>
<td></td>
</tr>
<tr>
<td>Washington Student Lobby</td>
<td></td>
</tr>
<tr>
<td>Student Publications</td>
<td>339</td>
</tr>
<tr>
<td>Campus Planners, The Easterner, The Focus</td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>339</td>
</tr>
<tr>
<td>Career Services, Financial Aid and Scholarships, Housing and</td>
<td></td>
</tr>
<tr>
<td>Residential Life, New Student Programs &amp; Transitions, Orientation,</td>
<td></td>
</tr>
<tr>
<td>Records and Registration, Student Financial Services</td>
<td></td>
</tr>
<tr>
<td>University Facilities</td>
<td>346</td>
</tr>
<tr>
<td>Fine Arts and Music, George Stahl Planetarium, Pence Union Building</td>
<td></td>
</tr>
<tr>
<td>(PUB), University Recreation Center</td>
<td></td>
</tr>
<tr>
<td>University Services</td>
<td>347</td>
</tr>
<tr>
<td>Bookstore, Childcare, Comprehensive Health &amp; Wellness Program,</td>
<td></td>
</tr>
<tr>
<td>Counseling and Psychological Services (CAPS), Disability Support</td>
<td></td>
</tr>
<tr>
<td>Services, EagleCard, Helping Ourselves Means Education (HOME),</td>
<td></td>
</tr>
<tr>
<td>Parking, University Police, Veterans Services</td>
<td></td>
</tr>
<tr>
<td>Policies</td>
<td>348</td>
</tr>
<tr>
<td>Academic Integrity Policy, Access to Academic Records, Credits, Final</td>
<td></td>
</tr>
<tr>
<td>Exams, Grade Appeals, Grading System, Residency, Washington State</td>
<td></td>
</tr>
<tr>
<td>Address Confidentiality Program, Withdrawal from the University</td>
<td></td>
</tr>
<tr>
<td>Faculty Directory</td>
<td>353</td>
</tr>
<tr>
<td>Board of Trustees, University Administration, Colleges/Schools,</td>
<td></td>
</tr>
<tr>
<td>Academic Deans, Faculty, Emeritus Faculty Members</td>
<td></td>
</tr>
<tr>
<td>Appendices</td>
<td>365</td>
</tr>
<tr>
<td>Student Conduct Code, Family Educational Rights and Privacy Act of</td>
<td></td>
</tr>
<tr>
<td>1974, Residency Status for Higher Education, AIDS Information, Sexual</td>
<td></td>
</tr>
<tr>
<td>Harassment, Equal Opportunity and Affirmative Action Policy, Diversity</td>
<td></td>
</tr>
<tr>
<td>Index</td>
<td>373</td>
</tr>
<tr>
<td>Student Services/Offices Phone Numbers</td>
<td>377</td>
</tr>
<tr>
<td>Academic/Holiday Calendar</td>
<td>378</td>
</tr>
<tr>
<td>Map</td>
<td>379</td>
</tr>
</tbody>
</table>

### 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 classes 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.

Editorial Board: Mark Baldwin, Larry Briggs, Brian Donahue, Erin Morgan
Editors: Jennifer Dahl, CJ Tyler-Watson
Graphic Design: Steve Bateman, Sam Buzby

www.ewu.edu
A History of Eastern Washington University

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

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

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

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

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

As a leader in the life and culture of the region, Eastern enrolls students from nearly every state in the union and more than 20 countries. The diversity and vitality of the university community has as its foundation a talented and dedicated faculty. Three-quarters of Eastern’s full-time faculty hold doctoral degrees. Maintaining a student-to-faculty ratio of approximately 19:1, Eastern continues to offer small classes, personalized instruction and individual attention.

As the higher education provider of choice for more than 10,990 students, Eastern Washington University is a major force in the civic, cultural, scientific and economic development of the state and region.
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.

Athletic Training

The Bachelor of Science Degree in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Graduates of the program are eligible to sit for the national certification examination administered by the Board of Certification (BOC).

Business

AACSB International — The Association to Advance Collegiate Schools of Business — has accredited the University's undergraduate and graduate business programs.

Chemistry/Biochemistry

The department's professional and environmental bachelor of science options are approved by the American Chemical Society (ACS), and the ACS certifies graduates of these options.

Communication Disorders

The Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) has accredited the University's undergraduate and graduate programs in speech-language pathology.

Computer Science

The Bachelor of Science in Computer Science Degree is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone 410.347.7700.

Counseling, Educational and Developmental Psychology

The School Psychology Program holds National Association of School Psychologists accreditation and is approved by the Washington State Board of Education as an Educational Staff Associate (ESA) Certification program. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a nationally-recognized specialized accrediting body, has conferred accreditation on the University's counselor education programs. The School Counseling Program is also approved by the Washington State Board of Education as an ESA Certification Program.

Dental Hygiene

The Commission on Dental Accreditation of the American Dental Association has fully accredited Eastern's undergraduate program in Dental Hygiene.

Engineering and Design

The Technology Accreditation Commission of the Accreditation Board of Engineering and Technology has accredited the Mechanical Engineering Technology Program and the Computer Engineering Technology Program.

Mental Health Counseling

The master's program in Applied Psychology: Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and fulfills the state of Washington requirements for mental health counselor certification.

Music

The National Association of Schools of Music has fully accredited the undergraduate and graduate programs in music.

Nursing

The undergraduate and graduate nursing programs taught at the Intercollegiate College of Nursing in Spokane have been accredited by the Collegiate Commission on Nursing Education (CCNE) and approved by the Washington State Board of Nursing and the American Association of Colleges of Nursing.

Occupational Therapy

The Occupational Therapy Program at Eastern Washington University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the program will be able to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT).

Physical Therapy

The Department of Physical Therapy is fully and unconditionally accredited by the Commission on Accreditation in Physical Therapy Education.

Recreation and Leisure Services

The Council on Accreditation of the National Recreation and Park Association has accredited the University's program in recreation and leisure services at the baccalaureate level.

School Counseling

The master's program in Applied Psychology: School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and fulfills Washington State requirements for Educational Staff Associates (ESA) school counselor certification.

School Psychology

The School Psychology Program is accredited by the National Association of School Psychologists and is approved by the Washington State Board of Education as an Educational Staff Associates (ESA) Certification program.

Social Work

The Council on Social Work Education has accredited the School of Social Work and Human Services undergraduate and graduate degree programs.

Teacher Education

The National Council for the Accreditation of Teacher Education and the Washington State Board of Education have accredited and fully approved Eastern's Teacher Education Program.

Urban and Regional Planning

Both the undergraduate and graduate Urban and Regional Planning programs are accredited by the Planning Accreditation Board.
LOCATION FOR EASTERN

EWU is located in an Inland Northwest region 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 two Spokane locations, the Intercolligate College of Nursing and the Riverpoint Higher Education campus, all within a 25-minute drive from Cheney. Maps are inside the back cover of this catalog.

Riverpoint Higher Education Park

Eastern Washington University shares the Riverpoint campus with Washington State University. Located just east of the downtown business core, the campus includes the following facilities:

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

Riverpoint Phase I, 668 N. Riverpoint Blvd., Spokane WA, 99202: Phase I houses graduate and undergraduate programs offered through Eastern’s College of Business and Public Administration.

Riverpoint ONE office building 501 N. Riverpoint Blvd: houses faculty for the following programs: Masters of Fine Arts in Creative Writing, Master of Science in Communications, Master of Science in Applied Psychology, Mental Health Counseling and School Counseling emphases, Alcohol and Drug Studies minor and the BA in Interdisciplinary Studies.

Spokane Intercolligate Research and Technology Institute (SIRTI), 665 N. Riverpoint Blvd., Spokane, WA 99202: The first institute of its kind in the Pacific Northwest, SIRTI offers research and testing facilities to both private- and public-sector organizations exploring new products or manufacturing processes.

Eastern Washington University Facilities in Spokane

Intercolligate College of Nursing (ICN), 2917 W. Fort George Wright Drive, Spokane, WA 99224: ICN 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. It has five sites across the state with the main facility located in Spokane.

Statewide Locations for Eastern

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

Bachelor of Arts in Business Administration, General Management: Bellevue Community College
Bachelor of Arts in Children’s Studies: Bellevue Community College
Bachelor of Arts in Interdisciplinary Studies: Bellevue Community College
Bachelor of Arts in Psychology: Bellevue Community College
Bachelor of Science in Technology: Applied Technology Option: Bellevue Community College, Clark College and South Seattle Community College
Bachelor of Science in Dental Hygiene: Clark College; Highline Community College; Pierce College, Fort Steilacoom; Shoreline Community College and South Seattle Community College
Master of Social Work: Clark College, Columbia Basin College, College Station in Everett and Yakima Valley Community College
### Academic Calendar*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Winter 2009</th>
<th>Spring 2009</th>
<th>Summer 2009</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship applications due for 2009-10</td>
<td>Feb. 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial aid applications due for 2009-10</td>
<td>Feb. 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission application or re-enrollment: Undergraduate Graduate – varies by program; see graduate program guidelines International – 6 months prior to start of intended quarter of entry</td>
<td>Oct. 15, 2008</td>
<td>Feb. 15</td>
<td>March 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undergraduate degree application due</strong></td>
<td>May 23</td>
<td>Aug. 08, 2008</td>
<td>Nov. 7, 2008</td>
<td>Feb. 20</td>
<td>May 22</td>
</tr>
<tr>
<td>Registration for new, transfer, and former student returning</td>
<td>*Dec. 1, 2008</td>
<td>*March 2</td>
<td></td>
<td>*June 1</td>
<td></td>
</tr>
<tr>
<td>Graduate degree application due</td>
<td>July 7</td>
<td>Oct. 3, 2008</td>
<td>Jan. 16</td>
<td>April 10</td>
<td>July 6</td>
</tr>
<tr>
<td><strong>Instruction begins</strong> <strong>(Fall begins on Wednesday)</strong></td>
<td>Sept. 24</td>
<td>Jan. 5</td>
<td>March 30</td>
<td>June 22</td>
<td>Sept. 23</td>
</tr>
<tr>
<td>Tuition and fees due</td>
<td>Oct. 1</td>
<td>Jan. 12</td>
<td>April 6</td>
<td>June 29</td>
<td>Sept. 30</td>
</tr>
<tr>
<td>Last day to register/add classes or drop classes with no entry on transcript</td>
<td>Oct. 7</td>
<td>Jan. 16</td>
<td>April 10</td>
<td>varies</td>
<td>Oct. 6</td>
</tr>
<tr>
<td>Last day for individual course withdrawal/schedule change; grade option changes; “W” grade recorded on transcript</td>
<td>Nov. 7</td>
<td>Feb. 20</td>
<td>May 15</td>
<td>varies</td>
<td>Nov. 6</td>
</tr>
<tr>
<td>Last class day before final exams</td>
<td>Dec. 5</td>
<td>March 16</td>
<td>June 5</td>
<td>Aug. 12</td>
<td>Dec. 4</td>
</tr>
<tr>
<td><strong>Final exams</strong></td>
<td><strong>Dec. 8-11</strong></td>
<td><strong>March 17-20</strong></td>
<td><strong>June 8-11</strong></td>
<td><strong>Aug. 13-14</strong></td>
<td><strong>Dec. 7-10</strong></td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Dec. 12</td>
<td>March 20</td>
<td>June 12</td>
<td>Aug. 14</td>
<td>Dec. 11</td>
</tr>
<tr>
<td><strong>Commencement</strong> <strong>(Saturday)</strong></td>
<td><strong>June 13</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate students last day to complete final comprehensive examination</td>
<td>Dec. 12</td>
<td>March 20</td>
<td>June 12</td>
<td>Aug. 14</td>
<td>Dec. 11</td>
</tr>
<tr>
<td>Graduate students submit 4 copies of approved thesis to Graduate Studies Office (Two weeks after defense or last day of quarter, whichever comes first.)</td>
<td>Dec. 12</td>
<td>March 20</td>
<td>June 12</td>
<td>Aug. 14</td>
<td>Dec. 11</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor Day</td>
<td>Sept. 01, 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veteran’s Day</td>
<td>Nov. 11, 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Classes (not a University Holiday)</td>
<td>Nov. 26, 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Day Holiday</td>
<td>Nov. 27-28, 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christmas</td>
<td>Dec. 25, 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Year’s Day</td>
<td>Jan. 01, 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>Jan. 19, 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President’s Day</td>
<td>Feb. 16, 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 25, 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence Day</td>
<td>July 4, 2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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*Tentative Dates—Also see the two-year calendar on the page 378 of this catalog. Eastern offers regular classes on the quarter system, with three terms of eleven weeks in the fall, winter and spring during the academic year. Summer session begins in June and ends in August, providing eight weeks of intensive study.

www.ewu.edu
Guide to Organization of this Catalog

The catalog is organized into sections starting with general information about the University, an outline of academic programs and an outline of the organization of the University, academic policies and admission information for undergraduate and graduate study. The main body of the catalog lists in alphabetical order the programs of study offered by Eastern. The back section contains information on student services, faculty and administration, key state and federal policies and an index. A map of the campus, a general telephone listing and a two-year academic calendar are inside the back cover. The guide below explains what to look for in the central course and program listing section. We welcome any suggestions or comments on the content and usability of this catalog. Please make comments to: Lawrence.Briggs@ewu.edu.

How to read the course descriptions.

1. Course Prefix—These letters indicate the subject area of the course.
2. Course Number—Eastern Washington University courses are numbered according to the following guidelines:
   Lower Division
   100–199 primarily for freshmen; may not be taken for graduate-level credit
   200–299 primarily for sophomores; may not be taken for graduate-level credit
   Upper Division
   300–399 primarily for juniors and seniors; may be used for graduate level credit only with the permission of the Vice Provost for Graduate Education and Research
   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 Vice Provost for Graduate Education and Research
   600–699 graduate level only
   700–799 doctoral level only
   At all levels, course numbers ending in 95 through 99 indicate special courses, with the particular subject matter varying from quarter to quarter. All departments may offer these types of courses, but not all may be listed in this catalog. Check with the individual program for the availability of special courses.
   95 internships
   96 experimental courses
   97 workshops, short courses, conferences
   98 seminars
   99 independent and directed study
   3. Credits—The number or words in parenthesis indicates the credit to be awarded upon completion of the course. When combinations of courses are listed in sequence, the first number in the parenthesis refers to the first course in the sequence.
   Example: BIOL 232, 233, 234 Human Anatomy and Physiology (5, 5, 5).
   4. Course Title—The official title of the course is listed below the prefix and number. The course title may appear differently in other publications.
   5. Term—The anticipated term the course is to be offered, subject to change.
   6. 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.
   7. General education requirements—Some courses are designated for meeting General Education Requirements for undergraduate programs.
   8. Course Description—A brief description of the course follows the prerequisite listing indicating the most significant topics to be covered in the course.
   9. Cross-listed courses—Some courses will be listed between disciplines.

AAST 215 (5)
Early African American History
WINTER
Prerequisite: ENGL 100
[satisfies cultural and gender diversity university graduation requirement.]
Examines the African American experience from African civilizations in the fourth century through slavery to the end of the Reconstruction Era in the United States.
[Cross-listed with History]
<table>
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<th>PROGRAMS OF STUDY</th>
<th>College/ School of</th>
<th>Bachelor’s</th>
<th>Endorsement/ Certification</th>
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# PROGRAMS OF STUDY

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| ENGLISH | Undergraduate majors: English with Creative Writing Option; English with Literary Studies Option; Technical Communications; English/Elementary; English/Secondary  
Undergraduate minors: English; Technical Communication; English/Elementary; English/Secondary  
Endorsements: English/Add-on, Language Arts/Add-on  
Graduate: Creative Writing; Literature; Rhetoric, Composition, and Technical Communications; Teaching English as a Second Language  
Graduate certificates: Teaching of Writing and Post-Master's Certificate in the Teaching of Writing; Teaching of Literature and Post-Master's Certificate in the Teaching of Literature | AL | | | | | | | |
| ENGLISH AS A SECOND LANGUAGE | Undergraduate minor: English as a Second Language  
Endorsement: English as a Second Language | AL | | | | | | | |
| ENVIRONMENTAL SCIENCE | Undergraduate majors: Environmental Science, Environmental Biology Emphasis; Environmental Science, Environmental Chemistry Emphasis; Environmental Science, Environmental Geology Emphasis | ST | | | | | | | |
| GEOGRAPHY | Undergraduate major: Geography  
Undergraduate minor: Geography  
Undergraduate certificates: Geographic Information Systems; Wetlands Science and Management | SB | | | | | | | |
| GEOLOGY | Undergraduate majors: Geology  
Undergraduate minor: Geology | SB | | | | | | | |
| GOVERNMENT | Undergraduate major: Government; Government with Pre-Law Option  
Undergraduate minor: Government  
Undergraduate certificates: Asia Studies; Public Policy and Administration | SB | | | | | | | |
| HEALTH SERVICES ADMINISTRATION | Undergraduate major: Health Services Administration  
Undergraduate minor: Health Services Administration  
Graduate certificate: Health Services Administration | BN | | | | | | | |
| HISTORY | Undergraduate major: History  
Undergraduate minor: History/Secondary  
Endorsement: History/Add-on Endorsement  
Undergraduate certificate: Latin American and Iberian Studies  
Graduate: History | SB | | | | | | | |
| HUMANITIES | Undergraduate major: Humanities  
Undergraduate minor: Humanities | AL | | | | | | | |
| INTERDISCIPLINARY | Graduate: Varies | AL | | | | | | | |
| INTERDISCIPLINARY STUDIES | Undergraduate majors: Interdisciplinary Studies: Liberal Arts Option; Interdisciplinary Studies: Prior Learning Option; Interdisciplinary Studies: Interdisciplinary Option; Interdisciplinary Studies: Occupational Therapy; Interdisciplinary Studies: Philosophical Studies | SB | | | | | | | |
| INTERNATIONAL AFFAIRS | Undergraduate major: International Affairs | SB | | | | | | | |
| JOURNALISM | Undergraduate majors: Journalism with Computer Science Option; Journalism with News Editorial Option; Journalism with Technology Option; Journalism with Public Relations Option  
Undergraduate minor: Journalism | AL | | | | | | | |
<p>| LINGUISTICS | Undergraduate minor: Linguistics | AL | | | | | | | |</p>
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<td><strong>PHYSICAL EDUCATION, HEALTH AND RECREATION</strong></td>
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### PROGRAMS OF STUDY

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<td>Undergraduate minor: Urban and Regional Planning</td>
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**COLLEGE/SCHOOL OF:**

- **AL**: College of Arts and Letters
- **BN**: College of Business and Public Administration
- **EH**: College of Education and Human Development
- **SB**: College of Social and Behavioral Sciences
- **ST**: College of Science, Health and Engineering
- **SW**: School of Social Work and Human Services
Colleges/School - Departments

AL - ARTS AND LETTERS - Dean Lynn Briggs
Art
Electronic Media, Theatre and Film
English
Modern Languages and Literatures and Philosophy
Music

BN - BUSINESS AND PUBLIC ADMINISTRATION - Dean Rex D. Fuller
Accounting and Information Systems
Management
Urban Planning, Public and Health Administration

EH - EDUCATION AND HUMAN DEVELOPMENT - Dean Alan Coelho
Counseling, Educational and Developmental Psychology
Education
Physical Education, Health and Recreation

SB - SOCIAL AND BEHAVIORAL SCIENCES - Dean Vickie Shields
Communication Studies
Economics
Geography and Anthropology
Government
Military Science
Psychology
Sociology and Justice Studies

ST - SCIENCE, HEALTH AND ENGINEERING - Dean Judd A. Case
INTERCOLLEGIATE COLLEGE OF NURSING - Dean Patricia Butterfield
Biology
Chemistry and Biochemistry
Communication Disorders
Computer Science
Dental Hygiene
Engineering and Design
Geology
Mathematics
Nursing
Occupational Therapy
Physical Therapy
Physics

SW - SCHOOL OF SOCIAL WORK AND HUMAN SERVICES - Interim Dean S. James Perez

Colleges/School - Subject Codes

AL - ARTS AND LETTERS - Dean Lynn Briggs
ART (Art), CHIN (Chinese), CRWR (Creative Writing), ELIC (English Language Institute-Credit)/ELIN (English Language Institute-Noncredit), EMAF (Electronic Media, Theatre and Film), ENGL (English), ESLG (English as a Second Language), FREN (French), GERM (German), GNML (General Modern Languages), HUMN (Humanities), JAPN (Japanese), JRNM (Journalism), MUSC (Music), PHIL (Philosophy), RUSS (Russian), SPAN (Spanish), THTR (Theatre)

BN - BUSINESS AND PUBLIC ADMINISTRATION - Dean Rex D. Fuller
ACCT (Accounting), AOMG (Administrative Office Management), BADM (Business Administration), BUED (Business Education), CTED (Career and Technical Education), DSCI (Decision Science), FINC (Finance), HSAD (Health Services Administration), HUMR (Human Resource Management), IBUS (International Business), MGMT (General Management), MISC (Management Information Systems), MKED (Marketing Education), MKTG (Marketing), OPSM (Operations Management), PADM (Public Administration), PLAN (Urban and Regional Planning), PTED (Professional Training and Development)

EH - EDUCATION AND HUMAN DEVELOPMENT - Dean Alan Coelho
ATTR (Athletic Training), CEDP (Counseling, Educational and Developmental Psychology), COIN (College Instruction), EDUC (Education), EXSC (Exercise Science), HLED (Health Education), LBSC (Library Science), PHED (Physical Education), RCLS (Recreation and Leisure Services)

SB - SOCIAL AND BEHAVIORAL SCIENCES - Dean Vickie Shields
ANTH (Anthropology), CMST (Communication Studies), CRIM (Criminal Justice), CSBS (Social and Behavioral Sciences), ECON (Economics), GEOG (Geography), GOVT (Government), HIST (History), ITGS (Integrative Studies), INST (International Affairs), ITDS (Interdisciplinary Studies), PSYC (Psychology), ROTC (Military Science), SOCI (Sociology), SOST (Social Studies), WMST (Women's Studies)

ST - SCIENCE, HEALTH AND ENGINEERING - Dean Judd A. Case
ASL (American Sign Language), BIOL (Biology), CHEM (Chemistry) COMD (Communication Disorders), CPLA (Computer Literacy and Applications), CSCD (Computer Science), CSED (Computer Science Education), DES (Design), DNHY (Dental Hygiene), ENGR (Engineering), ENV (Environmental Science), FNDT (Food and Nutrition/Dietetics), GEOL (Geology), MATH (Mathematics), NTSC (Natural Science), NURS (Nursing), OCHT (Occupational Therapy), PHTH (Physical Therapy), PHYS (Physics), SCED (Science Education), TECH (Technology)

SW - SCHOOL OF SOCIAL WORK AND HUMAN SERVICES - Interim Dean S. James Perez
AAST (Africana Studies), ADST (Alcohol/Drug Studies), AGST (Aging Studies), CHST (Chicano Studies), DSST (Disability Studies), IDST (Indian Studies), SOWK (Social Work)
### AL - ARTS AND LETTERS - Dean Lynn Briggs

**Undergraduate:**
- Art: Art History; Art Minor; Art/Elementary or Secondary Minor; Electronic Media and Filmic Arts; Electronic Media and Film, Critical Studies Minor; Electronic Media and Film, General Minor; Electronic Media and Film, Screenwriting Minor; English as a Second Language Minor; English Minor; English/Elementary; English/Secondary; English/Secondary Minor; English: Creative Writing Option; English: Literary Studies Option; French; French/Elementary or Secondary; French Minor; German Minor; German/Elementary or Secondary Minor; Humanities Minor; Humanities Minor: Japanese Minor; Journalism Minor; Journalism: Computer Science Option; Journalism: News Editorial Option; Journalism: Public Relations Option; Journalism Technology Option; Linguistics Minor; Music Minor; Music: Instrumental Performance Option; Music: Instrumental, Choral, General/Elementary or Secondary; Music: Liberal Arts Option; Music: Music Composition Option; Music: Piano Performance Option; Music: Vocal Performance Option; Philosophy; Philosophy Minor; Religious Studies Minor; Spanish; Spanish Minor; Spanish/Elementary or Secondary Minor; Studio Art; Technical Communication; Technical Communication Minor; Theatre; Theatre Minor; Theatre/Elementary or Secondary Minor; Visual Arts/Elementary; Visual Arts/Secondary; Visual Communication Design

**Graduate:**
- College Instruction/English; Creative Writing; French (Education); Literature; Music: Composition Emphasis; Music: General (Non-Specific); Music: Jazz Pedagogy Emphasis; Music: Music Education Emphasis; Music: Performance Emphasis (Instrumental/Vocal); Rhetoric, Composition, and Technical Communication; Teaching English as a Second Language

**Endorsements/Certification**
- English/Add-on; Language Arts/Add-on; English as a Second Language

### BN - BUSINESS AND PUBLIC ADMINISTRATION - Dean Rex D. Fuller

**Undergraduate:**
- Business Administration: Economics, Finance, Management with General Business Option, Management with Human Resource Management Option, Management with Operations Management Option, Management Information Systems, Marketing, Professional Accounting; Business Administration Minor; Business Education/Secondary; Health Services Administration; Health Services Administration Minor; International Business Minor; Management Information Systems Minor; Quality Management Minor; Urban and Regional Planning; Urban and Regional Planning Minor

**Graduate:**
- Business Administration; Public Administration; Advanced Standing Public Administration; Urban and Regional Planning

**Endorsements/Certification**
- Business Education/Add-on; Marketing Education/Add-on

### EH - EDUCATION AND HUMAN DEVELOPMENT - Dean Alan Coelho

**Undergraduate:**
- Applied Developmental Psychology; Applied Developmental Psychology: Pre-Counseling Track; Athletic Training; Child Development/Elementary; Children's Studies: Early Childhood Education Option; Children's Studies: Early Childhood Learning Environments Option; Children's Studies: Program Development Option; Children's Studies: Research Option; Coaching Minor; Community Health; Counseling, Educational and Developmental Psychology Minor; Dual Primary Endorsement Program in Special Education and Elementary Education; Early Childhood Education/Elementary Minor; Early Childhood Special Education Minor; Exercise Science; Gifted/Talented Education/Elementary Minor; Health and Fitness/Elementary or Secondary; Health Education Minor; Library Media/Elementary or Secondary Minor; Outdoor Recreation; Reading/Elementary or Secondary; Reading/Elementary or Secondary Minor; Recreation Management; Recreation Management Minor; Special Education; Special Education Minor; Special Education: Early Childhood Education Option; Therapeutic Recreation

**Graduate:**
- Adult Education; Applied Psychology: Mental Health Counseling Emphasis; Applied Psychology: School Counseling Emphasis; College Instruction/Physical Education, Health and Recreation; Curriculum and Instruction: Curriculum Development Emphasis; Curriculum and Instruction: Early Childhood Emphasis; Curriculum and Instruction: Elementary Teaching Emphasis; Curriculum and Instruction: Interdisciplinary Emphasis; Educational Leadership; Foundations of Education; Instructional Media and Technology; Literacy; Physical Education: Administration/Pedagogy Option; Physical Education: Exercise Science Option; Physical Education: Sports and Exercise Psychology Option; School Psychology; Special Education; Secondary Teaching; Teaching K-8

**Endorsements/Certification**
- Elementary Education/Add-on; Health and Fitness/Add-on; Residency Teaching Certification; Professional Certifications for Teachers, ESAs and Administrators (Principal)

**Certificates**
- EWU-WSU Post-Master's School Psychology; Professional Teaching

www.ewu.edu
SB - SOCIAL AND BEHAVIORAL SCIENCES - Dean Vickie Shields

**Undergraduate:**
- Anthropology; Anthropology Minor; Children's Studies: Early Childhood Learning Environments Option; Children's Studies: Program Development Option; Children's Studies: Research Option; Communication Studies; Communication Studies: Public Relations Option; Communication Studies Minor; Criminal Justice; Criminal Justice Minor; Economics; Economics Minor; General Education Economics Minor; Economics: Mathematics Option; Geography; Geography Minor; Government; Government: Pre-law Option; History; History Minor; History/Secondary; History/Secondary Minor; Interdisciplinary Studies: Interdisciplinary Option; Interdisciplinary Studies: Liberal Arts Option; Interdisciplinary Studies: Occupational Therapy Track; Interdisciplinary Studies: Philosophical Studies; Interdisciplinary Studies: Prior Learning Option; International Affairs; Military Science; Military Science Minor; Psychology; Psychology Minor; Psychology/Elementary Minor; Social Studies/Elementary; Social Studies/Secondary; Sociology; Sociology Minor; Women's and Gender Studies; Women's Studies Minor

**Graduate:**
- Communications; History; Psychology; Clinical Emphasis; Psychology: General/Experimental Emphasis; School Psychology

**Endorsements/Certification**
- History/Add-on; Social Studies/Add-on

**Certificates**
- Undergraduate: Asia Studies; Gender Studies; Geographic Information Systems; Latin American and Iberian Studies; Leadership; Public Policy and Administration; Wetlands Science and Management.
- Graduate: EWU-WSU Post-Master's School Psychology

ST - SCIENCE, HEALTH AND ENGINEERING - Dean Judd A. Case

**INTERCOLLEGIATE COLLEGE OF NURSING - Dean Patricia Butterfield**

**Undergraduate:**
- Biology; Biology Minor; Biology/Secondary; Biology/Secondary Minor; Biology: Biochemistry/Biotechnology Option; Biology: Pre-med/Pre-dent Option; Chemistry/Biochemistry Minor; Chemistry/Biochemistry Secondary; Chemistry/Biochemistry/Secondary Minor; Chemistry/Biochemistry: Biochemistry Option; Chemistry/Biochemistry: Biochemistry/Biotechnology Option; Chemistry/Biochemistry: Business Option; Chemistry/Biochemistry: Computer Science Option; Chemistry/Biochemistry: Environmental Option; Chemistry/Biochemistry: Forensic Science Option; Chemistry/Biochemistry: General Option; Chemistry/Biochemistry: Pre-med/Pre-dent/Pre-vet Option; Chemistry/Biochemistry: Professional Option; Chemistry/Biochemistry: Standard Option; Communication Disorders; Computer Applications Minor; Computer Engineering Technology; Computer Information Systems; Computer Information Systems Minor; Computer Science; Computer Science Minor; Computer Science: Multimedia Programming Option; Computer Science: Theory Option; Computer Science: 3D Animation/Game Development Option; Dental Hygiene; Earth Science/Secondary; Earth Science/Secondary Minor; Electrical Engineering; Environmental Chemistry Minor; Environmental Science: Environmental Biology Emphasis; Environmental Science: Environmental Chemistry Emphasis; Environmental Science: Environmental Geology Emphasis; Geology; Geology Minor; Health Science Minor; Mathematics; Mathematics Minor; Mathematics/Elementary Mathematics/Elementary Minor; Mathematics/Secondary; Mathematics/Secondary Minor; Mathematics: Computer Science Option; Mathematics: Economics Option; Mathematics: Statistics Option; Mechanical Engineering Technology; Multimedia Programming Minor; Natural Science/Elementary; Nursing: Physics; Physics Minor; Physics/Secondary; Physics/Secondary Minor; Technology Minor; Technology: Applied Technology Option; Technology: Construction Option; Technology: Design Option; Technology: Electronics Option; Technology: Manufacturing Option; 3D Animation Minor; Visual Communication Design; Visual Communication Design Minor; Web Programming Minor

**Graduate:**
- Biology; College Instruction/Mathematics; Communication Disorders; Computer and Technology Supported Education; Computer Science: Computational Systems Option; Computer Science: Software Systems Option; Dental Hygiene; Mathematics; Mathematics: Applied Mathematics Option; Mathematics: Community College Instruction Option; Mathematics: Secondary Instruction Option; Nursing: Community-Based/Population-Focused Nursing; Nursing: Family Nurse Practitioner; Nursing: Psychiatric/Mental Health Nurse Practitioner; Occupational Therapy; Occupational Therapy: Advanced Standing; Physical Therapy; Teaching K-9 Mathematics (pending approval)

**Endorsements/Certification**
- General Science/Add-on; Speech-Language Pathologist

SW - SCHOOL OF SOCIAL WORK AND HUMAN SERVICES - Interim Dean S. James Perez

**Undergraduate:**
- Africana Studies Minor; Aging Studies (Interdisciplinary) Minor; Alcohol/Drug Counseling and Prevention Minor; Chicano-Latino Studies Minor; Indian Studies Minor; Social Work; Social Work Minor; Suicide Risk Assessment, Treatment and Prevention Certificate

**Graduate:**
- Social Work; Social Work: Advanced Standing

**Certificates**
- Undergraduate: Suicide Risk Assessment, Treatment and Prevention Certificate
- Undergraduate and Graduate: Disability Studies;
TUITION, FEES AND REFUNDS
See the following website for the most current information
www.ewu.edu/x626.xml. If you have questions or concerns, call
Student Financial Services at 509.359.6372.

Tuition and other registration fees are due on the sixth day of classes each quarter.
Graduate tuition is assessed only to students who are formally admitted to a graduate program by the 10th class day of the quarter.

Residency: Residency is determined at the time of formal admission to the University on the basis of information included in the University application for admission. Determination of residency is governed by the statutes and policies of the state of Washington. In general, to qualify for residency, a student must:

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

For more information, see Appendix C in the back of this catalog.

Quarter Tuition Schedule for 2008–2009

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<th>UNDERGRADUATE</th>
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<th>Non-resident</th>
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<td>10–18 credits</td>
<td>$1,567.00</td>
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<td>Additional Fee Per Credit</td>
<td>140.50</td>
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<td>Part-time 9 credits</td>
<td>1,410.30</td>
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<td>1,253.60</td>
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<td>7 credits</td>
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<td>* 1 credit</td>
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<td>per credit</td>
<td>156.70</td>
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*Part-time students are charged for a minimum of two credits. Part-time students (1–5 credits) may purchase the optional student health coverage.

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<td>5 credits</td>
<td>1,132.50</td>
<td>2,858.00</td>
</tr>
<tr>
<td>4 credits</td>
<td>906.00</td>
<td>2,286.40</td>
</tr>
<tr>
<td>3 credits</td>
<td>679.50</td>
<td>1,714.80</td>
</tr>
<tr>
<td>2 credits</td>
<td>453.00</td>
<td>1,143.20</td>
</tr>
<tr>
<td>* 1 credit</td>
<td>453.00</td>
<td>1,143.20</td>
</tr>
<tr>
<td>per credit</td>
<td>226.50</td>
<td>571.60</td>
</tr>
</tbody>
</table>

Special Fees and Charges 2008–2009

Special fees and charges are not applicable to all students.

ACT (American College Test) $34.50

Application Fees:
- Undergraduate — New Student 50.00
- Undergraduate — Returning Former Student 50.00
- Graduate 50.00
- Graduate Non-degree 29.00

Certification Fees:
- Intern Substitute Certificate 12.00
- Professional Teaching Certificate 34.00
- Residency Renewal (two year) Teacher Certificate 17.50
- Residency Teaching, Principal or Educational Staff Associate (ESA) 45.50
- Teacher Certificate-continuing Certificate 84.50
- Teacher Certificate-Add On Endorsement 23.00

Comprehensive Health and Wellness Fee (mandatory) *67.62

Course Audit (current quarter fee) Per-Credit Degree (Application to graduate) 32.51

Late Degree Application - Graduate 11.56

Departmental Admission Fees Varies

Diploma Reorder 19.50

Disciplinary Varies

EWU EagleCard Replacement 15.00

Fingerprint Background Check Varies

Fingerprinting (per card) 5.00

Late Registration Fee (per course) 12.32

Late Payment Fee 50.00

Placement Fee 26.30

Recreation Center Fee 65.00

Refund Processing Fee (student-initiated refunds only) 12.32

Residential Hall Activity Fee (per quarter) 50.00

Returned Check Fee (up to) 40.00

Schedule Change Fee (per course) Drop / Add 24.64

Student Technology Fee (mandatory) 35.00

Testing
- CPLA Placement Testing 10.00
- English Placement Testing 10.50
- Math Placement Testing 25.00
- Transcript 6.49
- Instant Transcript FAX (1-day service) 13.01
- Transportation Fee 6.50
- Washington Student Lobby 2.00

Note: Cohort and off-campus programs may have separate tuition and fee schedules.

*Certain off-campus programs may not be required to pay mandatory fees.

Tuition Pay (Payment Options)
Student Financial Services Office is pleased to offer the EWU nine-month payment plan. The plan is available through Academic Management Services. This “pay-as-you-go” alternative to lump-sum payments is popular among students and parents.

For questions, additional information or assistance in completing an enrollment form, call Tuition Pay at 1.888.664.6082 for help from a Tuition Pay specialist. Website: www.Tuitionpay.com

Third-party Billing
Students who are sponsored by a third party may request billing to the sponsor for tuition, fees and other related educational expenses.

Sponsor invoicing occurs once per term. Sponsor payments must be received for the current term in order for students to be eligible to continue enrollment in subsequent terms.

In any sponsor billing arrangement, the student is ultimately responsible for payment of University charges. If a sponsor fails to pay any amounts invoiced, those original charges are returned to the student account with appropriate late payment penalties assessed.

Students or sponsors may request sponsor billing by mailing a signed billing authorization form to the following: Student Financial Services, Attn: Third-party Billing, 202 Sutton Hall, Cheney, WA 99004.

Complete arrangements for sponsor billing must be made prior to the statement due dates to prevent late payment penalties.

For assistance, call Student Financial Services, 509.359.6372.
Refund Policy

In accordance with federal regulations, Eastern Washington University’s refund policy for the 2008–2009 Academic Year is as follows:

### FOR COMPLETE WITHDRAWAL FROM THE UNIVERSITY:

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund</th>
<th>Withdrawal Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you withdraw on or before the 6th instructional day of the quarter</td>
<td>100%</td>
<td>$00.</td>
</tr>
<tr>
<td>If you withdraw between the 7th instructional day of the quarter and the 30th calendar day of the quarter</td>
<td>50%</td>
<td>$00.</td>
</tr>
<tr>
<td>If you withdraw after the 30th calendar day of the quarter</td>
<td>0%</td>
<td>$00.</td>
</tr>
</tbody>
</table>

### FOR DROPPED/WITHDRAWN COURSES:

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund</th>
<th>Withdrawal Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you withdraw on or before the 6th instructional day of the quarter</td>
<td>100%</td>
<td>$00.</td>
</tr>
<tr>
<td>If you withdraw between the 7th instructional day of the quarter and the 30th calendar day of the quarter</td>
<td>50%</td>
<td>$24.54</td>
</tr>
<tr>
<td>If you withdraw after the 30th calendar day of the quarter</td>
<td>0%</td>
<td>$24.54</td>
</tr>
</tbody>
</table>

For questions regarding how a drop in credit hours or a complete withdrawal will affect your student account, please call 509.359.6372. Examples of Eastern Washington University refund policy can be obtained by contacting the Student Financial Services Office, 509.359.6372.

All Federal Title IV financial aid recipients will be refunded at the rates established by the federal government.

### Other Refund Information

- All refunds resulting from enrollment changes will be subject to a clerical fee, if not signed up for direct deposit.
- Refunds below a minimum balance will remain as credit balances for future quarter charges.
- All debts owed to the University must be paid before any refund will be issued.
Undergraduate Admissions Information

Office of Admissions
101 Sutton Hall
Cheney, WA 99004-2447
509.359.2397
fax 509.359.6692
admissions@ewu.edu

The Office of Admissions assists prospective undergraduate students and their families with the application process. Eastern’s outstanding academic programs, faculty and facilities are part of a diverse university community that attracts students from places near and far. To learn about the advantages of an Eastern education, contact the Office of Admissions.

Application Information:
Undergraduate applicants are reviewed individually. Each category of undergraduate applicant — freshmen, transfer, international, adult learners, post-baccalaureate and returning Eastern students has specific admission requirements. Review the information and definitions of each category carefully.

Eastern’s undergraduate admissions application may be accessed at www.ewu.edu/apply in both electronic and downloadable form. The electronic application is recommended for speed of processing and reply time. A hard copy application packet may also be requested by contacting the Office of Admissions.

Complete applications include official copies of all required transcripts, official SAT or ACT with writing scores (if applicable), an insight resume (if applicable), and the non-refundable application fee to the Office of Admissions, 101 Sutton Hall, Eastern Washington University, Cheney, WA 99004-2447.

**Eastern Washington University reserves the right to change admissions policies and deadlines without notice.**

Admission Requirements and Criteria

**Freshman Admission**

A freshman applicant for the purposes of admission is defined as a student who is:

- currently in high school or
- a high school graduate without post-high school transferable college credit

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

All applicants defined as freshmen must submit:

- an official high school transcript or official GED test scores;
- a college transcript of any courses completed while in high school;
- official SAT or ACT with writing test scores, either directly from the testing agency or recorded on an official high school transcript;
- a completed insight resume, www.ewu.edu/insightresume

**Criteria for Freshmen Admission**

Freshmen applicants are admissible if they have met Eastern’s current Admissions Index (AI) and have completed the required college academic distribution requirements (CADR). The AI is calculated using Higher Education Coordinating Board tables, which assign an index number weighted 77% on high school GPA and 23 % on SAT or ACT composite scores. The highest single composite SAT or ACT is used to determine the AI. See the admissions website at www.ewu.edu/admissions to view the current AI chart.

The minimum CADR credits required for admission to Eastern are:

- English 4
- Math (Algebra I and II and Geometry) 3
- Social Science 3
- Sciences (at least one w/laboratory) 2
- World Languages language (in a single language) 2
- Fine Arts (or additional year from above core) 1

Students are encouraged to complete more than the minimum core courses. Note that all courses with an English title will not satisfy the English requirement. The same is true of each subject area. The Higher Education Coordinating Board provides guidelines of acceptable high school courses that meet these requirements as reported by each high school. Check with a high school counselor or an EWU Admissions representative if there are additional questions.

**Deadlines for Freshmen**

Priority application dates for freshmen are:

- March 1 for summer and fall quarters;
- October 15 for winter quarter;
- February 15 for spring quarter.

Initial decisions on fall admission are made on November 1st, so early application is encouraged. Complete applications received after the priority dates are reviewed on a rolling basis. Applications received after August 15th for fall term or within two weeks of the start of all other terms will be deferred for consideration until the next quarter.

**Exceptions to Freshmen Admission Criteria**

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

**General Education Diploma**

Eastern will accept the General Education Diploma (GED) in lieu of high school graduation. Applicants who have completed the General Education Diploma must have achieved a minimum score of 50 with no score lower than 45 in any subject area. An official SAT or ACT with writing score, an insight resume, and a letter of recommendation are also required to be considered for admission. GED recipients will be reviewed through comprehensive review.

**Home School Students**

Applicants must present evidence of the completion of the academic core courses or their equivalents or a GED as proof of high school completion. An SAT or ACT with writing score, an insight resume, and a letter of recommendation are also required. Most home school students will be reviewed through the Comprehensive Review Program.

**Comprehensive Review**

All applicants who do not meet the applicable admission criteria will be reviewed through comprehensive review. Applicants reviewed through comprehensive review are required to submit an Insight Resume, www.ewu.edu/insightresume and one letter of recommendation in addition to standard admission requirements. The Insight Resume, letter of recommendation and other application materials will be reviewed by two members of the comprehensive review committee and admissibility will be determined.

**Adult Student Admission**

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

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

**Post-baccalaureate Admission**

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

**Former Student Admission**

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

- a Returning Student application available at www.ewu.edu/apply.
- official transcripts from any two-year colleges or four-year institutions attended since the last enrollment at Eastern.
- a non-refundable application fee is required for all former students who have not been enrolled in Eastern classes for more than four quarters.

**Deadlines for Former Students**

Early application for the next term is strongly encouraged for former students.

**International Student Admission**

An international student is defined as a student who is in the U.S. or planning to enter the U.S. for academic purposes. These students will be in F-1 or J-1 immigration status. International applicants are advised to review the requirements provided with their application materials. Please visit the Undergraduate International Admissions homepage for specific quarterly deadlines: www.ewu.edu/international

Applications submitted or completed before the priority deadline are guaranteed review for admission. However, unverifiable educational credentials may result in a delay of the admissions decision.

Applications submitted or completed after the priority deadline will be considered only after on-time applications have been reviewed and processed and as time allows. Application consideration closes fourteen calendar days prior to the start of each quarter. Applications received after this date will automatically be considered for admission to the next quarter.

**English Language Proficiency**

All international applicants who are non-native speakers of English must provide evidence of English proficiency by submitting one of the following official test results to the International Education Office.

- test of English as a Foreign Language (TOEFL) score of at least 525 (paper based) or 195 (computer based).
- international English Language Testing System (IELTS) score of 6 or better.

Evidence of satisfactory proficiency in English language may also be established by proof of passing a U.S. college-or university-level English composition course with a grade of 2.0 or better.

Applicants who do not meet these English language proficiency requirements may be admitted with the condition that they successfully complete additional work at Eastern’s English Language Institute (ELI). Students who wish to apply for conditional admission should submit an ELI application, eli.ewu.edu/classes/apfrm.html with their application materials.

**Exceptions:** Non-U.S. citizens whose entire primary and secondary education took place in Australia, Canada, Great Britain, Ireland, New Zealand or the U.S. are exempt from this requirement; however, students who were born in any of these countries but were educated elsewhere will be required to satisfy the English proficiency requirement for admission consideration.

**Running Start Admission**

Admission to Running Start: Eastern 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 Eastern should contact their high school guidance office or the Running Start Coordinator at Eastern Washington University at 509.359.6155.

**Applicants to Eastern with Running Start Credits**

Applicants with Running Start credits who are still in high school may be admitted with the condition that they successfully complete additional work at Eastern’s English Language Institute (ELI). Students who wish to work at Eastern’s English Language Institute (ELI).

Applicants who do not meet these English language proficiency requirements will be required to satisfy the English proficiency requirement for admission consideration.

**Graduate Admission**

For information about graduate programs and admission requirements, please see the information in this catalog under Graduate Admission, visit www.ewu.edu/grad or call the Graduate Studies Office in 206 Showalter Hall, 509.359.6297.
Transfer Student Admission
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 community college 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:

- official high school transcripts (if transferring with less than 40 quarter credits)
- official transcripts from each two-year college or four-year institution.
- a completed insight resume, www.ewu.edu/insightresume

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

1) 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 2.0 cumulative GPA in all transferable college-level courses.

2) transfer applicants with 40 or more quarter hours of transferable college credit at the time of entry must:
- show a minimum 2.5 cumulative GPA in all transferable college-level course work

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

Deadlines for Transfer Applicants
Priority transfer application dates are:

- March 1 for summer and fall quarters
- October 15 for winter quarter
- February 15 for spring quarter

Complete applications received after the priority dates are reviewed on a rolling basis and offers will be made on a space-available basis. Applications received after August 15th for fall term or within two weeks of the start of all other terms will be deferred for consideration until the next quarter.

Any falsification of information on the application or failure to submit required documents may result in the denial of the application, future admission decision(s) being rescinded or subsequent dismissal from the University (WAC 172-120-040-1).

Transfer Agreements
Eastern participates in transfer agreements with community colleges in the state of Washington, Oregon, and select colleges in other states. 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.

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 will have satisfied Eastern’s core requirements and university competencies and proficiencies. These are described in the sections titled, “Core Requirements and University Competencies and Proficiencies” and are shown in the shaded portion of the diagram “The Undergraduate Degree.”

Transfer Credit and Evaluation of Other Forms of College Credit
Transfer credit is generally awarded for courses completed at regionally accredited two-year colleges 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: Credit for minimum scores on Advanced Placement examinations given by the College Board is awarded upon receipt of official score reports. Official scores should be submitted to the Office of Admissions. See the “Sources of Credit” list immediately following this section of the catalog 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 requirements is determined by the appropriate department. See the Sources of Credit list that immediately follows this section of the catalog 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 listing of programs in the center of the catalog. See the Sources of Credit list that immediately follows this section of the catalog for current score requirements and corresponding credits awarded.

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>Institution</th>
<th>Title of &quot;Direct-Transfer&quot; Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue Community 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 and Sciences/Option I</td>
</tr>
<tr>
<td>Everett Community College</td>
<td>Associate in Arts and Sciences/Option II</td>
</tr>
<tr>
<td>Flathead Valley Community College</td>
<td>Associate in Arts</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 and Sciences/Plan B</td>
</tr>
<tr>
<td>North Idaho College</td>
<td>Associate of Arts</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 and Sciences/Option A</td>
</tr>
<tr>
<td>Oregon Community Colleges</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Peninsula College</td>
<td>Associate of Arts, Associate of Arts - Honors</td>
</tr>
<tr>
<td>Pierce Community College</td>
<td>Associate in Arts and Sciences</td>
</tr>
<tr>
<td>Seattle Central Community College</td>
<td>Associate of Arts, Associate of Science</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>Associate in Arts and Sciences, Option A</td>
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<tr>
<td>Skagit Valley Community College</td>
<td>Associate in Arts/University &amp; College Transfer</td>
</tr>
<tr>
<td>South Puget Sound Community College</td>
<td>Associate of Arts</td>
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<tr>
<td>South Seattle Community College</td>
<td>Associate of Arts, Associate of Science</td>
</tr>
<tr>
<td>Spokane Community College</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Spokane Falls Community College</td>
<td>Associate of Arts</td>
</tr>
<tr>
<td>Tacoma Community College</td>
<td>Associate in Arts and Sciences, Option A</td>
</tr>
<tr>
<td>Walla Walla Community College</td>
<td>Associate in Arts</td>
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<tr>
<td>Wenatchee Valley College</td>
<td>Associate in Arts and Sciences</td>
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<td>Whatcom Community College</td>
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<td>Yakima Valley Community College</td>
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</table>
Sources of Credit

<table>
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<tr>
<th>Advanced Placement Exam</th>
<th>AP Score</th>
<th>Credit Awarded</th>
<th>EWU Equivalent/Elective Credit Granted</th>
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<tbody>
<tr>
<td>Art:</td>
<td>3, 4</td>
<td>5</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>History of Art</td>
<td>3, 4</td>
<td>5</td>
<td>Art 215 (equivalent)</td>
</tr>
<tr>
<td>Studio Art-Drawing Portfolio</td>
<td>4, 5</td>
<td>5</td>
<td>Art 596 (elective)</td>
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<tr>
<td>Studio Art-General Portfolio</td>
<td>5</td>
<td>5</td>
<td>Art 596 (elective)</td>
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<tr>
<td>Biology</td>
<td>3, 4, 5</td>
<td>12</td>
<td>Computer Science 210 is awarded upon completion of Computer Science 211 with a grade of 2.5 or higher.</td>
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<tr>
<td>Chemistry</td>
<td>3, 4</td>
<td>10</td>
<td>Chemistry 151</td>
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<td></td>
<td>4</td>
<td>10</td>
<td>Chemistry 151, 152</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>15</td>
<td>Chemistry 151, 152 and 153</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3, 4</td>
<td>5</td>
<td>Computer Science 210 is awarded upon completion of Computer Science 211 with a grade of 2.5 or higher.</td>
</tr>
<tr>
<td>Computer Science AB Exam</td>
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<td>5</td>
<td>Computer Science 211 is awarded upon completion of Computer Science 300 with a grade of 2.5 or higher.</td>
</tr>
<tr>
<td>Economics-Microeconomics</td>
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<td>5</td>
<td>Elective Credit</td>
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<tr>
<td>Economics-Macroeconomics</td>
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<td>5</td>
<td>Economics 200</td>
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<td>English Lang/Comp</td>
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<td>5</td>
<td>English Composition Placement in English 201</td>
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<td></td>
<td>4, 5</td>
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<td>English Composition clearance and English 201</td>
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<td></td>
<td>5</td>
<td>10</td>
<td>English Composition clearance and English 101 and 201</td>
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<tr>
<td>English Lit and Comp</td>
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<td>5</td>
<td>Elective Credit</td>
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<td></td>
<td>4</td>
<td>5</td>
<td>English 170</td>
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<td></td>
<td>5</td>
<td>10</td>
<td>Humanities 210 and 211</td>
</tr>
<tr>
<td>Government and Politics:</td>
<td>3</td>
<td>5</td>
<td>Government 203</td>
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<td>Comparative U.S.</td>
<td>5</td>
<td>5</td>
<td>Government 100</td>
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<tr>
<td>History</td>
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<td>5</td>
<td>History 105</td>
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<tr>
<td>European</td>
<td>5</td>
<td>10</td>
<td>History 105 and 106</td>
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<tr>
<td>History</td>
<td>3, 4</td>
<td>5</td>
<td>History 110</td>
</tr>
<tr>
<td>United States</td>
<td>5</td>
<td>10</td>
<td>History 110 and 305</td>
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<tr>
<td>Mathematics:</td>
<td>3, 4, 5</td>
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<td>Math 161 is awarded upon completion of Math 162 with a grade of 2.0 or higher.</td>
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<td>Calculus AB</td>
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<td>5</td>
<td>Math 161 is awarded upon completion of Math 162 with a grade of 2.0 or higher.</td>
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<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>10</td>
<td>Math 161 and 162 are awarded upon completion of Math 163 with a grade of 2.0 or higher.</td>
</tr>
<tr>
<td>Statistics AP</td>
<td>3, 4, 5</td>
<td>5</td>
<td>Math 115 satisfies mathematical reasoning requirement</td>
</tr>
<tr>
<td>Modern Languages and</td>
<td>3, 4</td>
<td>5</td>
<td>French 201</td>
</tr>
<tr>
<td>Literature:</td>
<td>4</td>
<td>10</td>
<td>French 201 and 202</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>15</td>
<td>French 201, 202 and 203</td>
</tr>
<tr>
<td>German</td>
<td>3, 4</td>
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<td>German 201</td>
</tr>
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<td></td>
<td>5</td>
<td>10</td>
<td>German 201 and 202</td>
</tr>
<tr>
<td>Russian</td>
<td>3, 4</td>
<td>5</td>
<td>German 201, 202 and 203</td>
</tr>
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<td></td>
<td>5</td>
<td>10</td>
<td>Russian 201</td>
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<tr>
<td>Spanish</td>
<td>3, 4</td>
<td>5</td>
<td>Russian 201</td>
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<td>5</td>
<td>10</td>
<td>Russian 201 and 203</td>
</tr>
<tr>
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<td>15</td>
<td>Spanish 201</td>
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<td>10</td>
<td>Spanish 201 and 202</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>15</td>
<td>Spanish 201, 202 and 203</td>
</tr>
</tbody>
</table>

Music:
- Music Theory: 3, 4 | 12 | Elective Credit Music 101, 102, 103, 201, 202 and 203

Physics:
- Physics B: 3, 4, 5 | 15 | Elective Credit Physics 131, 132, 133, 161, 162 and 163
- Physics C (Mechanics): 3, 4, 5 | 5 | Elecrive Credit Physics 151, 161
- Physics C (Electricity and Magnetism): 3, 4, 5 | 5 | Elective Credit Physics 153, 163

Psychology: 3, 4, 5 | 5 | Elective Credit Psychology 100

International Baccalaureate IB Course Higher Level

<table>
<thead>
<tr>
<th>Source of Credit</th>
<th>EWU Equivalent/ Elective Credit</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art:</td>
<td>Art 107 (equivalent)</td>
<td>5</td>
</tr>
<tr>
<td>Biology:</td>
<td>Biology 171, 172 and 173</td>
<td>12</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics 200, 201</td>
<td>10</td>
</tr>
<tr>
<td>History:</td>
<td>History 106</td>
<td>5</td>
</tr>
<tr>
<td>History of Africa</td>
<td>History 315</td>
<td>5</td>
</tr>
<tr>
<td>History of the Americas</td>
<td>History 110</td>
<td>5</td>
</tr>
<tr>
<td>History of East and Southeast Asia</td>
<td>History 106</td>
<td>5</td>
</tr>
<tr>
<td>History of Europe</td>
<td>History 106</td>
<td>5</td>
</tr>
<tr>
<td>Music:</td>
<td>Music 250, 251 and 252</td>
<td>9</td>
</tr>
<tr>
<td>Physics–Higher Level</td>
<td>Physics 131, 132, 133, 161, 162 and 163</td>
<td>15</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology 100</td>
<td>5</td>
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</table>

CLEP Course

<table>
<thead>
<tr>
<th>Source of Credit</th>
<th>Minimum Score</th>
<th>Number of Credits</th>
<th>EWU Equivalent/ Elective Credit</th>
</tr>
</thead>
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<tr>
<td>Biology:</td>
<td>General Biology 49</td>
<td>12</td>
<td>Biology 171, 172 and 173</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>80</td>
<td>4</td>
<td>Marketing 310</td>
</tr>
<tr>
<td>Economics:</td>
<td>Principles of Macroeconomics 48</td>
<td>5</td>
<td>Economics 201</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>47</td>
<td>5</td>
<td>Economics 200</td>
</tr>
<tr>
<td>Government, American</td>
<td>47</td>
<td>5</td>
<td>Government 100</td>
</tr>
<tr>
<td>History:</td>
<td>History of the U.S. I: Early Colonization to 1877 45</td>
<td>5</td>
<td>History 110</td>
</tr>
<tr>
<td>History:</td>
<td>History of the U.S. II: 1865 to the Present 45</td>
<td>5</td>
<td>History 110</td>
</tr>
<tr>
<td>History:</td>
<td>Western Civilization I: Ancient Near East to 1648 46</td>
<td>5</td>
<td>History 105</td>
</tr>
<tr>
<td>History:</td>
<td>Western Civilization II: 1648 to Present 47</td>
<td>5</td>
<td>History 106</td>
</tr>
<tr>
<td>Humanities (General Exam)</td>
<td>50</td>
<td>5</td>
<td>Humanities 211</td>
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<tr>
<td>Mathematics:</td>
<td>Calculus with Elementary Functions 45</td>
<td>10</td>
<td>Math 161, 162</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>5</td>
<td>Math 105</td>
</tr>
<tr>
<td>College Algebra/Trigonometry</td>
<td>54</td>
<td>10</td>
<td>Math 165, 106</td>
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<tr>
<td>Trigonometry</td>
<td>57</td>
<td>5</td>
<td>Math 106</td>
</tr>
<tr>
<td>Psychology:</td>
<td>Introduction to Psychology 47</td>
<td>5</td>
<td>Psychology 100</td>
</tr>
<tr>
<td>Sociology:</td>
<td>Introduction to Sociology 47</td>
<td>5</td>
<td>Sociology 101, 361</td>
</tr>
</tbody>
</table>
Placement and Clearance Exams

Admitted freshman and transfer students may be required to complete placement tests in mathematics and English composition. See the policy on enrollment in pre-university skills courses at the end of this section.

**Examination Requirements:**

Students must complete a mathematics placement exam if they have not completed the equivalent of Math 104 with a 2.0 or better. Transfer students who do not have an approved direct-transfer associate degree or an intermediate college algebra course with a grade of at least 2.0 must take the mathematics placement test. English composition placement 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.

*Note: The Mathematics Placement Test may be taken twice in a calendar year with at least two weeks between test times.*

**Computer Literacy**

Computer literacy clearance must be achieved by all students to earn a baccalaureate degree.

Specific information on what is covered in the challenge exams as well as exam procedures and dates are posted at: computerliteracy.ewu.edu

Computer literacy competency is demonstrated by successful completion of the clearance examination or completion of CPLA 100, Computer Literacy I (1 credit) with a "P" grade and CPLA 101, Computer Literacy II (1 credit) with a grade of at least 2.0 or completion of CPLA 120 (5 credits) with a grade of at least 2.0. CPLA 100 does not count toward university graduation requirements.

*Note: The following students must complete the computer literacy requirements:*

- All incoming students without a direct transfer associate degree or a previous bachelor's degree.
- All Education majors, even those with direct transfer associate degrees.
- All students in programs requiring CPLA 100, 101 or 120, including students with direct transfer associate degrees.
- All students with course requirements having CPLA 100, 101 or 120, including students with direct transfer associate degrees.

**English Composition**

English composition competency and proficiency must be demonstrated by all students to earn a baccalaureate degree.

- English composition competency is demonstrated by placement into ENGL 201, College Composition: Analysis, Research and Documentation based on the placement test score or by submission of an official transcript showing completion of ENGL 101, College Composition: Exposition and Argumentation or its equivalent, at a post-secondary institution with a grade of 2.0 or better. Students placed into ENGL 100, Fundamentals of English Composition, or ENGL 101, English Composition or College Composition, must complete ENGL 100 with a grade of "P" and ENGL 101 with a grade of 2.0 or better before proceeding to the next level of ENGL. ENGL 100 does not count for college credit.
- English composition proficiency is demonstrated by completion of ENGL 201, College Composition: Analysis, Research, and Documentation or by submission of an official transcript showing completion of ENGL 201, or its equivalent, at a post-secondary institution with a grade of 2.0 or better. English Composition Proficiency should be completed as soon as possible because some courses require English 201 as a prerequisite.

International students or U.S. citizens educated in a non-English speaking country whose first language is not English are advised to speak with the ESL director in the English Department about placement testing and evaluation.

For more information, contact the English Composition Program, 509.359.7064.

**Mathematics**

Mathematics competency and proficiency must be demonstrated by all students to earn a baccalaureate degree.

- Mathematics competency is demonstrated by placement into any math course above MATH 104, Intermediate Algebra, based on the placement test scores or by submission of an official transcript showing completion of MATH 104, or its equivalent, at a post-secondary institution with a grade of 2.0 or better. Students placed into MATH 103, Basic Algebra for College Students, or MATH 104, Intermediate Algebra, must complete the course with a grade of 2.0 or better before proceeding to the next level of Math. MATH 103 and 104 do not count for college credit. Mathematics competency must be completed before 45 credits are earned.
- Mathematics proficiency is demonstrated by placement into Math 161, Calculus I based on the placement score or by submission of an official transcript showing completion of MATH 161, or its equivalent, at a postsecondary institution with a grade of 2.0 or better. Students placed into MATH 105, Precalculus I, or its equivalent, may obtain mathematics proficiency by completing one of the following requirements with a grade of 2.0 or better: MATH 115; both MATH 105 and 106; both MATH 211 and 212; MATH 200; MATH 301 or MATH 380. Specific mathematics requirements apply to various majors. Please consult an advisor when deciding which math courses to complete. Mathematics proficiency must be completed before 90 credits are earned. Additional course work beyond mathematics proficiency may be required to complete the major program requirements.
- Transfer students with an approved direct-transfer associate degree have met the mathematics competency and proficiency requirement but may need to complete additional math requirements for their major.
- Transfer students who enter the University with 40 quarter credits or more must complete both mathematics competency and mathematics proficiency within three quarters of admission.

**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, English and computer literacy 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 advisors. Students who have declared their majors will work with their advisors in their academic departments. Students who are undeclared will work with advisors in General Undergraduate Academic Advising. 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 include*

- CPLA 100
- ENGL 100
- MATH 100, 101, 102, 103 (was MATH 101 prior to fall, 2003) and MATH 104.
The Undergraduate Degree

The Undergraduate Degree requires:

180 minimum credits:
- 60 must be upper division
- 45 must be taken at EWU

See Program listing for requirements of specific majors. (A minor is required if the major requires fewer than 60 credits.)

Foreign Language:
For Bachelor of Arts candidates, two years of a single high school foreign language or one year of a single college-level foreign language is required.

Major and Minor Fields of Study

International Studies

Core Courses

Eight core requirements in Humanities/Fine Arts, Social Sciences and Natural Sciences

English Composition
Computer Literacy
Mathematical Reasoning

University Competencies/Proficiencies

Pre-University Basic Skills

English 100
Computer Literacy 100
Mathematics 103 and 104*

Pre-University Basic Skills complete by 45 credits

* MATH 100, 101 and 102 may be taken instead of MATH 103 and 104.

A department may require specific courses to be completed for the major. For example, English 201 not taken for the DTA may be required.

Shaded areas indicate requirements satisfied by completion of an approved direct transfer agreement degree.
UNDERGRADUATE DEGREE REQUIREMENTS

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

**Minimum Credits**

- 180 cumulative credit hours;
  credits earned in MATH 100, 101, 102, 103, 104 and 199, CPLA 100 and ENGL 100 do not count toward the 180 cumulative credits.
- 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 GPAs**

- 2.0 cumulative GPA for Eastern Washington University course work.
- 2.0 cumulative GPA for all college-level course work (includes courses taken at other colleges or universities).
- 2.0 cumulative GPA for all General Education Core Requirements and University Graduation Requirements.
- 2.0 cumulative GPA in major program, subject to departmental requirements.
- 2.0 cumulative GPA in minor program, subject to departmental requirements.

**General Education Requirements**

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.

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.

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.

**University Competencies and Proficiencies**

Refer to the Department/Program listing for recommended computer literacy, English composition and mathematics courses.

**Computer Literacy:** The computer literacy competency requirement may be satisfied by:

- successful completion of a computer literacy examination
- completion of the course or courses required as a result of the computer literacy examination with a minimum grade of 2.0.

These courses may be:

- CPLA 100, Computer Literacy I (1 credit, graded pass/no credit only)
- CPLA 101, Computer Literacy II (1 credit)
- CPLA 120, Computer Applications Literacy (5 credits).

Credit for CPLA 100 does not count toward total graduation credits.

**English Composition:**

All students must complete ENGL 201, *College Composition: Analysis, Research and Documentation* (5 credits), or its transferable equivalent with a minimum grade of 2.0.

Students who have not completed a college-level composition course prior to entering Eastern must take the EWU English Composition Placement Test. Initial placement will be in ENGL 100 (*Fundamentals of English Composition*), ENGL 101 (*College Composition: Exposition and Argumentation*) or ENGL 201 (*College Composition: Analysis, Research and Documentation*). Credits for English 100 do not count toward graduation.

**Mathematics:**

The general education mathematics requirement may be satisfied by any one of the following:

- placement into MATH 161, *Calculus I*, as a result of the Math Placement Test
- successful completion of the Mathematical Reasoning Exam
- completion of any of the following courses or its transferable equivalent with 2.0 minimum grades:
  - MATH 106 Pre-Calculus II
  - MATH 115 Mathematical Reasoning
  - MATH 161 Calculus I
  - MATH 200 Finite Mathematics
  - MATH 211 and MATH 212, Structure of Elementary Mathematics I and II
  - MATH 201 Discrete Mathematics
  - MATH 305 Introduction to Probability and Statistics

Students who need additional math development may be required, on the basis of the Math Placement Test results, to complete MATH 103, *Basic Algebra for College Students* and/or MATH 104, *Intermediate Algebra* with a minimum grade of 2.0. Credits in MATH 103 and MATH 104 do not count toward total graduation credits, nor do credits in the three-course algebra sequence — MATH 100, 101 and 102.
Core Requirements

All students without an approved Direct Transfer Agreement (DTA) degree must complete eight general education core requirements (GECRs) totaling at least 36 credits. A requirement can be completed by a single approved course of no fewer than three credits. These courses are designed to provide introductory knowledge, intellectual skills and habits of thought found in the core disciplines of the humanities and fine arts, the social sciences and the natural sciences. Students must complete two GECR courses from one breadth area and three GECR courses from each of the other two breadth areas below for a total of eight GECR courses. Students should complete University Competencies and Proficiencies prior to completion of the GECRs. Individual courses may require specific prerequisites. Check the catalog course descriptions for more information.

Humanities and Fine Arts (2 or 3 courses)

Students must choose one course per list from each of two or three lists below.

* List 1: Literature
  - ENGL 170 Introduction to Literature (5)
  - GNML 212 Modern World Masterpieces (5)
  - HUMN 210 Classics in Literature (5)
  - HUMN 211 Masterpieces of the Western World (5)
  - HUMN 290 Arts and Ideas (5)
  - SPAN 170 Introduction to Literature (5)

* List 2: Fine Arts
  - ART/HUMN 213 Art in the Humanities (5)
  - EMAF 214 Filmic Arts and the Humanities (5)
  - HUMN 290 Arts and Ideas (5)
  - MUSC/HUMN 212 Music in the Humanities (5)
  - THTR/HUMN 202 Theatre in the Humanities (5)

* List 3: Philosophy and Reasoning
  - HUMN 215 Introduction to Religion (5)
  - HUMN 270 Great World Views (5)
  - HUMN 290 Arts and Ideas (5)
  - PHIL 210 Critical Thinking (5)
  - PHIL 211 Introductory Philosophy (5)
  - PHIL 212 Introductory Ethics (5)
  - PHIL 213 Moral Issues in America (5)

* Honors: (Open only to students admitted to the Honors Program)
  - HONS 101 The Intellectual Tradition: The Ancient World (5) (counts as 1 Humanities GECR; 1 Social Science GECR)
  - HONS 102 The Intellectual Tradition: Middle Ages through the Reformation (8 counts as 1 Humanities GECR; 1 Social Science GECR)

Social Sciences (2 or 3 courses)

Students must choose one course per list from each of two or three lists below.

* List 1: Economics and Government
  - ECON 100 General Education Economics
  - ECON 200, 201 Introduction to Microeconomics, Introduction to Macroeconomics (10) (counts as 1 GECR course)
  - GOVT 100 Modern Government in an American Context (5)

* List 2: Anthropology, Geography, Psychology and Sociology
  - ANTH 101 Cultural Anthropology (5)
  - CEPD 201 Life Span Development (4)
  - CMST 208 Mass Media and the Information Society (5)
  - GEOG 100 Fundamentals of Human Geography (5)*
  - PSYC 100 General Psychology (5)
  - PSYC 204 Atmospheric Environment (5)

* List 3: History
  - HIST 105 Western Heritage: Origins to the 18th Century (5)
  - HIST 106 Western Heritage: 18th Century to the Present (5)*
  - HIST 110 The American Experience: A Survey (5)*

* Honors: (Open only to students admitted to the Honors Program)
  - HONS 101 The Intellectual Tradition: The Ancient World (8) (counts as 1 Social Science GECR; 1 Humanities GECR)
  - HONS 102 The Intellectual Tradition: Middle Ages through the Reformation (8) (counts as 1 Social Science GECR; 1 Humanities GECR)
  - HONS 103 Modern Science and Society (8) (counts as 1 Social Science GECR and with HONS 104 Honors Natural Science Lab (1) counts as 1 Natural Science GECR)

Natural Sciences* (2 or 3 courses)

Students must complete courses from at least two of the lists below.

Natural Science Prerequisites

All courses in the Natural Science list require completion or clearance of Pre-University Basic Skills in Mathematics (MATH 104, Intermediate Algebra), and Computer Literacy (CP 100, Computer Literacy I).

* Biology: Students may choose one of the following:
  - BIOL 100 Introduction to Biology (5)
  - BIOL 115 Investigating Biology

* Chemistry: Students may choose the following:
  - CHEM 121 Chemistry and its Role in Society (5)

* Environmental Science: Students may choose the following:
  - ENVS 100 Introduction to Environmental Science (5)

* Geography: Students may choose one of the following:
  - GEOG 100 Fundamentals of the Physical Environment (5)
  - GEOG 204 Atmospheric Environment (5)

* Geology: Students may choose one of the following:
  - GEOL 121 Physical Geology - Superficial Processes (5)
  - GEOL 121 Physical Geology - Superficial Processes (5)
  - GEOL 122 Physical Geology - The Solid Earth (5)
  - GEOL 121 Physical Geology - Superficial Processes (5)

* Physics: Students may choose one of the following:
  - PHYS 100 Physical Science (5)
  - PHYS 115 Investigating Physical Science (5)*
  - PHYS 121 Descriptive Astronomy (5)

* Honors: (Open only to students admitted to the Honors Program)
  - HONS 103, 104 Modern Science and Society, Honors Natural Science Lab (9) (with HONS 104 counts as 1 Natural Science GECR; HONS 103 alone counts as 1 Social Science GECR)

Note: Science courses that are offered as part of sequences designed for students majoring in science and related areas will apply to the GECR requirements. The first course and lab completed will fulfill one GECR requirement and the second course in the sequence will fulfill a second GECR requirement in the same subject area. If a student chooses to take two courses from the same subject area, a third course from a different subject area must be chosen for a total of three science courses.

* Biology:
  - BIOL 132 Introduction to Human Anatomy and Physiology I (5)
  - BIOL 133 Introduction to Human Anatomy and Physiology II (5)
  - BIOL 171 & 270 Biology I (4), Biological Investigation (3)
  - BIOL 200 Biology II (4) if BIOL 171 & 270 are completed or BIOL 172 & 270 are completed
  - BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
  - BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
  - BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)

* Chemistry:
  - CHEM 151 General Chemistry (5)
  - CHEM 152 General Chemistry (5)
  - CHEM 161 General Chemistry for the Health Sciences (5)
  - CHEM 162 Organic Chemistry for the Health Sciences (5)

* Physics:
  - PHYS 131 Introductory Physics I (4) and PHYS 161 Mechanics Laboratory (1)
  - PHYS 132 Introductory Physics II (4) and PHYS 162 or PHYS 163 or PHYS 164 (PHYS 132 and 161 if PHYS 131 and 161 were not completed)
  - PHYS 151 General Physics I (4) and PHYS 161
  - PHYS 152 General Physics II (4) and PHYS 162 or PHYS 163 or PHYS 164 (PHYS 152 and 161 if PHYS 151 and 161 were not completed)

With permission, other appropriate physics labs may be substituted for 163 or 164.

* Note: Elementary education candidates are strongly recommended to select from these courses as the content is directly related to Washington State elementary endorsement and exit exam requirements.

www.ewu.edu
University Graduation Requirements

These requirements apply to all undergraduate students who do not have baccalaureate degrees. While general education, in the form of competencies, proficiencies and content-rich survey courses, typically occupies the student’s first two years, liberal education continues to color and challenge every student’s intellectual journey toward graduation. The following requirements may be satisfied through the courses listed or transferable equivalents.

Cultural and Gender Diversity and International Studies

(8 credits minimum; 4 in each area) Courses and experiences will be designed to provide knowledge and understanding of 1) the cultural diversity of the United States and 2) other societies and cultures of the world. Second year or more advanced language study for 4–5 credits or 10 credits of approved language in college. Eastern offers American Sign Language, Chinese, French, German, Japanese, Russian and Spanish languages.

Courses approved for Cultural and Gender Diversity:

- AAST 214 Introduction to African American Culture (5)
- AAST 215 Early African American History (5)
- AAST 216 20th Century African American History (5)
- AAST 311 African and African American Art History (5)
- AAST 379 American Literature of Ethnic Minorities (5)
- AAST 424 Economics of Poverty and Discrimination (5)
- ANTH 161 Introduction to Chicano Culture (5)
- ANTH 201 Latinas/os in Contemporary American Society (5)
- ANTH 355 Indians of North America (5)
- ART 310 World Art (5)
- ART 311 African and African American Art History (5)
- CHST 101 Introduction to Chicano Culture (5)
- CHST 201 Latinas/os in Contemporary American Society (5)
- CHST 218 Chicano History (5)
- COMD 201 Disability and Communication Diversity: A Communication Disorders Perspective (4, 5)
- CMST 340 Intercultural Communication (5)
- CMST 414 Gender and Communication (5)
- DDST 310 Disability, Culture and Society (4)
- ECON 424 Economics of Poverty and Discrimination (5)
- ECON 427 The Economics of Women and Work (5)
- EDUC 325 Inequalities and Impacts on Educational Equity (4)
- ENGL 379 American Literature of Ethnic Minorities (5)
- ENGL 380 Survey of Native American Literature (5)
- ENGL 389 Women, Literature and Social Change (5)
- HIST 215 Early African American History I (5)
- HIST 216 Early African American History (5)
- HIST 218 Chicano History (5)
- HIST 313 Asian American History (5)
- HIST 315 East-West Philosophies and Religions (5)
- HUMN 315 Gay, Lesbian, Bisexual and Transgender Studies (5)
- HUMN 320 The Human Prospect (5)
- HUMN 381 Nationalism and Racism in Central European Film (4)
- HUMN 440 Perspectives on Death (5)
- IBUS 470 International Business Management (4)
- IBUS 471 Multinational People Management (4)
- INST 200 Global Issues (4)
- INST 380 Japan Today (4)
- JAPN 380 Japan Today (4)
- PLAN 476 Comparative Urbanization (4)
- S oci 263 Social Problems (5)
- TECH 393 Technology in World Civilization (4)

Courses approved for International Studies:

- AAST 315 African History (5)
- ANTH 342 Tribes, Bands and Chiefdoms (5)
- ANTH 348 Peasant Societies (5)
- ANTH 349 Major Civilizations of Asia (5)
- ANTH 357 Peoples of Latin America (5)
- ANTH 358 Medical Anthropology (5)
- ANTH 366 Revolution and Development in the Third World (5)
- ANTH 490 Cultural Ecology (5)
- BIOL 320 The Human Prospect (5)
- CMST 440 International Communication (5)
- ECON 470 International Economics (5)
- ECON 475 Economic Development (5)
- EDUC 323 A Global View through Children's Literature (5)
- ENGL 323 A Global View through Children's Literature (5)
- GEOG 230 World Regional Geography (5)
- GEOL 380 World Resources and Population (5)
- GERM 381 Nationalism and Racism in Central European Film (4)
- GERM 382 20th-Century Germany, From World Wars to Cold War, Culture, Political Conflict, and National Identity (5)
- GOVT 203 Introduction to Comparative Politics (5)
- GOVT 204 Introduction to International Politics (5)
- GOVT 321 International Organization (5)
- GOVT 326 Politics of Western Europe (5)
- GOVT 329 Survey of Pacific Rim: Asia (5)
- HIST 104 East Asia: Tradition and Transformation (5)
- HIST 301 History of the Present (5)
- HIST 310 Imperial China (5)
- HIST 315 African History (5)
- HIST 350 War and Society (5)
- HIST 365 Latin American History (5)
- HIST 382 20th-Century Germany, From World Wars to Cold War, Culture, Political Conflict, and National Identity (5)
- HIST 416 Modern Japan (5)
- HIST 454 The Diplomatic History of Europe, 1914 to the Present (5)
- HUMN 315 Gay, Lesbian, Bisexual and Transgender Studies (5)
- HUMN 320 The Human Prospect (5)
- HUMN 381 Nationalism and Racism in Central European Film (4)
- HUMN 440 Perspectives on Death (5)
- IBUS 470 International Business Management (4)
- IBUS 471 Multinational People Management (4)
- INST 200 Global Issues (4)
- INST 380 Japan Today (4)
- JAPN 380 Japan Today (4)
- MGMT 470 International Business Management (4)
- MGMT 471 Multinational People Management (4)
- PLAN 476 Comparative Urbanization (4)
- S oci 263 Social Problems (5)
- TECH 393 Technology in World Civilization (4)

Senior Capstone/Thesis Graduation Requirement

ITGS 400 Interdisciplinary Senior Capstone (4)

or

For some majors, students may fulfill this requirement by completing a departmental capstone/thesis course. Check with the chair of the major department.

Foreign Language Requirement for Bachelor of Arts Candidates

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

Major/Minor or Certificate Requirements

A minor or certificate is required for any major with fewer than 60 credits. See the Department/Program section of this catalog for detailed course and graduation requirements.

www.ewu.edu
Undergraduate Studies
Academic Policies

(Organized in alphabetical order)

Academic Appeals Board

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

To submit an appeal to the board, consult with the graduation evaluator in the Records and Registration Office in Sutton Hall. Submission of an appeal should 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, grade appeals or professional certification. Consult with the appropriate department chair or program director to discuss any of these matters.

Academic Forgiveness Policy for Undergraduate Students

1. Undergraduate students may make a one-time petition to have up to two consecutive quarters or one semester of credit, regardless of the institution from which they were earned, entirely removed from the calculation of their credits and GPA. The course work must have been completed at least five years prior to this petition.

2. Forgiven courses cannot be used to satisfy any academic requirement.

3. Academic forgiveness may be recommended on a case-by-case basis during advising.

4. To be eligible for academic forgiveness, a student must have completed 30 consecutive credits at Eastern, maintained a GPA of 2.5 or higher and have declared a major.

5. Academic forgiveness may not be revoked. For further information on Academic Forgiveness, go to the Records and Registration Office, 201 Sutton Hall or call 509.359.2321.

Academic Honors

Deans’ Honor List

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

Honors at Graduation

Graduating seniors who achieve academic honors will be formally recognized during Commencement, on University transcripts and on their diploma. It is University policy to use all college-level course work taken at Eastern and any other colleges attended in computing a GPA for graduation honors. The following designations apply:

- Summa cum laude:
  Graduating seniors with a GPA between 3.7695 and 4.0.

- Magna cum laude:
  Graduating seniors with a GPA between 3.6295 and 3.7694.

- Cum laude:
  Graduating seniors with a GPA between 3.4995 and 3.6294.

Academic Standards for Post Baccalaureate Students

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 deans list under the same standards as any other undergraduate student, but are not eligible for graduation honors.

Academic Probation, Dismissal and Reinstatement

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

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

- 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.

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

- 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.

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

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

- To re-enroll after being academically dismissed, students with undeclared majors must request reinstatement through the Office of General Undergraduate Academic Advising. Students with declared majors should request reinstatement through the deans of their colleges.

- 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.

- 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.

- To be eligible for reinstatement, dismissed undergraduate students must demonstrate an improved academic performance at the college level, a readiness for academic success and a more positive academic position.

- The probation/dismissal/reinstatement process for undergraduates is coordinated through the Office of General Undergraduate Academic Advising. Consult that office if you have any questions.

- Summer Session Policy: A dismissed undergraduate student may enroll for summer session. But 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.
Application for Graduation (Major/Minor Form)

Application for graduation is required for any student seeking an undergraduate degree and must be submitted to the graduation evaluator, Records and Registration Office, second floor, Sutton Hall, by the published deadlines. Graduation application deadlines are available in Records and Registration, academic departments and the quarterly course announcement. 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 www.ewu.edu/x8282.xml

To complete an application for the undergraduate degree

- Submit the Application for Graduation/Major/Minor Requirements approval form with all required faculty signatures to the Records and Registration Office, 201 Sutton Hall.
- Pay the graduation fee in Student Financial Services (one fee for each degree), 202 Sutton Hall.

Catalog Options

Students will be expected to complete the General Education requirements as listed in the catalog that is in effect during the student’s first quarter of attendance. The catalog in effect at the time the student declares a major will be used to determine the requirements for the major. This catalog may only be changed with the approval of the department chair or program director by resubmitting the major declaration form with an appropriate signature.

In no case can the catalog used for General Education or the catalog used for the major for graduation be more than six years old.

Exceptional circumstances may be addressed by the Academic Appeals Board.

Declaring a Major and Minor

All undergraduates must declare a major by the time they have completed 95 credits. Students who transfer with 95 credits or more must declare a major before registration. Call or e-mail 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.

Grading System, Policies and Appeals

General information is provided in the policy section at the back of the catalog, including the full policy on grade appeals.

Second Degree Policy

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 degree 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 evaluators 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.

www.ewu.edu
**Graduate Studies Admission Information**

Graduate Studies Office  
206 Showalter Hall  
509.359.6297  
gradprograms@ewu.edu  
www.ewu.edu/grad

The Graduate Studies Office coordinates admission for all of Eastern’s graduate programs and provides a wide range of assistance to prospective and current students as well as to faculty and staff at the University. Admission to graduate studies requires at a minimum completion of a baccalaureate degree. For more information about the academic and student services provided by the office, regarding admissions and policies, call or e-mail the Graduate Studies Office or visit the website, www.ewu.edu/grad.

**Application Process**

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

**Application Requirements and Categories**

**All Applicants**

Application form: Submit a completed Application for Admission and a $50 application fee. Paper applications must be in duplicate and are required for international applicants; only one electronic application is required. Applicants must pay the fee for each graduate program application, except for dual degree program applicants, who pay only one fee for both applications.

Standardized Test Scores, GRE/GMAT: Submit official score reports from the Graduate Record Examination General Test (GRE), if required by the department, or score reports from the Graduate Management Admission Test (GMAT) for MBA applicants. Official scores must be sent directly by the Educational Testing Service to Eastern (school code 4301). Information about applying for these examinations is available in the Graduate Studies Office. Computer-based testing is available in many areas and is offered regularly throughout the year. Call 1 800.GRE-CALL or refer to www.gre.org or www.gmat.org for more information.

Transcripts: Submit two official copies of transcripts from all colleges and universities attended. Students who received undergraduate degrees from Eastern or who have previously been admitted to Eastern need not request that those transcripts be sent to the Graduate Studies Office.

**International Applicants**

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

**Language Proficiency:** All students from countries where English is not the native language must provide evidence of adequate proficiency in the English language before being admitted to graduate study. This requirement may be satisfied by presenting a Test of English as a Foreign Language (TOEFL) score of at least 580 on the paper-based test (PBT), 237 on the computer-based test (CBT), 92 on the Internet-based test (IBT) or its equivalent. A student with a TOEFL score of 550-579 PBT, 213-233 CBT or 79-91 IBT may be admitted conditionally. In such cases, registration for classes is conditional upon having a program of English language study approved by the foreign student advisor. A student with conditional admission will be granted full admission upon presentation of a new TOEFL score (or equivalent) of at least 580 PBT, 237 CBT or 92 IBT or upon the recommendation of the director of the Teaching English as a Second Language Program. Students with TOEFL scores of 525-549 PBT, 197-210 CBT or 71-78 IBT may be admitted to the University as post-baccalaureate students and may take up to 12 pre-admission credits to be counted toward a graduate degree with the recommendation of the program.

Please note: International students who have earned an undergraduate degree from an accredited post-secondary institution in the U.S. are not required to submit a TOEFL score as part of their applications.

**Alternative to TOEFL admission requirements:** Applicants from countries where English is not the native language who are otherwise admissible to graduate studies may, with the written approval of the individual program, be admitted upon successful completion of a prescribed program of appropriate content course work and English Language Institute (ELI) course work. Said course work will be agreed upon in advance by both the program and ELI. Successful completion is defined by the individual program for the content courses and by ELI in the advanced language level by achieving linguistic proficiency with a “good” rating on the ELI scale (fair/good/excellent). Up to 12 quarter credits of content-level course work may be applied to the appropriate graduate program with the program’s written approval.

**Note:** This policy is not to be construed as replacing the evaluation of an applicant by the director of the TESL program for students who submit a TOEFL of 550-579, nor should it be construed as a policy on conditional admission to Graduate Studies.

**Graduate Admission Requirements and Exceptions to Minimum Requirements**

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

Admission to graduate studies is granted only after recommendation by the major department and the approval of the vice provost for Graduate Education and Research.

**Exceptions to GPA Requirements for Graduate Admission**

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

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

- Submit a transcript showing a 3.0 GPA for the last 90 quarter or 60 semester-graded hours.
- Submit satisfactory scores on the GRE, GMAT or other approved test.
- Write an essay demonstrating critical thinking skills.
- Write a statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study.
- Present evidence of professional success in a field relevant to the proposed area of study.

Applicants for admission under the professional experience provision must work closely with the program advisor or director to ensure that all required materials are received and reviewed. Any recommendation for admission under this provision must come from the academic department or program to the Graduate Studies Office. Admission is granted only with the approval of the Vice Provost for Graduate Education and Research. Call the Graduate Studies Office if there are further questions.

**Grading System, Policies and Appeals**

General information is provided in the policy section at the back of the catalog, including the full policy on grade appeals. Also see the information below on Graduate Studies Academic Policies and Degree Requirements.

**Graduate Degree Requirements**

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

- Master of Science 48 cr
- Master of Education 48 cr
- Master of Business Administration 49 cr
- Master of Arts 50 cr
- Master of Nursing 63 cr
- Master of Public Administration Advanced Standing program 46 cr
- Master of Fine Arts 72 cr
- Master of Urban and Regional Planning 72 cr
- Master of Social Work Advanced Standing program 51 cr
- Master of Occupational Therapy Advanced Standing program 73 cr
- Doctor of Physical Therapy 161 cr

**Minimum Dual Degree Requirements**:

- MPA/MBA 73 cr
- MPA/MSW Advanced Standing 83 cr
- MPA/MSW Advanced Standing 118–122 cr
- MURP 90–92 cr
- MSW/JD (with Gonzaga University*), 78 credits at EWU with 12 transfer credits from Gonzaga 90 cr
- MSW/JD (with Gonzaga University*), Advanced Standing MSW/JD (with Gonzaga University*), 39 credits at EWU with 12 transfer credits from Gonzaga 51 cr

* Dual degree students in this program must satisfy all Gonzaga University law school juris doctorate requirements.

Complete requirements for all graduate students are established and approved by the Graduate Affairs Council. A copy of the current policy manual is available from the Graduate Studies Office.
<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Name</th>
<th>Exams Required</th>
<th>Deadlines and Special Requirements</th>
<th>Contact Person Area Code for All Phone Numbers is 509</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>MS</td>
<td>GRE (general)</td>
<td>Graduate Assistantship Application due by March 1 for Fall Enrollment</td>
<td>Ross Black 258 Hall of Sciences 359.4815 <a href="mailto:rblack@ewu.edu">rblack@ewu.edu</a></td>
</tr>
<tr>
<td>Business</td>
<td>MBS</td>
<td>GMAT</td>
<td>Quarterly admission; weekend and evening programs available.</td>
<td>Roberta Brooke 608 N. Riverpoint Blvd. #326 Spokane, WA 358.2270 <a href="mailto:rhbrook@ewu.edu">rhbrook@ewu.edu</a></td>
</tr>
<tr>
<td>College Instruction</td>
<td>MA, MS</td>
<td>None</td>
<td>Quarterly admission; contact department for further information</td>
<td>Robin Showalter 314 Williamson Hall 359.6492 <a href="mailto:robin.showalter@ewu.edu">robin.showalter@ewu.edu</a></td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>MS</td>
<td>GRE (general)</td>
<td>Recommendations; statement of professional interest and intent; February 1 deadline; $30.78 program application fee</td>
<td>Roberta Jackson 310 N. Riverpoint Blvd. Box V 368.6790 <a href="mailto:rjackson@ewu.edu">rjackson@ewu.edu</a></td>
</tr>
<tr>
<td>Communication Studies</td>
<td>MS</td>
<td>GRE (general)</td>
<td>Quarterly admission; 1,000-word essay; two letters of recommendation; interview.</td>
<td>Peter Shields 229 Communication Building 359.4947 <a href="mailto:peter.shields@ewu.edu">peter.shields@ewu.edu</a></td>
</tr>
<tr>
<td>Computer Science</td>
<td>MS</td>
<td>None</td>
<td>Statement of purpose; self-evaluation; two recommendations; quarterly admission.</td>
<td>Timothy Rolfe 313 Computer and Engineering Building 359.6162 <a href="mailto:trolfe@ewu.edu">trolfe@ewu.edu</a></td>
</tr>
<tr>
<td>Counseling, Educational and Developmental Psychology</td>
<td>MS</td>
<td>GRE</td>
<td>Supplemental application due February 1.</td>
<td>Mark Young 4th floor Riverpoint ONE 359.7872 <a href="mailto:myoung@ewu.edu">myoung@ewu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Applied Psychology Mental Health Counseling concentration</td>
<td></td>
<td></td>
<td>Marry Slyter 4th floor Riverpoint ONE 359.7439 <a href="mailto:marlene.lyter@ewu.edu">marlene.lyter@ewu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Applied Psychology School Counseling concentration</td>
<td></td>
<td></td>
<td>Joanne Foster 135 Martin Hall 359.6886 <a href="mailto:jfoster@ewu.edu">jfoster@ewu.edu</a></td>
</tr>
<tr>
<td></td>
<td>MEEd Special Education</td>
<td>West-B, if applicable</td>
<td>Supplemental application due May 1; interview of applicants.</td>
<td>Mahlon Dalley 151 Martin Hall 359.4665 <a href="mailto:mahlon.dalley@ewu.edu">mahlon.dalley@ewu.edu</a></td>
</tr>
<tr>
<td></td>
<td>MS School Psychology</td>
<td>GRE</td>
<td>Supplemental application due March 1.</td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td>MFA</td>
<td>GRE (general)</td>
<td>10-20 pages of poetry; 15-25 pages of prose; two letters of reference; additional letter including interest and teaching experience for graduate assistantship; to guarantee a spot in the fall, all applications must be received by March 1; otherwise quarterly admission.</td>
<td>Jonathan Johnson 4th floor Riverpoint ONE 359.4969 <a href="mailto:Jonathan.Johnson2@ewu.edu">Jonathan.Johnson2@ewu.edu</a></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>MS</td>
<td>GRE</td>
<td>Current dental hygiene license; successful completion of dental hygiene national board exam; essay on a topic provided by department; CPR certification; criminal background check; $50 departmental application fee; fall admission only.</td>
<td>Rebecca Stolberg 310 N Riverpoint Blvd Box E 368.6528 <a href="mailto:rstolberg@ewu.edu">rstolberg@ewu.edu</a></td>
</tr>
<tr>
<td>Education</td>
<td>MEEd</td>
<td>West-B only for programs with certification</td>
<td>Three recommendations (one from a supervisor); send copy of state teaching certificate for Curriculum and Instruction, Educational Leadership, Literacy; quarterly admission; contact department for further information.</td>
<td>Robin Showalter 314 Williamson Hall 359.6492 <a href="mailto:robin.showalter@ewu.edu">robin.showalter@ewu.edu</a></td>
</tr>
</tbody>
</table>
## Graduate Studies Degree Summary Application Guidelines

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Name</th>
<th>Exams Required</th>
<th>Deadlines and Special Requirements</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>MA</td>
<td>GRE</td>
<td>All applicants declare professional emphasis; 800-1,000-word department essay.</td>
<td>Teena Carnegie 250 Patterson Hall 359.6037 <a href="mailto:teena.carnegie@ewu.edu">teena.carnegie@ewu.edu</a></td>
</tr>
<tr>
<td>Literature</td>
<td>MA</td>
<td>GRE</td>
<td>Quarterly admission.</td>
<td>Judy Logan 254Q Patterson Hall 359.6035 <a href="mailto:judy.logan@ewu.edu">judy.logan@ewu.edu</a></td>
</tr>
<tr>
<td>Rhetoric/Composition and Technical Communication</td>
<td>MA</td>
<td>GRE</td>
<td>10-15-page writing sample; personal or telephone interview arranged by applicant; quarterly admission.</td>
<td>Lynn Briggs 362 Patterson Hall 359.2227 <a href="mailto:Lynn.Briggs@ewu.edu">Lynn.Briggs@ewu.edu</a> or Teena Carnegie</td>
</tr>
<tr>
<td>Teaching English as a Second Language</td>
<td>MA</td>
<td>GRE; TOEFL (if applicable)</td>
<td>If English is not first language: 1) TOEFL score of 580 and 2) personal or telephone interview with graduate program director; foreign language requirement for all students; quarterly admission.</td>
<td>LaVona Reeves 254R Patterson Hall 359.7060 <a href="mailto:Lavona.Reeves@ewu.edu">Lavona.Reeves@ewu.edu</a></td>
</tr>
<tr>
<td>History</td>
<td>MA</td>
<td>GRE; TOEFL (if applicable)</td>
<td>Quarterly admission; substantial academic writing sample; one-page career and purpose statement; two letters of recommendation.</td>
<td>Michael Conlin 200E Patterson 359.7851 <a href="mailto:mconlin@ewu.edu">mconlin@ewu.edu</a></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>MA or MS</td>
<td>None (unless required by program advisors)</td>
<td>Quarterly admission; interdisciplinary program proposal form.</td>
<td>Graduate Studies Office 206 Showalter 359.6297 <a href="mailto:gradprograms@ewu.edu">gradprograms@ewu.edu</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MS</td>
<td>GRE</td>
<td>Quarterly admission; contact department for further information.</td>
<td>Yves Nievergelt 127 Kingston Hall 359.4259 <a href="mailto:ynievergelt@ewu.edu">ynievergelt@ewu.edu</a></td>
</tr>
<tr>
<td>Teaching K-9 Mathematics</td>
<td>MA</td>
<td>GRE; Praxis II for middle school mathematics</td>
<td>Three letters of recommendation; current state teaching certificate</td>
<td>Keith Adolphson 216 Kingston Hall 359.6066 <a href="mailto:kadolphson@ewu.edu">kadolphson@ewu.edu</a></td>
</tr>
<tr>
<td>Modern Languages</td>
<td>MEd</td>
<td>None</td>
<td>Summer language classes only; quarterly admission; contact department for further information.</td>
<td>Margaret Heady 350 Patterson Hall 359.2861</td>
</tr>
<tr>
<td>Music</td>
<td>MA</td>
<td>GRE</td>
<td>Quarterly admission; contact department for further information.</td>
<td>Jody Graves 119 Music Building 359.6119 <a href="mailto:jgraves@ewu.edu">jgraves@ewu.edu</a></td>
</tr>
<tr>
<td>Nursing</td>
<td>MN</td>
<td>None</td>
<td>Recent completion of course in basic descriptive and inferential statistics; recommendations; March 15, fall; November 15, spring.</td>
<td>Anne Hirsch Intercollegiate College of Nursing 324.7334 <a href="mailto:hirsch@wsu.edu">hirsch@wsu.edu</a></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>MOT</td>
<td>GRE</td>
<td>February 1 deadline for start of program summer term; supplemental application; three letters of recommendation; interview.</td>
<td>Greg Wintz 225 Health Science Building 368.6562 <a href="mailto:Greg.Wintz@ewu.edu">Greg.Wintz@ewu.edu</a></td>
</tr>
<tr>
<td>Physical Education</td>
<td>MS</td>
<td>None</td>
<td>Full admission; one- to two-page goals and philosophy statement; three letters of recommendation.</td>
<td>Jeni McNeal 200 PEHR Classroom Building 359.2872 <a href="mailto:Jeni.mcnearl@ewu.edu">Jeni.mcnearl@ewu.edu</a></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>DPT</td>
<td>GRE</td>
<td>January 6 - application deadline; $75 program application fee and supplemental application; fall admission only.</td>
<td>Debra Dickerson 270 Health Services Building 368.6601 <a href="mailto:ddickerson@ewu.edu">ddickerson@ewu.edu</a></td>
</tr>
<tr>
<td>Program</td>
<td>Degree Name</td>
<td>Exams Required</td>
<td>Deadlines and Special Requirements</td>
<td>Contact Person</td>
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<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>Psychology</td>
<td>MS</td>
<td>GRE (within five years)</td>
<td>Department application; statement of intent; three recommendation letters; March 1 deadline for fall.</td>
<td>Pamela Barnes – Clinical 151 Martin Hall 359.2445 <a href="mailto:pamela.barnes@ewu.edu">pamela.barnes@ewu.edu</a> Leonard Stern – General/ Experimental 151 Martin Hall 359.6160 <a href="mailto:leonard.stern@ewu.edu">leonard.stern@ewu.edu</a></td>
</tr>
<tr>
<td>Public Administration</td>
<td>MS</td>
<td>TOEFL (if applicable)</td>
<td>Quarterly admission; additional form; current resume; short essay depicting career plan; three recommendation letters; contact program for further information.</td>
<td>Larry Luton 668 N. Riverpoint #324 Spokane, WA 358.2230 <a href="mailto:Larry.Luton@ewu.edu">Larry.Luton@ewu.edu</a></td>
</tr>
<tr>
<td>Social Work</td>
<td>MSW</td>
<td>GRE (optional)</td>
<td>500-1,000-word personal statement; three letters of reference; contact department for further information.</td>
<td>Patricia Valdes 121 Senior Hall 359.6772 <a href="mailto:Patricia.Valdes@ewu.edu">Patricia.Valdes@ewu.edu</a></td>
</tr>
<tr>
<td>Urban and Regional Planning</td>
<td>MURP</td>
<td>None</td>
<td>Two recommendation letters; personal letter of intent; June 1 deadline for fall otherwise quarterly admission; contact department for further information.</td>
<td>Gabor Zovanyi 668 N. Riverpoint #237 358.2228 <a href="mailto:gzovanyi@ewu.ewu">gzovanyi@ewu.ewu</a></td>
</tr>
</tbody>
</table>

**Certificate Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>Separate Application Is Required For All Students.</th>
<th>Contact Person</th>
<th>Area Code for All Phone Numbers is 509</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Studies</td>
<td>Quarterly admission; check with program director for further information.</td>
<td>Romel Mackelprang 231 Senior Hall 509.359.4584</td>
<td></td>
</tr>
<tr>
<td>Health Services Administration</td>
<td>Quarterly admission; check with program director for further information.</td>
<td>Mary Ann Keoghh-Hoss 3 Riverpoint 358.2263 <a href="mailto:Mary.Keoghhoss@ewu.edu">Mary.Keoghhoss@ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Professional Certification, Education</td>
<td>Quarterly admission; check with program director for further information.</td>
<td>Mariann Donley 314 Williamson 359.2232 <a href="mailto:mdonley@ewu.edu">mdonley@ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Public Management Development</td>
<td>Master's degree in appropriate discipline; February 1 for summer cohort; letters of reference; application can be made through either EWU or WSU; check with program advisor for further information.</td>
<td>Larry Luton 668 N. Riverpoint #324 358.2230 <a href="mailto:Larry.Luton@ewu.edu">Larry.Luton@ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td>Master's degree in appropriate discipline; February 1 for summer cohort; letters of reference; application can be made through either EWU or WSU; check with program advisor for further information.</td>
<td>Jaime Seaburg 151 Martin Hall 358.7690 <a href="mailto:jaime.seaburg@ewu.edu">jaime.seaburg@ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Teaching of Literature</td>
<td>Quarterly admission; check with program advisor for further information.</td>
<td>Christina Valeo 250 Patterson Hall 359.6036 <a href="mailto:Christina.Valeo@ewu.edu">Christina.Valeo@ewu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Teaching of Writing</td>
<td>Quarterly admission; check with program advisor for further information.</td>
<td>Lynn Briggs 362 Patterson Hall 359.2227 <a href="mailto:lbriggs@ewu.edu">lbriggs@ewu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
**GRADUATE STUDIES**

**ACADEMIC POLICIES**

Listed in alphabetical order. For a summary of graduate student responsibilities relative to these policies, see the Graduate Student Guide at the end of this section of the catalog or on the Web at www.ewu.edu/grad and click on “current students.”

**Academic Standards**

- At least one-half of the total credits for a graduate degree must be at the 500 level or above. Note: interdisciplinary degrees (as described separately in this catalog) 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 Vice provost for Graduate Education and Research. 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 below 2.0.
- Only two courses in a student’s degree program may be below a 2.5; repeats do not change this rule.
- Pass/No Credit courses may count in a graduate degree program, but a student must complete 36 credits of graded work. Upper division undergraduate courses (300–400) with pass/no credit grades cannot be included as part of the graduate program.
- Pass/No Credit grades are utilized only in designated graduate-level courses. (Graduate courses may not be taken Pass/No Credit unless the course has been so designated by departments.)
- Students with more than two no credit (NC) grades in their program will have their record reviewed by the program advisor with possible dismissal as a consequence.
- Proof of competency in research is required of all graduate degree candidates.
- Senior students with exceptional ability and appropriate background may enroll in 500-level courses only with prior written permission of the Vice provost for Graduate Education and Research.
- 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.

**Appeals**

Occasionally, a student may wish to appeal an Eastern’s graduate policies. Student appeals of graduate policies and procedures should be addressed to the Vice provost for Graduate Education and Research. 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 on previous graduate credit found on the next page are heard by an Academic Appeals Board.

**Course Level Policies**

**Upper Division**

- 400–499 primarily for seniors; graduate students may count a limited number of credits from graded courses, only with program approval

**Graduate Division**

- 500–599 graduate level; senior undergraduates may enroll only with permission of both department chair and Graduate Dean
- 600–699 graduate level only
- 700–799 doctor level only

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

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

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.

**Course Loads**

Twelve quarter credits for students on a quarter calendar or 18 quarter credits for students on a semester calendar is considered a standard course load for graduate students. The course load may not in any term exceed 16 quarter credits for students on a quarter calendar or 24 quarter credits for students on a semester calendar without the approval of the student’s advisor and the appropriate dean. Students receiving a graduate service appointment must also have the approval of the vice provost for Graduate Education and Research to enroll in overload credits.

**Course Repeat**

Courses may be repeated for graduate credit. However, as stated above under Academic Standards, only two courses in a student’s degree program may be below 2.5; repeats do not change this rule. Also see the probation policy below and the general information on the grading system in the policy section in the back of the 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 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 two credits. In the quarter of defense, the student must be enrolled for a minimum of two credits. (Summer session only permits one credit registration.)
Enrollment Policies for Graduate Students
Graduate students may register only after being recommended for admission. 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.

Please refer to the quarterly announcement at www.ewu.edu/x856.xml for further information on registration procedures such as how to drop, add and withdraw.

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 3.0 cumulative GPA 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 quarter before anticipated graduation unless special permission is granted by the vice provost for Graduate Education and Research.
- Completion of any specific departmental requirements.
- Approval of the vice provost for Graduate Education and Research or designee.

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 vice provost for Graduate Education and Research. (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 vice provost 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. Only the committee members 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 X 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 X grades. Students who successfully complete their comprehensive examinations must meet any outstanding degree requirements within one quarter 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 the second Friday of the quarter prior to expected graduation. Students on a semester calendar must apply no later than five months before the last day of the semester of expected program completion. 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 the deadline for summer of the current academic year will be included in the commencement program.

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

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

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

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.

www.ewu.edu
Probation Policy

- Graduate students must maintain a 3.0 GPA 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 the minimum 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 or above 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 study 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 vice provost for Graduate Education and Research. Students who have been readmitted will have up to two terms to return to good academic standing with a cumulative graduate GPA of at least 3.0. Extensions of probationary status may be approved on the written recommendation of the program and with the approval of the vice provost for Graduate Education and Research. 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 policy section of this catalog for state of Washington residency.)

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 Office and from our website at www.ewu.edu/grad.

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.

Four approved copies of the thesis must be presented to the Graduate Studies Office within 10 working days of the oral examination, or by the end of the term, whichever comes first. By that time, a $60 binding fee must be paid. Three copies of the bound thesis are retained by the University; one is returned to the student after binding.

“Y” grades for Thesis, Research Report and other courses requiring more than a single quarter 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.

“Y” Grade Maximums

<table>
<thead>
<tr>
<th>Course</th>
<th>Maximum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>600, 601, 696</td>
</tr>
<tr>
<td>Biology</td>
<td>30 credits</td>
</tr>
<tr>
<td>Business</td>
<td>12 credits</td>
</tr>
<tr>
<td>College Instruction</td>
<td>696</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>600, 601</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>600, 601</td>
</tr>
<tr>
<td>Computer Science</td>
<td>600, 601</td>
</tr>
<tr>
<td>Counseling, Educational and Developmental Psychology</td>
<td>12 credits</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>600</td>
</tr>
<tr>
<td>Education</td>
<td>563, 587, 588, 589</td>
</tr>
<tr>
<td>Mathematics</td>
<td>600, 601</td>
</tr>
<tr>
<td>Modern Languages (French)</td>
<td>600, 601</td>
</tr>
<tr>
<td>Music</td>
<td>10 credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>9 credits</td>
</tr>
<tr>
<td>Psychology</td>
<td>9 credits</td>
</tr>
<tr>
<td>Public Administration</td>
<td>600</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>601, 695</td>
</tr>
</tbody>
</table>

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 Grants and Research Development, 210 Showalter Hall. Also see the “Regulations for Research” section of this catalog.
Approved Departmental Comprehensive Exams Third Member Policy

**Biology**
Two or three departmental members and an outside member selected by the Graduate Studies Office for the oral comprehensive exam.

**Business Administration**
Elective option - portfolio presentation. The third member is selected by the Graduate Studies Office and the times are arranged by the MBA committee chair. Research report/thesis option. The third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**College Instruction**
Third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**Communication Disorders**
Third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**Communications**
Third member for the oral comprehensive exam is selected by the Graduate Studies Office. Oral will not be held during vacations or summer term without prior approval from the student's committee.

**Computer Science**
Third member for the oral comprehensive exam may be chosen by the Computer Science Department or by the Graduate Studies Office. Students must be registered the quarter they take their final oral exams. If the department selects the third member, notification of the third member should be made at the beginning of the term prior to the comprehensive exam (preferably at the time of candidacy).

**Counseling, Educational and Developmental Psychology**
Written comprehensive examination for Mental Health Counseling and School Counseling reviewed by the vice provost for Graduate Education and Research, and a portfolio presentation to an advisory board and a graduate faculty member selected by the Graduate Studies Office, conducted early in spring term of final year. All School Psychology Program candidates will complete a two-phase program exit process: (a) thesis/research project defense and (b) defense of program. The thesis/research project defense is expected to occur prior to the internship experience, typically by spring term of the second year of enrollment. The defense of program is expected to occur in the final term of the candidate’s enrollment in the program, typically spring term of the third year.

Oral comprehensive examination for special education. Third member may be selected by the student or by the Graduate Studies Office. Students who select their third members must provide the Graduate Studies Office with the third members names at the beginning of the term prior to the term in which their exams are conducted (preferably at the time of candidacy).

**Education**
Third member for the oral comprehensive exam may be selected by the student. Students who are unable to select their third members must notify the Graduate Studies Office at least one term in advance of the comprehensive exam (preferably at the time of candidacy). The Graduate Studies Office is then responsible for selecting the third member.

**English**
Third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**History**
Third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**Interdisciplinary**
Third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**Mathematics**
Third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**Music**
Third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**Nursing**
Third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**Occupational Therapy**
The final comprehensive examination must be successfully completed before enrollment in OCTH 695 Fieldwork that begins in the final year of the program. Third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**Physical Education**
Third member for the oral comprehensive exam is selected by the student. Students who are unable to select their third members must notify the Graduate Studies Office. Students who select their third members must provide the Graduate Studies Office at least one term in advance of their comprehensive exams (preferably at the time of candidacy). The Graduate Studies Office is then responsible for selecting the third member.

**Physical Therapy**
Written comprehensive examination with review by the vice provost for Graduate Education and Research, in final term of didactic work, prior to commencing full-time clinical internships. At least one graduate faculty member selected by the Graduate Studies Office will attend the annual research project presentations.

**Psychology**
For School Psychology, see the information in Counseling, Educational and Developmental Psychology. For all other psychology students the third member for the oral comprehensive examination is selected by the Graduate Studies Office. Oral will not be held during breaks or summer term.

**Public Administration**
Third member for the oral comprehensive exam is selected by the Graduate Studies Office.

**Social Work**
Third member for the oral comprehensive exam may be selected by the student or by the Graduate Studies Office. Students who select their third members must provide the Graduate Studies Office with their third member's name at the beginning of the term prior to the term in which their exams are conducted (preferably at the time of candidacy).

**Urban Planning**
Third member for the oral comprehensive exam may be selected by the student or by the Graduate Studies Office. Students must be registered the term they take their comprehensive exam orals. Students who select their third members must provide the Graduate Studies Office with their third member's name at the beginning of the term prior to the term in which their exams are conducted (preferably at the time of candidacy).
## EWU Graduate Student Summary Guide to Policies and Procedures

All required forms and guidelines can be found at [www.ewu.edu/grad](http://www.ewu.edu/grad)

### Procedures

<table>
<thead>
<tr>
<th>Action</th>
<th>Deadline</th>
<th>Explanation</th>
<th>Consequences/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply for candidacy and select graduate faculty committee members.</strong></td>
<td>Student approaches advisor to formalize graduate program plan, discuss second committee member and determine if Institutional Review Board forms (IRB) must be filed. Program approval for candidacy form indicated by signatures from student, two program graduate faculty and program director. 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.</td>
<td>Supports timely progress to degree completion; protects students from degree requirement changes and begins IRB review, if needed. Approved candidacy applications acknowledged by letter from graduate vice provost or designee.</td>
</tr>
<tr>
<td><strong>Submit Graduation Application and Fee</strong></td>
<td>Return completed application to Graduate Studies Office, 206 Showalter, with fee.</td>
<td>Second Friday of the quarter prior to intended graduation for students on a quarter calendar or five months before last day of the graduation semester for students on a semester calendar.</td>
<td>Allows for timely review of student's program prior to graduation.</td>
</tr>
<tr>
<td><strong>Register in final quarter of program for at least 2 credits (one credit minimum summer term only)</strong></td>
<td>Consult with advisor or graduate program director about remaining requirements.</td>
<td>Term of program completion.</td>
<td>Only currently registered students are eligible to complete a graduate program.</td>
</tr>
<tr>
<td><strong>Select outside member for comprehensive examination.</strong></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>
</tr>
<tr>
<td><strong>Submit Terminal Research Approval form.</strong></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>
</tr>
<tr>
<td><strong>Schedule comprehensive examination</strong></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>
</tr>
<tr>
<td><strong>Provide approved Thesis, Research Report or other terminal document draft</strong></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>Comprehensive examination could be canceled if documents not provided by deadline.</td>
</tr>
<tr>
<td><strong>Complete Comprehensive Examination</strong></td>
<td>Committee Chair or other designated participant in exam submits 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>
</tr>
<tr>
<td><strong>Thesis students only – Submit 4 copies on 100% cotton bond paper and $60 thesis binding fee</strong></td>
<td>Graduate Studies Office must receive final copies with chair and internal committee member signatures on thesis signature page.</td>
<td>Ten working days after comprehensive examination and thesis defense 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 and EWU Library.</td>
</tr>
<tr>
<td><strong>Attend Commencement</strong></td>
<td>Verify completion of application for graduation; order cap, gown and hood from EWU bookstore at least four weeks prior to graduation.</td>
<td>All participants in June commencement must meet posted spring graduation application deadline to be included in bulletin.</td>
<td>Fall, winter, spring and summer graduates may participate; publication of commencement bulletin requires timely application.</td>
</tr>
</tbody>
</table>

* Contact program advisor about any changes to candidacy or committee.

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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. The Program uses the Afrocentric world view as the philosophical basis for the presentation of its courses. The Africana Education Program cross-lists with some courses offered through other EWU colleges.

Support Services for Africana Education Program: The Africana Education Program provides academic and non-academic support services for students. These include academic advising, peer mentoring, assistance with locating tutoring services, scholarships and scholarship information. The Africana Education Program assists students, faculty and staff in understanding African and African American culture and issues. The Program sponsors speakers and events and recognizes national African American holidays. It also serves as a link with the Spokane/Cheney African American community.

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

**Minor**

Africana Studies Minor (20 credits)

The program offers a minor in Africana Studies. Students will gain an understanding of the African American experience from ancient Africa to present-day America. Africana Studies can benefit 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 a diverse understanding. Students considering this minor should contact the director of Africana Studies.

Total credits for above minor: 20 credits

<table>
<thead>
<tr>
<th>Africana Studies Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 299 Special Studies (1–5)</td>
<td>Studies vary according to faculty and student interest.</td>
</tr>
<tr>
<td>AAST 301 Harlem Renaissance (5)</td>
<td>FALL</td>
</tr>
<tr>
<td>AAST 310 Survey of African American Education (5)</td>
<td>FALL A selective and objective study of the cultural, ideological and political contributions of African Americans in Harlem during the period 1918–1929.</td>
</tr>
<tr>
<td>AAST 311 African and African American Art History (5)</td>
<td>Satisfies cultural and gender diversity university graduation requirement.</td>
</tr>
<tr>
<td>AAST 315 African History (5)</td>
<td>WINTER SPRING</td>
</tr>
<tr>
<td>AAST 320 African American Family (5)</td>
<td>WINTER</td>
</tr>
</tbody>
</table>

Africana Studies Minor (20 credits)

African American Political Awareness (5)

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.

History and Dynamics of U.S. Slavery (2)

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.

The Literature of the Harlem Renaissance (5)

Prerequisite: ENGL 101.

This course introduces the cultural, historical and literary dynamics of the Harlem Renaissance — a period in America covering 1900 to the mid-1930s, in which African American aesthetic expression exploded. Students will observe, interpret and apply their understanding of the literature and authors in order to establish a context for the significance of this movement. A willingness to learn and the ability to transform cognitive dissonance will yield the most fruitful gains for students.

Cultural Study: African American Women and Hair (2)

Prerequisite: English 201 or permission of the instructor.

This course covers the history of African American women’s hair. Students will learn how different hairstyles and treatments document a journey of cultural and self-rejuvenation plagued by conflict and accusations. The course will also examine the relationship between hairstyles and racial identity.

(Across-listed WMST 371)
AASt 375
African American Cinema (5)
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. Emphasis is placed on critical viewing, thinking, analyzing and writing about films. The course not only investigates Hollywood’s representations of African Americans but also examines 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 379
American Literature of Ethnic Minorities (5)
Any one of several major areas of ethnicity may be focused on: Native American, Asian American, Latin American/Chicano and African American. Specialized subtopics within these general areas may also be the subject of this course in different offerings. Different subject matter will be indicated by words added to the title in the quarterly course announcement. Course may be taken more than once with different subject matter (Cross-listed ENGL 379, HUMN 379)

AASt 381
Contemporary African American Literature (5)
Major African American literature of the 20th century: fiction, poetry, essay, autobiography and drama. (Cross-listed ENGL 381)

AASt 395
African American Education Internship (1–5)
Internships vary according to program and student interest.

AASt 399
Special Studies (1–5)
Prerequisite: Sophomore standing.
Studies vary according to faculty and student interest.

AASt 424
Economics of Poverty and Discrimination (5)
Prerequisite: Junior standing.
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. (Cross-listed ECON 424, WMST 426)

AASt 430
From Mammoys to Jemimas: The Black Women’s Struggle (5)
Prerequisite: English 201 or permission of the instructor.
The unique struggle of Black women in America begins in the time of slavery from which we still feel the impacts today. Although the feminist movement has made many strides for women in America, the black woman is subjected to a special set of obstacles and circumstances. This course examines historical writings written by and about Black women. The course will discuss slavery, lynching, combating prejudices and encouraging racial pride to give course participants a framework that will deepen their understanding of Black women and their writing. (Cross-listed WMST 430)

AASt 435
Negro Spirituals: Cultural Impact (1)
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)
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 496
Experimental Courses (1–15)

AASt 497
Africana Studies Workshop (1–5)
Workshops are held to examine issues in this area.

AASt 498
Seminar (1–5)

AASt 499
Directed Study (1–5)
Prerequisite: Senior or graduate standing.
Directed study and research projects vary according to faculty and student interest.

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# AGING STUDIES

**School of Social Work**  
Center for Studies in Aging  
Maria C. Hernandez-Peck, Director  
116 Senior Hall  
509.359.6679  

**Minor**  

## UNDERGRADUATE PROGRAM

The Center for Studies in Aging, administratively located within the School of Social Work and Human Services, 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.

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

### Required Courses in the Following Program of Study May Have Prerequisites. Reference the Course Description Section for Clarification.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGST 310</td>
<td>Multidisciplinary Studies in Aging (5)</td>
<td>5</td>
</tr>
<tr>
<td>AGST 410</td>
<td>Minority Perspectives in Aging (3)</td>
<td>3</td>
</tr>
<tr>
<td>AGST 455</td>
<td>Social Policy and Programs in Aging (3)</td>
<td>3</td>
</tr>
<tr>
<td>AGST 456</td>
<td>The Older Woman (3)</td>
<td>3</td>
</tr>
<tr>
<td>AGST 457</td>
<td>Clinical Assessment in Aging (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

The course is intended for social work practitioners and other clinical settings dealing with the elderly. The course is required for social workers 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. (Cross-listed SOWK 458)

### Terms offered

If no terms are indicated, check with department or quarterly course announcement.

**AGST 310**  
Multidisciplinary Studies in Aging (5)  
FALL  
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 410**  
Minority Perspectives in Aging (3)  
SPRING  
Required of all students in the minor, this course is oriented toward a critical examination of the variations in aging experiences of minority elderly in the United States. Its focus is on the most salient themes, orientations and dimensions of the problems and processes of aging in the broader cultural tradition within each ethnic minority group. Particular attention paid to biological, material and historical bases of such dimensions, regional variations among populations and the effects of such past events as conquest and colonialism.

## Aging Studies Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGST 455</td>
<td>Social Policy and Programs in Aging (3)</td>
<td>3</td>
</tr>
<tr>
<td>AGST 456</td>
<td>The Older Woman (3)</td>
<td>3</td>
</tr>
<tr>
<td>AGST 457</td>
<td>Clinical Assessment in Aging (3)</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Biology of Aging (3)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 498</td>
<td>Economics of Aging (3)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 432</td>
<td>Clinical Psychology of Adult Life and Aging (4)</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 484</td>
<td>Sociology of Aging (5)</td>
<td>5</td>
</tr>
<tr>
<td>SOWK 455</td>
<td>Social Policy and Programs in Aging (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required program credits  
14–16 credits

### Elective credits

| Minimum if practicum required | 6–9 credits |
| Minimum total credits for above minor | 11–14 credits |
| Minimum total credits for above minor (with practicum) | 20 credits |

**Note:** Students in the physical sciences will be required to take courses in the social sciences and students in the social sciences will be required to take courses in the physical sciences.

**Note:** The Council on Social Work Education does not accredit minors.

See course descriptions listed under the participating programs and departments: Biology, Economics, Psychology, Social Work and Sociology.
ALCOHOL/DRUG STUDIES
School of Social Work and Human Services
Irene Bittrick, Director
141 Senior Hall
509.359.7882

Minor
Faculty: I. Bittrick, B. Camp, H. Lake

Alcohol/Drug Studies has primarily an adjunct faculty most of whom are agency directors and practitioners in the field.

UNDERGRADUATE PROGRAM

The Alcohol/Drug Studies Program (ADST) is a multidisciplinary program that provides university-level education valuable for students in all disciplines, particularly those students interested in alcohol/drug prevention and treatment and careers in health, business and industry, criminal justice and human services.

Drawing upon history, sociology, chemistry, biology, social work, criminal justice and psychology, the Alcohol/Drug Studies Program incorporates this knowledge into a distinct field. ADST enhances effectiveness in all personal and career endeavors, especially those that center on working with people. Employers are especially eager to hire those who have, with the study of alcohol/drug, augmented their expertise in psychology, social work, sociology, biology, chemistry, education, health administration and criminal justice.

ADST course work contributes to four principal educational objectives:

- Elective course work to enhance majors in all disciplines, providing fundamental knowledge to support effectiveness in identifying and addressing the impact of alcohol and drug misuse, both personally and professionally.
- Completion of the Foundations Certificate Program will strengthen majors in health, social work, psychology, education and other human-service-oriented occupations. The students will receive a certificate from the ADST office upon completion of the requirements.
- Completion of the minor program begins to prepare students for work in both the prevention and counseling arenas. It also enhances majors in community health, social work, nursing, criminal justice, psychology, education and other human-service-oriented fields.
- Completion of all classes required by the state of Washington to become certified as a chemical dependency counselor. These students will also receive a minor in alcohol/drug studies.

General Admissions Requirements for Alcohol/Drug Studies: For admission into the program students are required to meet with the director of Alcohol/Drug Studies following the completion of ADST 300. Transfer students will need to see the director of the Alcohol/Drug Studies Program.

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

### Certificate

**Suicide Risk Assessment, Treatment and Prevention Certificate**

**Student Learning Outcomes**

**Students will:**

- be able to demonstrate basic knowledge of the fundamental relationship between substance use disorders and suicide,
- be able to demonstrate basic proficiency in assessing for suicide potential using an approved risk assessment tool,
- be able to demonstrate the ability to contract for safety,
- be able to demonstrate basic knowledge of the relationship of crisis to the client's stage of change,
- be able to demonstrate listening skills and the appreciation of the importance of empathy in the face of feelings of hopelessness or suicidal thoughts and feelings,
- be able to demonstrate basic knowledge of the role of the public health model in the prevention of suicide.

This Certificate Program in Suicide Risk Assessment, Treatment and Prevention has been adapted to meet the needs of persons who intend to work in the fields of behavioral health, human services and health care providers. It will provide students with skills and ability to work confidently and ethically with suicidal persons.

- ADST 300 Survey of Alcohol/Drug Problems (4)
- ADST 480 Suicide Risk Assessment (3)
- ADST 482 Treatment Strategies for the Suicidal Person (3)
- ADST 484 Suicide Prevention (4)

**Total credits for above certificate** 14 credits

**Minor**

**Alcohol/Drug Counseling and Prevention Minor (33 credits)**

*The minor is designed especially to help prepare drug and alcohol treatment counselors or prevention specialists.*

**Required Courses**

- ADST 300 Survey of Alcoholism/Drug Problems (4)
- ADST 301 Alcohol/Drugs Physiology and Pharmacology (4)
- ADST 302 Alcohol/Drug Counseling Techniques (3)
- ADST 303 Counseling in the Age of AIDS and Selected Pathogens (2)
- ADST 410 Community Prevention Methods (4)
- ADST 420 Alcohol/Drug Case Management (4)
- ADST 430 Alcohol/Drug Family Counseling (3)
- ADST 440 Alcohol/Drug Group Counseling (3)

**Practicum**

- ADST 395 Alcohol/Drug Practicum I (Var)
- ADST 495 Alcohol/Drug Practicum II (Var)

**Required program credits**

- Practicum credits
- 27 credits
- 6 credits

- Total credits for above minor
- 33 credits

### Alcohol/Drug Studies Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Terms Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 300</td>
<td>Survey of Alcohol/Drug Problems</td>
<td>4</td>
<td>FALL/WINTER/SPRING</td>
</tr>
<tr>
<td>ADST 301</td>
<td>Alcohol/Drug Physiology and Pharmacology</td>
<td>4</td>
<td>FALL/WINTER/SPRING</td>
</tr>
<tr>
<td>ADST 302</td>
<td>Alcohol/Drug Counseling Techniques</td>
<td>3</td>
<td>FALL/SPRING</td>
</tr>
<tr>
<td>ADST 303</td>
<td>Counseling in the Age of AIDS and Selected Pathogens</td>
<td>2</td>
<td>FALL/WINTER</td>
</tr>
</tbody>
</table>

*The course presents the student 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.*

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ADST 304
Psychology of Addiction (3)
WINTER
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 of the addictions to be reviewed 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 addictions in our nation will be discussed. The various approaches to treatment, alternatives and social issues are investigated.

ADST 308
Cultural Diversity and Chemical Dependency (2)
WINTER
This course examines issues regarding the treatment of clients from different cultural/ethnic backgrounds. It also discusses issues specific to treating women, elderly, gay, lesbian, bisexual, transgendered and questioning (GLBTQ) people and people with disabilities.

ADST 395
Alcohol/Drug Practicum I (1–3)
FALL/WINTER/SPRING/SUMMER
Prerequisites: (Completion of ADST 450, 6 of the 8 core courses and completion of the application and placement process.)
The students will be placed 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 399
Alcohol/Drug Special Studies (1–5)
FALL/WINTER/SPRING
The subjects vary relative to faculty and student interests.

ADST 410
Community Prevention Methods (4)
SPRING
Students will learn about the history of prevention and will gain a working understanding of the risk and protective factor framework, the resiliency model, the developmental asset model and the principles of effectiveness. Students will be able to understand the importance of program planning and evaluation. They will familiarize themselves with best practices and promising practices through the WestCapi website. Students will gain an understanding of the importance of delivering programs in a culturally and developmentally appropriate context. Media literacy and media advocacy will be discussed and students will be able to design their own media-related projects. The Washington State model of prevention will be presented, including the role of the “Synar” amendment. The skill standards for substance abuse and violence prevention as well as the requirements for prevention certification will be reviewed.

ADST 415
Substance Abuse and the Elderly (3)
SPRING
This course develops an enriched understanding of the psychological, social and health problems associated with chemical dependency and the elderly. Substance abuse, particularly of alcohol and prescription drugs, among people 60 and older is one of the fastest growing problems facing the country. The various treatment approaches, alternatives and social issues are discussed. This course explores addictions and will explore the ideas of causality with social implications.

ADST 420
Alcohol/Drug Case Management (4)
FALL/WINTER
Prerequisites: Completion of ADST 300 and 302 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
Alcohol/Drug Family Counseling (3)
FALL/WINTER
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. Students will also be exposed to theories of family roles and children of alcoholics (COA) and adult children of alcoholics (ACA) issues. They will look at what constitutes a healthy family system.

ADST 440
Alcohol/Drug Group Counseling (3)
WINTER
Prerequisite: Completion of 20 ADST credit hours.
This course is designed to prepare students to enter into the ADST practicum experience. Students will make application to program, obtain proper state-required paperwork and review practicum assignment.

ADST 450
Practicum Seminar (1)
FALL/WINTER/SPRING
Prerequisite: Completion of 20 ADST credit hours.
This course is designed to prepare students to enter into the ADST practicum experience. Students will make application to program, obtain proper state-required paperwork and review practicum assignment.

ADST 460
Chemical Dependency Ethics and the Law (4)
SPRING
Prerequisites: ADST 300 and 302 or permission of the instructor.
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 464
Alcohol/Drug Relapse Prevention (2)
SPRING
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 recurrence and 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 466
Substance Abuse, Violence and Trauma (3)
Prerequisite: ADST 300 or permission of the instructor.
This course develops a broader based knowledge and understanding of the problems associated with addiction and violent behaviors. The concept of violence and chemical dependency will explore the ideas of causality and social implications. The history of our nation in regards to addictions and violence and the influence of the specific new-age drugs are explored to draw into context the current state of the violence and addiction problem today. The various approaches to current issues, treatment alternatives and social issues are discussed.

ADST 470
Alcohol/Drug and Mental Illness (3)
WINTER
Prerequisite: ADST 302 or permission of the instructor.
Study of the major mental and emotional illnesses including history, etiology and diagnostic criteria. How these illnesses interact with the use of alcohol and other drugs of abuse toward development of effective treatment strategies which incorporate all mental health, psychiatric and addiction treatment modalities.

ADST 480
Suicide Risk Assessment and Management (3)
WINTER/SUMMER
This course will explore the theoretical foundation in suicide risk assessment and clinical management with a special emphasis on the Surgeon General’s national strategies. It will cover the epidemiology of suicide in the U.S. and evidenced-based risk factors. Emphasis will be placed on the relationship of mental illness and substance abuse to suicide with particular focus on relapse prevention and suicide risk management. The class will include instructions for interviewing suicidal patients and include role-playing exercises. Students will learn about aftercare interventions (postventions) and best practices for avoiding claims of suicide malpractice.

ADST 482
Treatment Strategies for Suicidal Persons (3)
SPRING
Prerequisite: ADST 480.
This course will explore the theoretical foundation in the treatment and case management of suicidal persons with a special emphasis on the Surgeon General’s national strategies. It will briefly review the epidemiology of suicide in the U.S. and evidenced-based risk and protective factors and the relationship of mental illness and substance abuse to suicide with particular focus on relapse prevention and clinical treatment strategies. This course will provide instructions in evidenced-based and best practices for the interviewing, treatment and case management of suicidal persons and will include role-play exercises. Students will role-play suicide aftercare interventions (postventions) and review best practices for avoiding claims of suicide malpractice. Students will be expected to choose a specific evidenced-based or best practice modality or specific at risk population, to investigate more rigorously.

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ADST 484
Suicide Prevention (4)
FALL
Prerequisite: ADST 480.
This course is an introduction into the field of suicide prevention. After introducing a brief history of suicidal beliefs in western culture, students will be confronted with 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 will be discussed.

ADST 495
Alcohol/Drug Practicum II (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Successful completion of ADST 395 Alcohol/Drug Practicum I and program approval.
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)
FALL/WINTER/SPRING/SUMMER
Subjects vary according to faculty and student interest.

ADST 497
Directed Study (1–4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of Alcohol/Drug Studies program director.
Individual learning and career development course with placement in an alcohol/drug treatment or prevention facility coordinated through the Alcohol/Drug Studies Program.

ADST 542
Screening & Assessment for Co-Occurring Disorders (3)
WINTER
This course is designed to assist master’s-level social workers, 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. Further, students will gain an understanding of mental health diagnosis utilizing screening, assessment and diagnostic tools. Students will explore specific skills such as building rapport, gathering data, determining the client’s readiness for change, understanding accepted criteria for diagnosis (DSM IVTR), understanding placement criteria (ASAM), utilizing assessment instruments, analyzing and interpreting data, documenting assessment findings and making appropriate treatment recommendations.

ADST 544
Treating Co-Occurring Disorders (4)
SPRING
This class will establish a better understanding of the inherent complexities of co-occurring disorders (COD) and develop a variety of clinical skills necessary in the treatment of COD. We will explore the principles of cognitive-behavioral therapy, solution-focused therapy, motivational enhancement therapy and brief therapy approaches to both substance abuse and mental illness. Selected clinical interventions from each of these evidence-based treatment modalities will be taught and practiced for both group work and individual therapy. Clinical approaches, treatment planning, placement and medications used to treat COD will also be discussed.

ADST 546
Best Practices in Substance Abuse & Mental Health Intervention (4)
SUMMER
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 560
Clinical Supervision (4)
This class will introduce the key components of clinical supervision in a chemical dependency treatment center. The course will count toward training required to be an approved supervisor. It will combine addiction supervision and traditional leadership models to build a base for new supervisors. It also provides experienced supervisors with additional knowledge, skills and resources to train and develop staff. The following topics will be included in this course: identifying and developing leadership; readiness to lead and guide; how to teach, guide and mentor others; time management; how to understand and apply state regulations of clinical supervision, including the process of supervising trainees; models to handle discipline problems; and developing learning plans. The course will have conceptual, experiential and integrative components. It will include lecture, interactive learning groups, role play and supervisor simulations. It will also cover burnout of teaching coaching and mentoring staff in the addiction field.

ADST 595
Alcohol/Drug Practicum I (1–4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of Alcohol/Drug Studies program director.
Individual learning and career development course with placement in an alcohol/drug treatment or prevention facility coordinated through the Alcohol/Drug Studies Program.

ADST 596
Experimental Course (1–5)
ADST 695
Alcohol/Drug Practicum II (1–4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of Alcohol/Drug Studies program director.
Individual learning and career development course with placement in an alcohol/drug treatment or prevention facility. Placement in an alcohol/drug treatment or prevention facility supports the opportunity to learn knowledge and skills by providing direct service with agency supervision. Regular seminars are held for processing and integrating concepts and techniques and addressing professional issues. When practicum placement is in a state-certified alcohol/drug treatment facility, the hours may also apply toward chemical dependency counselor state certification.

www.ewu.edu
American Indian Studies Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

IDST 101 Introduction to Indian Studies (5) [satisfies cultural and gender diversity university graduation requirement]
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 121 Introduction to Federal Indian Policy (4)
The politico-legal history of federal legislation, executive policies and judicial decisions forming the context for evaluation of contemporary issues and problems in Indian Affairs.

IDST 201, 202, 203 Salish Language and Culture I, II, III (5 each) Prerequisites: IDST 101 for 201, 201 for 202, 202 for 203
These courses are the beginning courses in Salish language and culture, focusing on the nselxicin 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 nselxicin.

IDST 321 Contemporary Indian Issues (5) [satisfies cultural and gender diversity university graduation requirement]
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 throughout North America.

IDST 330 Indian Wars: Past and Present (5) 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 380 Survey of Native American Literatures (5) [satisfies cultural and gender diversity university graduation requirement]
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. (Cross-listed ENGL 380)

IDST 421 Federal Indian Law and Policy I (5) Prerequisites: IDST 321
This is the first course in a two course series on federal Indian law and policy. Federal Indian law is the body of law that regulates the relationship between Indian tribes and the United States. Federal Indian policy consists of the various doctrines underlying federal legislative and executive actions affecting Indian tribes. This course will introduce students to laws, regulations and case law that comprise federal Indian law as well as the policies underlying those laws. Topics will be further explored through the use of case studies.

IDST 422 Federal Indian Law and Policy II (5) Prerequisites: IDST 421
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.

IDST 495 Indian Studies Internship (1-5)

IDST 496 Tribal Economic Development Problems (4)

IDST 497 Workshops, Short Courses, Conferences (1-5)

IDST 499 Directed Independent Study (1-5)
Independent study in areas of Indian Studies.

Minor

Indian Studies Minor (18 credits)
Required Courses
IDST 101 Introduction to Indian Studies (5)
IDST 321 Contemporary Indian Issues (5)
Select two courses from the following: 8-10 credits
ANTH 355 Indians of the Northwest (5)
IDST 121 Introduction to Federal Indian Policy (4)
IDST 380 Survey of Native American Literatures (5)
IDST 496 Tribal Economic Development Problems (4)

Minimum total credits for above minor 18 credits

American Indian Studies Minor (18 credits)

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

IDST 101 Introduction to Indian Studies (5) [satisfies cultural and gender diversity university graduation requirement]
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 121 Introduction to Federal Indian Policy (4)
The politico-legal history of federal legislation, executive policies and judicial decisions forming the context for evaluation of contemporary issues and problems in Indian Affairs.

IDST 201, 202, 203 Salish Language and Culture I, II, III (5 each) Prerequisites: IDST 101 for 201, 201 for 202, 202 for 203
These courses are the beginning courses in Salish language and culture, focusing on the nselxicin 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 nselxicin.

IDST 321 Contemporary Indian Issues (5) [satisfies cultural and gender diversity university graduation requirement]
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 throughout North America.

IDST 330 Indian Wars: Past and Present (5) 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 380 Survey of Native American Literatures (5) [satisfies cultural and gender diversity university graduation requirement]
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. (Cross-listed ENGL 380)

IDST 421 Federal Indian Law and Policy I (5) Prerequisites: IDST 321
This is the first course in a two course series on federal Indian law and policy. Federal Indian law is the body of law that regulates the relationship between Indian tribes and the United States. Federal Indian policy consists of the various doctrines underlying federal legislative and executive actions affecting Indian tribes. This course will introduce students to laws, regulations and case law that comprise federal Indian law as well as the policies underlying those laws. Topics will be further explored through the use of case studies.

IDST 422 Federal Indian Law and Policy II (5) Prerequisites: IDST 421
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.

IDST 495 Indian Studies Internship (1-5)

IDST 496 Tribal Economic Development Problems (4)

IDST 497 Workshops, Short Courses, Conferences (1-5)

IDST 499 Directed Independent Study (1-5)
Independent study in areas of Indian Studies.
UNDERGRADUATE PROGRAMS

The Department of Geography and Anthropology offers both a major and a minor in anthropology. Anthropology offers students the opportunity to broaden their exposure to peoples and cultures of the world, both now and in the past. The four-field approach considers the biological, cultural, prehistoric/historic and linguistic aspects of the human condition. 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 the world as a part of their general education;
• Prepare for graduate studies in Anthropology; or
• Undertake an undergraduate program leading to work in such fields as social work, law and forensics, as well as business and other occupations interacting with ethnically diverse populations or international agencies and companies.

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 a physical anthropology laboratory, a cartography laboratory, a GIS laboratory and a map library.

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.

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

Bachelor of Arts (BA)

Anthropology Major (70–75 credits)

Student Learning Outcomes

Students will:

• demonstrate basic knowledge of the four anthropological subdisciplines: cultural anthropology, archaeology, linguistic anthropology and physical anthropology;
• demonstrate basic knowledge of the history of anthropology;
• demonstrate basic knowledge of anthropological theory;
• demonstrate critical reasoning required to use the knowledge of anthropology s/he has learned;
• demonstrate communication skills required to use the knowledge of anthropology s/he has learned.

Note: Two years of a single high school foreign language or one year of a single college level foreign language is required for this major.

Required Courses

Disciplinary Foundation Course
ANTH 101 Cultural Anthropology (5)

CSBS Foundation Courses
CSBS 310 Foundations of Social Behavioral Science Theory (5)

Choose one of the following courses
CSBS 320 Introductory Statistics for the Social Sciences (5)
CSBS 331 Documents-Based Research Methods (5)
GEOG 328 Geographic Information Systems I (5)

Disciplinary Core Courses
ANTH 301 Principles of Archaeology (5)
ANTH 345 Physical Anthropology (5)
ANTH 401 Anthropological Research Methods (5)
ANTH 444 Development of Anthropological Theory (5)
ANTH 445 Anthropological Linguistics (5)
ANTH 490 Senior Capstone (4)

Assessment
ANTH 493 Portfolio Assessment (1)

Electives

Choose one of the following

a. Traditional four-field emphasis in Anthropology

Choose an additional 30 credits from any courses with an ANTH prefix.

b. A certificate program

Select one of the focused, interdisciplinary certificates approved for the Anthropology major (consult department for list) 25–30 credits.

c. Specialization focus

Under certain circumstances the student majoring in anthropology, in consultation with the advisor and chair, may design a set of 30 credits of electives that best prepares them for a specialty in anthropology he/she wishes to pursue.

Note: The student majoring in anthropology may do more than this elective minimum.

Note: The Anthropology major does not require a minor

Disciplinary foundation credits 5 credits
Social and behavior science foundation credits 10 credits
Disciplinary core courses credits 29 credits
Assessment credits 1 credit
Elective credits 25–30 credits
Minimum total credits for above major 70 credits

Minor

Anthropology Minor

Required Course
ANTH 101 Cultural Anthropology (5)

Electives
Select upper-division anthropology courses in consultation with department advisor.

Required program credits 5 credits
Elective credits 10 credits
Total credits for above minor 15 credits
Anthropology Courses

**ANTH 101**
**Cultural Anthropology (5)**

FALL/WINTER/SPRING

(satisfies the GECR for social sciences, list 2, anthropology, geography, psychology and sociology) An introduction to the study of man with principal emphasis on culture.

**ANTH 161**
**Introduction to Chicano Culture (5)**

FALL/WINTER/SPRING/SUMMER

A study of Chican culture providing an initial overview of its roots and conflicts. Specific components discussed are cultural identity, customs, language, psychology and the arts. (Cross-listed CHST 101)

**ANTH 201**
**Latin@s/os in Contemporary American Society (5)**

(satisfies cultural and gender diversity university graduation requirement)

The following course examines the experience of the other Latin@s (Hispanics) in the United States: Puerto Rican, Cuban American and Central Americans. The course presents a brief historical overview of their entrance in American society and a demographic comparison of significant socio-economic variables of the groups. The primary focus of the course is to examine the social and cultural profile of the Puerto Rican, Cuban and Central American groups in the U.S. The course covers historical, social and cultural themes, which include the impact of American institutions on identity, culture, language, the family and the future implications of immigration from Latin America. (Cross-listed CHST 201)

**ANTH 299**
**Special Studies (1–15)**

FALL/WINTER/SPRING/SUMMER

Prerequisites: Permission of the instructor and the department chair.

**ANTH 301**
**Principles of Archaeology (5)**

A comprehensive survey of the field of archaeology which will introduce students to the methods of field excavation and reconstruction employed by scientific archaeologists in the reconstruction of prehistoric cultures.

**ANTH 342**
**Tribes, Bands and Chiefdoms (5)**

(satisfies international studies university graduation requirement)

Approaches to understanding non-state societies and an examination of how their cultures contrast with each other and with our own way of life.

**ANTH 343**
**Old World Prehistory (5)**

An introduction to European and Middle-Eastern prehistory with a secondary emphasis on Africa and Asia.

**ANTH 345**
**Physical Anthropology (5)**

An introduction to the origin, genetic adaptation and evolution of living and extinct humans.

**ANTH 347**
**Peoples of Africa (5)**

A comparative view of tradition and change in sub-Saharan Africa.

**ANTH 348**
**Peasant Societies (5)**

(satisfies international studies university graduation requirement)

World survey of what it means to be a peasant; relationship between communities and larger political wholes; revolutionary and protest movements and their future prospects.

**ANTH 349**
**Major Civilizations of Asia (5)**

(satisfies international studies university graduation requirement)

An ethnographic survey of Japan, China, Islam and India, emphasizing the core values of each.

**ANTH 355**
**Indians of North America (5)**

(satisfies cultural and gender diversity university graduation requirement)

A comparative overview of distinctive Indian cultures. Opportunities for individual research provided.

**ANTH 356**
**Archaeology of North America (5)**

The pre-Columbian history of America north of the Valley of Mexico.

**ANTH 357**
**Peoples of Latin America (5)**

(satisfies international studies university graduation requirement)

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.

**ANTH 358**
**Medical Anthropology (5)**

(satisfies international studies university graduation requirement)

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.

**ANTH 366**
**Revolution and Development in the Third World (5)**

(satisfies international studies university graduation requirement)

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.

**ANTH 399**
**Special Studies (1–15)**

FALL/WINTER/SPRING/SUMMER

Prerequisites: Permission of the instructor and the department chair.

**ANTH 401**
**Anthropological Research Methods (5)**

A review of anthropological methods for the collection and analysis of cultural data.

**ANTH 432**
**Anthropology of Gender (4)**

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. (Cross-listed WMST 432)

**ANTH 435**
**Irish History and Culture (5)**

This course examines various aspects of Irish history and culture from prehistory to the present. Attention is given to religious, social, cultural, economic and political institutions and developments. (Cross-listed HIST 435)

**ANTH 439**
**Topics in Anthropology (1–5)**

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.

**ANTH 444**
**Development of Anthropological Theory (5)**

Prerequisite: ANTH 101 or 305.

Introduction to the development of theoretical anthropology which surveys alternative theories concerning man and culture.

**ANTH 445**
**Anthropological Linguistics (5)**

An anthropological perspective on language, incorporating an examination of contemporary approaches to phonology and syntax with an emphasis on language in culture.

**ANTH 446**
**Sociolinguistics (3)**

The course deals with language in its social setting. It examines linguistic variation in relation to social status and interactional context. The political implications of linguistic variation are also considered.

**ANTH 448**
**Anthropology of Food and Nutrition (5)**

This course explores the diversity of human foodways and their ecological, cultural and social significance.

**ANTH 450**
**Cultural Ecology (5)**

(satisfies international studies university graduation requirement)

The relationship between man, nature and culture is contrasted in food collecting, simple farming and technologically more complex cultures.

**ANTH 452**
**Archaeological Field Techniques (5)**

Archaeological theory and method with emphasis on excavation procedures and skills and laboratory analysis. Opportunity for limited field experience.

**ANTH 454**
**Myth, Ritual and Magic (5)**

Religion as viewed by anthropology, in both urban cultures and smaller non-urban groups. Primary emphasis is on non-western cultures.

**ANTH 455**
**Archaeology of Meso-America (5)**

The pre-Columbian history of Mexico, Central America and Western South America.

**ANTH 456**
**World Archaeology (5)**

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 will 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.
ANTH 457  
Witchcraft, Sorcery and Shamanism (5)  
An anthropological study of the cultural significance of witchcraft, sorcery, spirit possession and shamanism.

ANTH 460  
Forensic Anthropology (4)  
Prerequisite: 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.

ANTH 463  
Community Projects in Anthropology (5)  
In this course students will learn methodologies and techniques used in applied anthropology. They will then put their anthropological knowledge and field techniques to use in applied anthropology projects in the community.

ANTH 490  
Senior Capstone: Anthropology and the Modern World: Critical, Popular and Applied (4)  
(this course satisfies senior capstone university graduation requirement.)  
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. It seeks the principles and applications which the field as a whole needs in order to communicate with other institutions and with society at large. We explore the implicit social criticism that anthropology offers to western culture and to its own place within it. The course presents an array of career possibilities, together with a wide range of practical applications for anthropological knowledge. Guest lectures, discussion, group work and their own presentations challenge students to relate their special interests to the larger issues of the human sciences and their meanings for people.

ANTH 492  
Portfolio Assessment (1)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Senior standing.  
Advised by a member of the Anthropology faculty, the student compiles an assessment portfolio of academic assignments completed in anthropology courses at EWU. Taken during the term in which the student expects to complete the requirements for the bachelor's degree in anthropology, this independent study course provides the student with an opportunity to undertake guided academic/career planning as well as to participate in summative assessments.

ANTH 495  
Internship (1–15)  
FALL/WINTER/SPRING/SUMMER

ANTH 497  
Workshops, Short Courses, Conferences (1–5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Permission of the instructor. Special short-term programs of varying content, usually involving field work problems.

ANTH 498  
Departmental Seminar (1–5)  
FALL/WINTER/SPRING/SUMMER  
Selected topics in anthropology.

ANTH 499  
Directed Study (1–5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Permission of the instructor and the department chair. Independent study in selected areas of anthropology.

ANTH 595  
Internship (1–5)  
Prerequisite: Approval of committee or chair of department. 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.

ANTH 599  
Independent Study (1–15)  
Prerequisite: Prior approval of instructor.
**ART**

College of Arts and Letters  
Elisa Nappa, Chair  
140 Art Building  
509.359.2494

**BA, BAE, BFA**  
**Minor**  
Faculty: T. Askman, L. Devuono, N. Hathaway, B. Miller, S. Murney;  
E. Nappa, H. Mullins, G. DuMontier

**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.

The Department of Art's unique and multifaceted Gallery Program provides cultural enrichment for both the University and the regional community. In addition to the main Art Gallery, the program sponsors public art lectures, visiting-artists' workshops, cooperative exhibitions with northwest museums and the University's permanent art collection.

**General Major and Minor Requirements for Art**  
All Art majors are expected to complete a core of fundamental courses in Studio Art and Art History relative to their specific degree program.

**General Degree Completion Requirements for Art**  
All 400-level studio courses may be repeated three times for credit.

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

**Bachelor of Arts (BA)**

*Students majoring in Art History will be expected to complete courses in methodology and to present a written thesis.*

**Art History Major (62 credits)**  

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

**Student Learning Outcomes**

*Students will:*  
- have a fundamental ability to read and comprehend texts and to analyze works of art with peers and faculty,  
- have a fundamental knowledge of major movements, styles, and artists within the history of art,  
- have the ability to do independent research from diverse texts within the subject of Art History,  
- be able to synthesize their art historical knowledge into the practice of the art historical discipline through discussion and writing,  
- have the ability to bring together their research into clear written form,  
- demonstrate an awareness of current scholarly opinion regarding issues of interpretation in the field, and the ability to articulate and discuss art within our own culture and the art of culturally diverse settings.

**Required Courses**

ART 107 Basic Design (5)

or ART 307 Design (5)

ART 213 Art in the Humanities (5)

ART 300 Drawing (5)

ART 303 Digital Art I (5)

ART 398 Seminar: Introduction to Art Historical Research (2)

ART 498 Seminar in Art History (2)

ART 491 Senior Thesis (5)

**Select courses from the following: 30 credits**

ART 310 World Art (5)

ART 415 History of Ancient Art (5)

ART 417 History of Medieval Art (5)

ART 420 History of Renaissance Art (5)

ART 422 History of Baroque and Rococo Art (5)

ART 423 Art of the 19th Century (5)

ART 430 History of Modern Art (5)

ART 431 History of Contemporary Art (5)

**Electives**

Select additional Art History courses in consultation with departmental advisor.

**Required program credits**  
59 credits

**Elective credits**  
3 credits

**Total credits for above major**  
62 credits

**Studio Art Major (75 credits)**

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

**Student Learning Outcomes**

*Students will:*  
- have the ability to analyze, interpret, and create written or spoken dialog about diverse works of art,  
- demonstrate the ability to articulate thoughts and ideas in relation to an art historical timeline, and the ability to articulate and discuss art within our own culture and the art of culturally diverse settings,  
- have basic skills to create works of art in at least three different media,  
- have advanced skills and knowledge to create works of art in at least one medium,  
- be able to synthesize their studio practice into the professional practice of the discipline.

**Required Courses**

ART 107 Basic Design (5)

or ART 307 Design (5)

ART 155 Beginning Painting (5)

ART 355 Painting (5)

ART 213 Art in the Humanities (5)

ART 300 Drawing (5)

ART 303 Digital Art I (5)

ART 400 Drawing (5)

ART 401 Life Drawing (5)

ART 490 Senior Capstone: Professional practices for the visual arts. Where do you want to go? How do you get there? (5)

**Select two of the following courses: 10 credits**

ART 310 World Art (5)

ART 415 History of Ancient Art (5)

ART 417 History of Medieval Art (5)

ART 420 History of Renaissance Art (5)

ART 422 History of Baroque and Rococo Art (5)

ART 423 Art of the 19th Century (5)

ART 430 History of Modern Art (5)

ART 431 History of Contemporary Art (5)

**Studio Disciplines**

From the list of studio courses marked with an (*) choose one studio discipline to be repeated a minimum of 3 times: 20 credits

**Ceramics:**

ART 325 Ceramics (5)

*ART 425 Advanced Ceramics (5)

**Digital Art:**

*ART 403 Digital Art II (5)

**Drawing:**

*ART 400 Drawing (5)

*ART 401 Life Drawing (5)

**Painting:**

ART 155 Beginning Painting (5)

ART 355 Painting (5)

ART 356 Watercolor (5)

*ART 455 Painting (5)

*ART 456 Watercolor (5)

**Photography:**

ART 304 Art of Photography (5)

*ART 404 Art of Photography (5)

**Printmaking:**

ART 360 Printmaking (5)

ART 361 Papermaking (5)

*ART 460 Printmaking (5)

**Sculpture:**

ART 365 Sculpture (5)

*ART 465 Sculpture (5)

**Alternative Media:**

*ART 407 Alternative Media (5)

*ART 450 Workshop in Art (1–5)

**Electives**

Select additional art courses in consultation with departmental advisor.
**Bachelor of Arts in Education (BAE)**

Students seeking certification in Art will be expected to demonstrate basic studio competencies prior to recommendation for admission to professional degree candidacy.

**Visual Arts/Elementary Major (45 credits)**

*This major satisfies the endorsement for Preschool to grade 12.*

**Student Learning Outcomes**

- have the basic knowledge, skills, and understanding of art's role and function in our daily lives, school, society, and culture,
- have the basic knowledge, skills, and understanding to look at, discuss, write about, and interpret artworks and become aware of integrated learning opportunities for art in educational settings,
- have the basic knowledge, skills, and understanding of contemporary issues and trends in art education, and in the role and value of art education for elementary students and in teaching practice,
- have basic knowledge, skills, and understanding of methods and strategies for teaching meaningful art lessons to K-8 students, exploring the values and possibilities in art-making activities,
- demonstrate basic studio competencies using a variety of art materials, methods, styles, and techniques appropriate to K-8 education,
- have basic knowledge, skills, and understanding of the community resources available to enhance the integration of art making, art criticism, aesthetics, and art history in educational settings.

**Required Courses**

- ART 107 Basic Design (5)
- ART 155 Beginning Painting (5)
- ART 213 Art in the Humanities (5)
- ART 300 Drawing (5)
- ART 325 Ceramics (5)
- ART 390 Art in the Elementary School (5)
- ART 391 Foundations of Art Education (2)

**Select ONE of the following courses: 5 credits**

- ART 420 History of Renaissance Art (5)
- ART 423 Art of the 19th Century (5)
- ART 430 History of Modern Art (5)

**Electives**

From the list of studio courses select additional Art courses in consultation with a department advisor.

**Computer/Photography**

- ART 304 Art of Photography (5)
- ART 403 Digital Art II (5)

**3-D Ceramics/Sculpture**

- ART 307 Design (5)
- ART 365 Sculpture (5)
- ART 425 Advanced Ceramics (5)

**2-D Painting/Drawing/Printing**

- ART 356 Watercolor (5)
- ART 360 Printmaking (5)
- ART 361 Papermaking (5)
- ART 400 Drawing (5)
- ART 401 Life Drawing (5)
- ART 455 Painting (5)
- ART 460 Watercolor (5)

**Required program credits**

- 40 credits

**Elective credits**

- 5 credits

**Credits for above major**

- 45 credits

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**Bachelor of Arts in Education (BAE)**

Students seeking certification in Art will be expected to demonstrate basic studio competencies prior to recommendation for admission to professional degree candidacy.

**Visual Arts/Secondary Major (70 credits)**

*This major satisfies the endorsement for Preschool to grade 12.*

**Student Learning Outcomes**

- understand, develop, demonstrate, and practice knowledge of the theory and practice of Art Education for Secondary level students,
- understand, develop, demonstrate, and practice appropriate curriculum and teaching methods for studio and for art history, criticism, and aesthetics,
- understand, develop, demonstrate, and practice appropriate professional dispositions, art content, and art knowledge for successful teaching,
- develop, demonstrate, and practice understanding and knowledge through discussing the philosophical and historical foundations of Art Education, and be able to articulate and discuss art within our own culture and the art of other culture,
- understand, develop, demonstrate, and practice skill in the use of computer for curriculum development, instruction, as an art media, and for classroom management,
- understand, develop, demonstrate, and practice an understanding of the community resources available to enhance the integration of art making, art criticism, aesthetics, and art history in secondary educational settings.

**Required Courses**

- ART 107 Basic Design (5)
- ART 155 Beginning Painting (5)
- ART 390 Art in the Elementary School (5)
- ART 391 Foundations of Art Education (2)
- ART 393 Art in the Secondary School (5)
- ART 400 Drawing (5)
- ART 401 Life Drawing (5)
- ART 420 History of Renaissance Art (5)

**Select one the following: 5 credits**

- ART 423 Art of the 19th Century (5)
- ART 430 History of Modern Art (5)
- ART 431 History of Contemporary Art (5)

**Electives**

Select THREE courses from ONE of the following categories. Courses with an * can be taken up to three times.

**Computer/Photography**

- ART 304 Art of Photography (5)
- *ART 403 Digital Art II (5)
- *ART 404 Photography (5)

**3-D Ceramics/Sculpture**

- ART 307 Design (5)
- ART 365 Sculpture (5)
- *ART 425 Advanced Ceramics (5)
- *ART 465 Sculpture (5)

**2-D Painting/Drawing/Printing**

- ART 356 Watercolor (5)
- ART 360 Printmaking (5)
- ART 361 Papermaking (5)
- *ART 400 Drawing (5)
- *ART 401 Life Drawing (5)
- *ART 455 Painting (5)
- *ART 460 Printmaking (5)

**Required program credits**

- 55 credits

**Elective credits**

- 15 credits

**Credits for above major**

- 70 credits

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**Secondary Education:**

- 46–7 credits

*See the Department of Education section of this catalog. Prerequisites may also apply.*

**Minimum total credits for above major and professional education**

- 116 credits

*Note: All BAE/Visual Arts Secondary Education students will meet with an Art Department faculty mentor during their student teaching internship period.*

*Note: The above major takes more than 12 quarters at 15–16 credits a quarter.*
Bachelor of Fine Arts (BFA)

The primary focus of the BFA is to give students who are committed to becoming contemporary artists an opportunity to immerse themselves in a much deeper studio experience and prepare a very solid portfolio should they continue on to a MFA degree.

Students submit a portfolio by the eighth week of the quarter prior to beginning the BFA. Acceptance notification will be sent at the end of that quarter. Application is recommended at the end of the sophomore year to help ensure that appropriate junior year courses are selected, such as alternative media and contemporary art history (offered only once a year). (Students need not be in the BFA to take any art class, with the exception of the senior year three quarter class ART 470). This course requires previous acceptance into the BFA degree program. Art 470 senior courses are an intensive studio experience as well as philosophical dialogues about the nature of being an artist and how to prepare for graduate studies (MFA).

Students have individual mid-term reviews with all art faculty as well as two end-of-quarter reviews with two professional artists from outside the department and the course instructor. Studio art includes: Alternative Media 407 (studies in new genre art; installation, performance, light/space, new materials, chance, time, video, sound, environmental, public art, process and community based art). Students may major in this as well as any traditional discipline.

Students prepare work for and make a mailer for an end of year group exhibition in the main gallery or other space if needed.

Note: There is no foreign language requirement for BFA students.

Studio Art Major (115 credits)

Student Learning Outcomes

Students will:

• have the ability to analyze, interpret, and create written or spoken dialog about diverse works of art.
• be able to convey thoughts and ideas in relation to an art historical timeline; apply contemporary concepts in art to their own work, and articulate and discuss art within our own culture and the art of other cultures.
• have basic skills to create works of art at least three different media.
• have advanced skills and knowledge to create works of art in at least one medium and intermediate skills and knowledge of at least one other medium.
• have the ability to present and apply their skill in studio practice in the creation of a cohesive body of work on a level appropriate to entry into both graduate schools and art professions.
• have the ability to defend their portfolio work both orally and in written statement.

Required Courses

ART 107 Basic Design (5)

or ART 307 Design (5)

ART 213 Art in the Humanities (5)

ART 300 Drawing (5)

ART 303 Digital Art I (5)

ART 400 Drawing (5)

ART 401 Life Drawing (5)

ART 407 Alternative Media (5)

ART 431 History of Contemporary Art (5)

ART 470 Senior Exhibition (1+1+1)

ART 490 Senior Capstone: Professional practices for the visual arts. Where do you want to go? How do you get there? (5)

Select one of the following courses: 5 credits

ART 310 World Art (5)

ART 415 History of Ancient Art (5)

ART 417 History of Medieval Art (5)

ART 420 History of Renaissance Art (5)

ART 422 History of Baroque and Rococo Art (5)

ART 423 Art of the 19th Century (5)

ART 430 History of Modern Art (5)

Studio Disciplines

From the list of studio courses marked with (*) choose one studio discipline to be repeated a minimum of 3 times: 25 credits

Ceramics:

ART 325 Ceramics (5)

*ART 425 Advanced Ceramics (5)

Computer Graphics:

*ART 403 Digital Art II (5)

Drawing:

*ART 400 Drawing (5)

*ART 401 Life Drawing (5)

Painting:

ART 155 Beginning Painting (5)

ART 355 Painting (5)

ART 356 Watercolor (5)

*ART 455 Painting (5)

*ART 456 Watercolor (5)

Photography:

ART 304 Art of Photography (5)

*ART 404 Art of Photography (5)

Printmaking:

ART 360 Printmaking (5)

ART 361 Papercrafting (5)

*ART 460 Printmaking (5)

Sculpture:

ART 365 Sculpture (5)

*ART 465 Sculpture (5)

Alternative Media:

*ART 407 Alternative Media (5)

*ART 450 Workshop in Art (1–5)

Select courses in a second studio discipline: 15 credits

Electives

Select additional art courses in consultation with departmental advisor.

Required program credits 53 credits

Studio discipline credits 25 credits

Second studio discipline credits 15 credits

Elective credits 22 credits

Total credits for above major 115 credits

Bachelor of Fine Arts (BFA)

The Department of Engineering and Design and the Department of Art offer an intercollegiate Visual Communication Design program founded on four major concerns: developing the highest levels of individual creative performance and professional education; providing courses for all students which develop ability in both technical visual communications as well as important core skills in the area of fine art; giving students a greater cultural and historical understanding and aesthetic appreciation of the function of design in the arts and in the world around them; and functioning as dual centers of emphasis and resource for the visual arts, visual communication and technology in the cultural activities of both the university community and the community at large.

Both departments are committed to working together to give students access to current technologies in the area of graphic design, as well as experience in developing the necessary visual skills provided by studio art areas such as drawing, painting and sculpture.

The program ends with a three quarter senior year intensive studio experience for the preparation of portfolios for job placement or graduate school application. This includes midterm faculty review of student work, quarterly outside professional review and a final exhibition as the completion of the student portfolio of work.

Prior to declaring the BFA major, students must apply to the program by submitting a portfolio and academic transcripts. Application is recommended at the end of the sophomore year to help ensure that appropriate junior year courses are selected. Students need not be in the BFA to take TECH or ART classes, with the exception of the senior year three quarter class TECH/ART 470. This course requires previous acceptance into the BFA degree program.

Note: There is no foreign language requirement for BFA students.
Visual Communication Design (114 credits)

Student Learning Outcomes

Students will:

- have the ability to solve visual communication problems, including the skills of identification, research and information gathering, analysis and generation of alternative solutions,
- 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 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 an understanding of multimedia tools and technology, including their roles in the creation, reproduction and distribution of visual messages,
- 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. Students will have an understanding of basic business practices, including the ability to organize design projects and to work productively as members of a team,
- create a cohesive body of work on a level appropriate to entry into both graduate schools and design professions and have the have the ability to defend their portfolio work both orally and in written statement.

Required Courses

- ART 107 Basic Design (5)
- ART 207 Color Design (5)
- ART 360 Printmaking (5)
- ART 213 Art in the Humanities (5)
- ART 300 Drawing (5)
- ART 155 Beginning Painting (5)
- or ART 355 Painting (5)
- ART 303 Digital Imaging (5)
- ART 401 Life Drawing (5)
- ART 407 Alternative Media (5)
- ART 431 Contemporary Art (5)
- ART History Elective (5)
- DESN 216 Computer Graphics (4)
- DESN 263 Visual Communication Design I (4)
- DESN 343 Typography (4)
- DESN 350 Digital Imaging and Photography (4)
- DESN 363 Visual Communication Design II (4)
- DESN 366 Electronic Prepress Production (4)
- DESN 368 Introduction to Web Design (4)
- DESN 369 Advanced Web Design (4)
- DESN 463 Visual Communication Design III (4)
- DESN 470/ART 470 Senior Exhibition (5)
- TECH 393 Technology and World Civilization (4)
- TECH 490 Senior Capstone (4)
- TECH 491 Senior Project (5)
- or TECH 495 Internship (4)
- TECH Electives (8)

Total required credits 101 credits
Total elective credits 13 credits
Total credits for above Major 114 credits

Note: 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 University Competencies (ENGL 101 and GPA 1.00).
- If this is not true, then the student will have to complete up to six more credits of classes (See University Competencies in this catalog.)

Total credits for above minor 20 credits

Art/Elementary or Secondary Minor (33 credits)

This minor satisfies the endorsement for Preschool to grade 12.

Required Courses

- ART 107 Basic Design (5)
- ART 213 Art in the Humanities (5)
- ART 300 Drawing (5)
- ART 325 Ceramics (5)
- or ART 365 Sculpture (5)
- ART 355 Painting (5)
- ART 356 Watercolor (5)
- ART 390 Art in the Elementary School (3)
- or ART 393 Art in the Secondary School (3)
- ART 420 History of Renaissance Art (5)
- or ART 430 History of Modern Art (5)

Total credits for above minor 33 credits

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 will have to apply with a portfolio of work in a manner akin to the BFA applicants. If they are 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, s/he will participate in a thesis exhibition and have an oral review by her/his 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 only based on the determination of the Chair, with input from other faculty if necessary.

All faculty will willingly participate on committees to work with MA candidates accepted into our program.

See courses listed above:
ART 310, 311, 415, 417, 420, 422, 423, 430, 431
Art Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

**ART 107**
Basic Design (5)
Course fee.
Prerequisite: Must be one of the following majors: Art, Studio Art, Art History, Graphic Design, Visual Arts Elementary or Secondary, Visual Communication Design, Communication Studies, Theatre, Interdisciplinary Studies, or by permission of the instructor.
This course is the exploration of design concepts for 2-dimensional work, including composition, 2-D form, scale value and color.

**ART 155**
Beginning Painting (5)
Course fee.
This course is an introduction to painting techniques and approaches, designed for students with no previous art training and non-art majors.

**ART 207**
Color Design (5)
Course fee.
This course examines color problems in design and fine art.

**ART 213**
Art in the Humanities (5)
(satisfies the GECR for humanities and fine arts, list 2, fine arts.)
A survey of cultural interrelationships of the arts, emphasizing the visual arts of painting, sculpture, and architecture. (Cross-listed HUMN 213)

**ART 300**
Drawing (5)
Course fee.
Prerequisite: Must be one of the following majors: Art, Studio Art, Art History, Graphic Design, Visual Arts Elementary or Secondary, Visual Communication Design, Communication Studies, Theatre, Interdisciplinary Studies or Computer Science or by permission of the instructor.
This course is an introduction to fundamentals of drawing. Students use a variety of media.

**ART 303**
Digital Art I (5)
Course fee.
Prerequisite: Must be one of the following majors: Art, Studio Art, Art History, Graphic Design, Visual Arts Elementary or Secondary, Visual Communication Design, Communication Studies, Journalism, Theatre, Interdisciplinary Studies or Computer Science or by permission of the instructor.
This is a beginning digital art course that explores the use of computer media in the creation of studio art. The focus of this course is on the development of works of art through the use of computer applications such as Adobe Photoshop, Illustrator and Flash. Students experiment with ways in which other artistic media can be used in combination with the digital image to produce unique works of art.

**ART 304**
Art of Photography (5)
Course fee.
This class is an exploration of the photographic medium with emphasis on artistic development. Students work with film-based or digital imagery, while learning photographic process and engaging in a dialogue with visual history.

**ART 307**
Design (5)
Course fee.
Prerequisite: ART 107.
Problems in experimental three-dimensional design and structure and extensive woodshop experiences.

**ART 310**
World Art (5)
(satisfies cultural and gender diversity university graduation requirement.)
A survey of aesthetic and visual concepts of various cultures. Includes study of selected indigenous, primitive and native art forms.

**ART 311**
African and African American Art History (5)
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: ENGL 100.
Surveys visual arts from prehistoric Africa to the modern African artist.
(Cross-listed AAST 311, HUMN 311)

**ART 325**
Ceramics (5)
Course fee.
Beginning exploration of pottery and sculpture.
Students will learn beginning hand-building and wheel techniques.

**ART 355**
Painting (5)
Course fee.
Prerequisite: ART 155 or permission of the instructor.
This is either a beginning course for upper division students or the second course for those who have taken ART 155.
The exploration of various techniques and approaches to making paintings (realism to non-representational).

**ART 356**
Watercolor (5)
Course fee.
Basic watercolor techniques using still life and landscape models.

**ART 360**
Printmaking (5)
Course fee.
Prerequisite: Must be one of the following majors: Art, Studio Art, Art History, Graphic Design, Visual Arts Elementary or Secondary, Visual Communication Design, Communication Studies, Journalism, Theatre, Interdisciplinary Studies or Computer Science or by permission of the instructor.
This course explores printmaking techniques including experimental methods.

**ART 361**
Papermaking (5)
Course fee.
Traditional and contemporary approaches to handmade paper making.

**ART 365**
Sculpture (5)
Course fee.
Experimentation in sculpture through modeling, casting, carving and fabrication.

**ART 390**
Art in the Elementary School (3)
Course fee.
Prerequisite: Junior standing.
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)
Prerequisite: Junior standing.
An examination and review of significant historical and philosophical issues in the development of contemporary art education.

**ART 393**
Art in the Secondary School (3)
Prerequisite: Permission of the instructor.
Designed to examine and verify professional competency prior to student teaching. Required for secondary emphasis art majors.

**ART 398**
Introduction to Art Historical Research (2)
Course fee.
An intensive study of the methodology of research in the field of Art History, with emphasis on research techniques and writing.

**ART 400**
Drawing (5)
Course fee.
Prerequisite: ART 300.
Advanced drawing and figure construction techniques. Students may specialize in one medium.

**ART 401**
Life Drawing (5)
Course fee.
Prerequisite: ART 300.

**ART 403**
Digital Art II (5)
Course fee.
Prerequisite: ART 303 or permission of the instructor.
This is an intermediate and advanced digital art course that expands on the use of digital media in the creation of studio art. In this section, students work to develop greater proficiency in using the computer as an artistic tool while working to build a strong, independent portfolio of digital work using computer applications such as Adobe Photoshop, Illustrator and Flash. The focus is to refine skills and knowledge of the creation of digital-based works of art.

**ART 404**
Art of Photography (5)
Course fee.
Prerequisite: ART 304 or permission of the instructor.
Advanced photo techniques and ideas. Subjects vary according to faculty and student interests.

**ART 407**
Alternative Media (5)
Course fee.
Prerequisite: Junior standing.
Learning to work with non-traditional materials in the creation of art, students create works dealing with time, chance, light, space and other alternative methods. We will discuss artists and issues surrounding the development of conceptual art and consider its influence on today's art world.

**ART 408**
Intermedia (5)
Course fee.
Prerequisite: Junior standing.
The focus of this course is on learning to work with more than one medium in the creation of works of art-intermedia. Students will create works that involve combinations of performance, video and installation. We will discuss artists and issues surrounding the creation of works that are or can be termed "intermedia".

**ART 409**
Women and Men in Contemporary Art (1)
Prerequisite: English clearance.
The class focuses on how the cultural arts describe society. Examining as it does so a variety of social issues. Students will suggest ways in which they can integrate women into the arts and into their understanding of larger cultural relationships. (Cross-listed WMST 409)
ART 415
History of Ancient Art (5)
Prerequisites: ENGL 101 and ART 213 or HUMN 213; ART 213 or HUMN 213 may be taken concurrently.
This course is a survey of early styles of art in Western civilization, including Egypt, the Near East, Greece and Rome.

ART 417
History of Medieval Art (5)
Prerequisites: ENGL 101 and ART 213 or HUMN 213; ART 213 or HUMN 213 may be taken concurrently.
This course is a survey of painting, sculpture, architecture and craft art in Europe from the Early Christian period through the Gothic age (ca. 400–1400 AD).

ART 420
History of Renaissance Art (5)
Prerequisites: ENGL 101 and ART 213 or HUMN 213; ART 213 or HUMN 213 may be taken concurrently.
This course includes discussion of painting, sculpture and architecture of Renaissance Europe from the 14th through the 16th centuries, including a comparison between Italian and Northern styles.

ART 422
History of Baroque and Rococo Art (5)
Prerequisites: ENGL 101 and ART 213 or HUMN 213; ART 213 or HUMN 213 may be taken concurrently.
This course presents European Art between 1600 and 1750, with attention to the interrelation between the visual arts of painting, sculpture and architecture and other areas of cultural development—music, drama, literature and philosophy.

ART 423
Art of the 19th Century (5)
Prerequisites: ENGL 101 and ART 213 or HUMN 213; ART 213 or HUMN 213 may be taken concurrently.
This course is a survey of painting, sculpture and architecture in 19th century America and Europe, covering such movements as Neoclassicism, Romanticism, Realism and Impressionism.

ART 425
Advanced Ceramics (5)
Course fee.
Prerequisite: ART 325.
This course emphasizes the development of advanced skills in ceramics, hand building and/or wheel throwing and glaze technology.

ART 430
History of Modern Art (5)
Prerequisites: ENGL 101 and ART 213 or HUMN 213; ART 213 or HUMN 213 may be taken concurrently.
This course is a survey of major art forms, including architecture, from French Impressionism (ca. 1865) to the present. Emphasis will be on identifying the origins and tracing the development of 20th century styles.

ART 431
History of Contemporary Art (5)
Course fee.
Prerequisites: ENGL 101 and ART 213 or HUMN 213; students must be declared in one of the following majors: Art, Studio Art, Art History, Graphic Design, Visual Communication Design, Theatre, Interdisciplinary Studies, Computer Science, Humanities or by permission of the instructor.
This course is a survey of art and theoretical writings on art from 1960 to the present. As the art world is increasingly globalized, this course examines the works and ideas from artists and art theorists around the world today.

ART 450
Workshop in Art (1–5)
Course fee.
May be repeated. Prerequisites: Permission of the instructor. Exploratory problems in a variety of materials and media.

ART 455
Painting (5)
Course fee.
Prerequisite: ART 355. Exploring a variety of concepts/attitudes and materials relating to art making.

ART 456
Watercolor (5)
Course fee.
Prerequisite: ART 356. Advanced watercolor techniques.

ART 460
Printmaking (5)
Course fee.
Prerequisite: ART 360. Continued exploration of print media. Emphasis upon craftsmanship and creative possibilities of media.

ART 465
Sculpture (5)
Course fee.
Prerequisite: ART 355. Advanced study in sculptural media of student's choice. Opportunity for work in stone, wood, welding, bronze casting and other specialties.

ART 470
Senior Exhibition (1)
Course fee.
Prerequisite: Junior standing; permission of the instructor and the department chair.
The individual preparation and presentation of work for senior exhibition.

ART 490
Senior Capstone: Professional Practices for the Visual Arts, Where Do You Want To Go? How Do You Get There? (5)
Course fee.
The course incorporates practical considerations for the graduating senior in both BFA and BA Studio Art programs. It 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 491
Senior Thesis (5)
Course fee.
Prerequisite: Senior standing; permission of the instructor and the department chair.
The research and writing of an undergraduate thesis in Art History. Normally taken during the student's senior year.

ART 495
Gallery Internship (1–5)
This internship program provides practical experience in the curatorial and operational aspects of running an art gallery. Students will learn how to pack and ship art work, hang and publicize art exhibitions and manage art collections.

ART 496
Experimental Courses in Art (1–5)
Subjects vary according to faculty and student interest.

ART 498
Seminar (2)
The course may be repeated for additional credit. An intensive study of the major artists and issues of one historical period, to be developed through readings and group discussions. The period under investigation varies from year to year.

ART 499
Directed Study (1–5)
Prerequisites: Junior standing; permission of the instructor and the department chair. Designed for upper-division students who wish to pursue work in any area in which they have completed three prior quarters of work.

ART 500
Graduate Drawing (5)
Prerequisite: ART 400 or permission of the instructor. Advanced techniques in drawing; students may specialize in one medium.

ART 501
Graduate Life Drawing (5)
Course fee.
Prerequisite: ART 401 or permission of the instructor. Advanced study of drawing techniques and the human form.

ART 525
Graduate Ceramics (5)
Course fee.
Prerequisite: 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)

ART 555
Graduate Painting (5)
Course fee.
Prerequisite: ART 455 or permission of the instructor. Advanced studies in painting media.

ART 556
Graduate Watercolor (5)
Course fee.
Prerequisite: ART 456 or permission of the instructor. Critical explorations of technique in aqueous media.

ART 565
Graduate Sculpture (5)
Course fee.
Prerequisite: ART 465 or permission of the instructor. Critical studies in advanced sculpture techniques.

ART 596
Experimental Course (1–5)

ART 597
Workshops (1–5)
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

ART 598
Graduate Seminar in Art (3)

ART 599
Independent Study (1–5)
Prerequisites: Permission of the instructor and the department chair. Independent study projects in a selected special field of art.

ART 600
Thesis (1–5)
Prerequisites: Permission of the instructor and the department chair.

ART 601
Creative Research Project (1–5)
Prerequisites: Permission of the instructor and the department chair.

ART 696
College Teaching Internship (15)
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student course evaluation.
BIOLOGY
College of Science, Health and Engineering
Flash Gibson, Chair
260 Hall of Sciences
509.359.2348

BAE, BS
General Science Endorsement
MS
Faculty: P. Bhuta, R. Black, D. Boggs, R. Brown, K. Carlberg, F Gibson, T. Hancock, C. Herr, S. Kasuga, D. Lightfoot, H. McKeen, C. McNeely, M. O’Connell, A. Scholz, S. Schwab

UNDERGRADUATE PROGRAMS
Biology encompasses the scientific study of life. The structure, function of organisms are studied at the molecular, cellular, organismal, population and ecosystems levels.

Biologists work in hundreds of fields including the health sciences, biotechnology and environmental sciences; in government agencies concerned with resource management, environmental quality and medical research; and in educational institutions as teachers and laboratory technicians.

The Department of Biology offers undergraduate programs leading to the Bachelor of Science. 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. Options within the degree include biochemistry/ biotechnology and pre-professional (e.g. Pre-med/Pre-dent).

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 management.

Major Requirements for Biology: Upon declaring biology as a major each student should meet with an advisor as soon as possible. Students should plan to complete BIOL 171, 172, 173 and 270; CHEM 151, 152, 153 and the University English and departmental mathematics requirements in the first two years of study. Required 300-level course work should be completed by the end of the third year. Physiology capstone and advanced elective courses are ordinarily taken in the senior year. Thirty credits of upper-division biology courses are required. Only five credits of BIOL 399 or 499 Directed Study in Biology and five credits of BIOL 395 or 495 Internship will be allowed toward the electives. The following biology courses will not fulfill elective requirements: BIOL 100 Introduction to Biology (5); BIOL 132/133 Introduction to Human Anatomy and Physiology (5 each); BIOL 232/233/234 Human Anatomy and Physiology for Non-Biology Majors (5 each); BIOL 335 Elementary Medical Microbiology (5); BIOL 390 Biology Teaching Methods (1).

Those students planning graduate study are encouraged to take courses in physics, organic chemistry, calculus, statistics and a directed study (research) course in biology.

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

Bachelor of Arts in Education (BAE)

Biology/Secondary Major (75 credits)
This major satisfies the endorsement requirements for grades 5-12.

Student Learning Outcomes
Students will:
- create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning,
- organize a safe and effective learning environment,
- incorporate and interpret important concepts, ideas and applications in the field of biology, and conduct scientific investigations,
- develop strategies for teaching that organic evolution is a unifying theme,
- construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social and personal development,
- engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry.

Required Biology Courses
BIOL 171 Biology I (4)
BIOL 172 Biology II (4)
BIOL 173 Biology III (4)
BIOL 270 Biological Investigation (3)
BIOL 301 Microbiology (5)
BIOL 302 Botany (5)
BIOL 310 Fundamentals of Genetics (5)
BIOL 340 Biology and Society (2)
BIOL 423 Systematics and Evolution (5)
BIOL 440 Ecology (4)
BIOL 441 Ecology Lab (2)
BIOL 490 Department Senior Capstone (5)

Select one of the following courses: 5 credits
BIOL 303 Invertebrate Zoology (5)
BIOL 304 Vertebrate Zoology (5)

Required supporting courses
BIOL 390 Biology Teaching Methods (1)
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
SCED 390 Secondary Science Teaching Methods (1)

Select one of the following courses: 5 credits
MATH 106 Precalculus II (5)
or MATH 380 Probability and Statistics (5)

Required program credits

53 credits

Required supporting courses

22 credits

Credits for above major

75 credits

Professional Education Requirements/
Secondary Education: 46–47 credits

See the Department of Education section of this catalog. Prerequisites may apply.

Minimum total credits for above major and
professional education

121 credits

Note: The above option requires more than 12 quarters to complete at 15 credits per quarter.

Bachelor of Science in Biology

Student Learning Outcomes
Students will:
- expand and deepen their knowledge of biology and integrate that knowledge in their specializations,
- become informed, critically thinking scientists who can design, execute and communicate original research in the field of biology,
- become proficient in oral communication about biology in general and their research area in particular.

Biology Major (99–101 credits)

Required Biology Courses
BIOL 171 Biology I (4)
BIOL 172 Biology II (4)
BIOL 173 Biology III (4)
BIOL 270 Biological Investigation (3)
BIOL 310 Fundamentals of Genetics (5)
BIOL 490 Department Senior Capstone (5)

Select one of the following courses: 5 credits
BIOL 301 Microbiology (5)
BIOL 302 Botany (5)
BIOL 303 Invertebrate Zoology (5)
BIOL 304 Vertebrate Zoology (5)
**Biology Major with Pre-Medicine/Pre-Dentistry Option (109–111 credits)**

This curriculum is recommended for students planning a career in medicine or dentistry. This course of study would also be appropriate for graduate studies in related fields of the biological and chemical sciences, such as medical technology, biotechnology, pharmacy, etc. The scheduling of courses in this option is designed to meet the academic requirements of the professional programs and to prepare students for the aptitude examination (MCAT, DAT, GRE) which is taken during a student's junior or early senior year. Students interested in pursuing careers in Physical Therapy, Occupational Therapy, Nursing or Physician's Assistant need to see a department advisor to plan a curriculum.

**Required Biology Courses**
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 301 Microbiology (5)
- BIOL 310 Fundamentals of Genetics (5)
- BIOL 485 Molecular Biotechnology (5)
- BIOL 486 Molecular Biotechnology (5)
- BIOL 488 Molecular Biotechnology Lab (2)
- BIOL 489 Molecular Biotechnology Lab (2)
- BIOL 490 Department Senior Capstone (5)

**Select one of the following courses: 5 credits**
- BIOL 304 Vertebrate Zoology (5)
- BIOL 303 Invertebrate Zoology (5)
- BIOL 302 Botany (5)

**Select one of the following courses: 5 credits**
- MATH 380 Elementary Probability and Statistics (5)

**Required program credits:** 39-40 credits

**Required supporting courses: 20 credits**

**Required elective credits taken in the program: 25 credits**

**Other elective credits: 15 credits**

**Minimum total credits for above major: 99 credits**

**Biography Major with Biochemistry/Biotechnology Option (134 credits)**

**Required Biology Courses**
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 301 Microbiology (5)
- BIOL 310 Fundamentals of Genetics (5)
- BIOL 485 Molecular Biotechnology (5)
- BIOL 486 Molecular Biotechnology (5)
- BIOL 488 Molecular Biotechnology Lab (2)
- BIOL 489 Molecular Biotechnology Lab (2)
- BIOL 490 Department Senior Capstone (5)

**Select one of the following courses: 5 credits**
- BIOL 304 Vertebrate Zoology (5)
- BIOL 303 Invertebrate Zoology (5)
- BIOL 302 Botany (5)

**Select one of the following courses: 5 credits**
- BIOL 490 Department Senior Capstone (5)
- BIOL 310 Fundamentals of Genetics (5)
- BIOL 270 Biological Investigation (3)

**Required program credits:** 49 credits

**Required supporting courses:** 85 credits

**Total credits for above major:** 134 credits

*Note: The above option requires more than 12 quarters to complete at 15–16 credits per quarter.*
**Minors**

**Biology Minor (36–37 credits)**  
*Note: This minor does not meet the endorsement requirement for teachers.*

**Required Biology Courses**
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (5)
- BIOL 301 Microbiology (5)
- BIOL 302 Botany (5)
- BIOL 303 Invertebrate Zoology (5)
  
or BIOL 304 Vertebrate Zoology (5)
- BIOL 340 Biology and Society (2)

**Select one of the following: 4–5 credits**
- BIOL 423 Systematics and Evolution (5)
- BIOL 440 Ecology (4)

**Minimum total credits for above minor**  
36 credits

**Health Science Minor (30 credits)**

**Required Courses**
- BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
- CHEM 161 General Chemistry for the Health Sciences (5)
- CHEM 162 Organic Chemistry for the Health Sciences (5)
- CHEM 163 Biochemistry - Chemistry for the Health Sciences (5)

**Total credits for above minor**  
30 credits

**Biology/Secondary Minor (45 credits)**

This minor satisfies the endorsement for grades 5–12.

**Required Biology Courses**
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 301 Fundamentals of Genetics (5)
- BIOL 340 Biology and Society (2)
- BIOL 423 Systematics and Evolution (5)
- BIOL 440 Ecology (4)
- BIOL 441 Ecology Lab (2)

**Select one of the following: 5 credits**
- BIOL 301 Microbiology (5)
- BIOL 302 Botany (5)
- BIOL 303 Invertebrate Zoology (5)
- BIOL 304 Vertebrate Zoology (5)

**Required Supporting Courses:**
- BIOL 390 Biology Teaching Methods (1)
- MATH 155 Precalculus I (3)
  
or MATH 380 Elementary Probability and Statistics (5)
- SCED 390 Secondary Science Teaching Methods (1)

**Required program credits**  
38 credits

**Required supporting credits**  
7 credits

**Total credits for above minor**  
45 credits

**Course Requirements for Teacher Certification/Add-on Endorsements**

(For students who currently possess a Washington State Teaching Certificate)

**General Science/Add-on Endorsement (65 credits)**

To improve their marketability as science teachers, students may wish to complete this option in addition to their BAE in Biology, Chemistry, Earth Science or Physics. This add-on satisfies the General Science endorsement and allows teachers to teach any science grades 5–12.

**Required Courses**
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 390 Biology Teaching Methods (1)
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 390 Chemistry Methods for the Secondary Schools (1)
- GEOG 314 Weather and Climate (5)
- GEOL 120 Physical Geology - The Solid Earth (5)
- GEOL 121 Physical Geology - Surficial Processes (5)
- GEOL/GEOG 390 Earth Science Teaching Methods (1)
- PHYS 121 Descriptive Astronomy (5)
- PHYS 131 Introductory Physics I (4)
- PHYS 132 Introductory Physics II (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 390 Physics Teaching Methods (1)
- SCED 390 Secondary Science Teaching Methods (1)

**Total credits for above add-on endorsement**  
65 credits

**GRADUATE PROGRAM**

The Department of Biology at Eastern Washington University offers a Master of Science in Biology.

The Master of Science in Biology program provides a demanding and rewarding experience in biology leading to competent scholarship and research capability. The department emphasizes research as a basic component of graduate study. A variety of research specialties are available within the department, including limnology, fisheries biology, parasitology, embryology, exercise physiology, wildlife biology, mycology, plant ecology, biotechnology, microbiology and immunology among others. More information on faculty research interests may be obtained by writing the appropriate graduate program advisor or accessing our website at www.biology.ewu.edu. Graduates of the biology program either continue in PhD programs, or are employed in various biological fields with federal, state and local agencies, environmental consulting firms, public and private schools or private industry.

The Master of Science in Biology curriculum includes core courses in Research Design and Literature; Graduate Seminar; Current Topics in Ecology/Evolution, Physiology, Cell/Molecular, Biology and Growth of Biological Thought; elective courses in advanced topics; and research thesis. In addition, an Interdisciplinary Master’s Program is available that can incorporate biology (see separate catalog listing).

The Department of Biology is housed in a remodeled and well-equipped facility. The department administers the nearby Turnbull Laboratory for Ecological Studies on the Turnbull National Wildlife Refuge.

Teaching assistants, with resident tuition waiver, are available on a competitive basis to qualified graduate students. 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 Financial Aid Office by February 15 for support in the following academic year. Applications are available through the Financial Aid Office at EWU.

**Entrance Requirements/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 must include the equivalent of two quarters of organic chemistry and one quarter of statistics or calculus. Students who have deficiencies for admission or deficiencies as determined by their graduate committee, may be allowed to make up deficient course work while enrolled in graduate school. Admission to the program will be considered when applicants: 1) have completed all admission requirements for the Graduate Studies Office at Eastern Washington University; 2) have submitted scores from the General GRE test; 3) have provided a completed Supplemental Application to the Department of Biology and two Evaluation/Recommendation Forms and 4) have identified an appropriate faculty research advisor willing to serve as the major professor.

Graduate students wishing to be considered for a Teaching Assistantship must have completed application to the Department of Biology by March 1. 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.

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Candidacy:
To be admitted to candidacy, graduate students in the Master of Science in Biology program must have:
• completed 15 credit hours (10 of which at 500-level) and before completing one half the total minimum credits required for the degree,
• removed all deficiencies regarding entrance requirements (deficient course work 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 this proposal to the Department of Biology,
• submitted the completed application form with research advisor signature to the appropriate Biology Graduate Advisor,
• had their candidacy approved by the Department of Biology faculty.

Master of Science in Biology
Program Advisors:
A. Ross Black (Admissions)
Margaret A. O’Connell (Candidacy)
Dona Boggs (Fellowship)
258 Hall of Sciences
509.359.2339

Student Learning Outcomes
Students will:
• become proficient in oral communication about biology in general and their research area in particular,
• be informed, critically thinking scientists who can design, execute and communicate original research in the field of biology,
• expand and deepen their knowledge of biology and integrate that knowledge in their specialization.

Graduate Core
BIOL 510 Research Design and Literature (5)
BIOL 598-01 Seminar (5)

Plus current topics from at least two of the following disciplines for a total of six credits (additional current topics may be taken for elective credits):
(six credits).

BIOL 132, 133
Introduction to Human Anatomy and Physiology I, II (5 each)
BIOL 132 and BIOL 133 each satisfy a GECR for Natural Science, Biology.
For non-biology majors. A two quarter sequence focused on the essential elements of human organ systems and their interrelationships.

BIOL 171
Biology I (4)
Prerequisite: Completion of pre-university basic skills in mathematics requirement.
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 (4)
Prerequisite: BIOL 171.
Introduction to biology, covering evolution, the diversity of life and interactions among organisms and their environment.

BIOL 173
Biology III (4)
Prerequisite: BIOL 171.
This course is an introduction to biology, covering the structure and function of plants and animals, with emphasis on flowering plants and vertebrates.

BIOL 210
Pacific Northwest Trees and Shrubs (2)
Identification and ecology of the native and naturalized trees and shrubs of Washington and adjacent states and provinces.

BIOL 232, 233, 234
Human Anatomy and Physiology for Non-Biology Majors (5 each)
BIOL 232, BIOL 233 each satisfy a GECR for Natural Science, Biology.
Note: BIOL 232, 233, 234 and 335 are designed for students in allied health sciences.

BIOL 270
Biological Investigation (3)
BIOL 270 satisfies a GECR for natural sciences, biology. the completion of BIOL 171 and 270 satisfies a second GECR for natural sciences, biology.
Prerequisite: BIOL 171.
Experimental design and performance, including data collection and analysis, scientific writing and use of the biological literature.

BIOL 299
Special Studies Biology (1–5)
An opportunity for students to explore problems of special interest.

BIOL 300
History of Biology (5)
Examines the development of biological ideas in the Western world from early times to the present.

Terms offered:
If no terms are indicated, check with department or quarterly course announcement.

Some of the following courses are stacked as 400-level courses. Biology graduate students enrolled in stacked courses must enroll at the graduate (500) level.

BIOL 100
Introduction to Biology (5)
[satisfies the GECR for natural sciences, biology.]
Prerequisite: Completion of pre-university basic skills in mathematics requirement.
This course is an introduction to the methods of study and the three levels of organization in living organisms: cell, organismal and population. A laboratory is included.

BIOL 109
Understanding Biological Terms (2)
A course designed to enhance comprehension of words and word parts most commonly encountered in biological sciences.

BIOL 115
Investigating Biology (5)
[satisfies the GECR for natural science, biology.]
Prerequisite: Completion of pre-university basic skills mathematics requirement.
This course is for students planning to teach elementary school. It includes inquiry based biological investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements. Laboratory exercises are included.

BIOL 511
Current Topics in Ecology/Evolution (2)
BIOL 512
Current Topics in Physiology (2)
BIOL 513
Current Topics in Cell and Molecular Biology (2)
BIOL 514
Growth of Biological Thought (2)

Electives
To be determined in consultation with student’s graduate committee. All 400 and 500 level courses may be used as electives.

Thesis
To be determined in consultation with student’s graduate committee. All Master of Science in Biology students are required to conduct original research toward their Master’s thesis.

BIOL 600
Thesis Research (16–20)

Required core credits 14 credits
Elective credits 16–20 credits
Thesis credits 16–20 credits
Minimum total credits for above master’s degree 46 credits

Teaching
All master of science in biology students are required to either teach at least one quarter as a paid teaching assignment or arrange a teaching experience in consultation with his/her graduate committee. Students who do not have a paid teaching assignment may arrange to receive BIOL 599 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-three departmental faculty members and a faculty member appointed by the graduate office. The focus of the examination is the student’s thesis and general biology knowledge.

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BIOL 301
Microbiology (5)
Prerequisites: BIOL 171, 270, CHEM 153.
This course covers morphology, physiology, taxonomy and ecology of the microorganisms, emphasizing prokaryotes, fungi and the viruses. A laboratory is included.

BIOL 302
Botany (5)
Prerequisites: BIOL 172, 173, 270; completion of or concurrent enrollment in CHEM 151.
This course examines the structure, function and phylogenetic relationships in the plant kingdom. A laboratory is included.

BIOL 303
Invertebrate Zoology (5)
Prerequisites: BIOL 172, 173, 270; completion of or concurrent enrollment in CHEM 151.
This course examines structure, function and phylogenetic relationships of the invertebrate phyla. A laboratory is included.

BIOL 304
Vertebrate Zoology (5)
Prerequisites: BIOL 172, 173, 270; completion of or concurrent enrollment in CHEM 151.
This course explores the structure, function and phylogenetic relationships of the vertebrates. A laboratory is included.

BIOL 306
Natural Vegetation Ecology of North America (5)
Prerequisite: GEOG 100 or permission of the instructor.
This course is an introduction to the processes and patterns of natural vegetation, emphasizing the Pacific Northwest. (Cross-listed GEOG 306)

BIOL 307
Comparative Chordate Anatomy (5)
Prerequisite: BIOL 304 or permission of the instructor.
Phylogenesis of the organ systems of vertebrates.

BIOL 310
Fundamentals of Genetics (5)
Prerequisites: BIOL 171, 172, 173, CHEM 153.
This course provides comprehensive coverage of the major topic areas of genetics: classical, molecular and evolutionary.

BIOL 311
Field Botany (5)
Introductory taxonomy and ecology of local vascular plants.

BIOL 312
Fundamentals of Soil Science (4)
Prerequisite: Successful completion of MATH 100 or Mathematics Clearance by test.
A general introduction to physical, chemical and biological properties of soils. (Cross-listed GEOG 312)

BIOL 318
Biology of Women (3)
The history, biology and myths of human reproduction as they apply to women and the interaction of brain, hormones and social life. (Cross-listed HUMS 320)

BIOL 320
The Human Prospect (5)
(satisfies international studies university graduation requirement.)
Explores the biological and philosophical roots of human’s relationship with the environment. (Cross-listed HUMS 320)

BIOL 324
Entomology (4)
Prerequisite: BIOL 172, CHEM 151.
This course is a study of insect biology. A laboratory is included.

BIOL 332
Human Neural, Muscular and Skeletal Systems (5)
Course fee.
Prerequisites: BIOL 171, 172, 173, 270, CHEM 153; BIOL 304 recommended.
This course includes gross and microscopic anatomy and physiology of human neural, muscular and skeletal systems. A laboratory is included.

BIOL 333
Human Cardiovascular and Renal Systems (5)
Course fee.
Prerequisites: BIOL 171, 172, 173, 270, CHEM 153; BIOL 304 recommended.
This course includes anatomy and physiology of the human cardiovascular and renal systems. A laboratory is included.

BIOL 334
Human Regulatory and Visceral Systems (4)
Course fee.
Prerequisites: BIOL 171, 172, 173, 270, CHEM 153; BIOL 304 recommended.
This course includes anatomy and physiology of neuroendocrine regulation of human metabolic, gastrointestinal and reproductive systems. A laboratory is included.

BIOL 335
Elementary Medical Microbiology (5)
Prerequisites: 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 338
Discovering Women in Science (1)
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed CHEM 338, GEOL 338, HIST 338, PHYS 338, PSYC 338, WMST 338)

BIOL 340
Biological Society and Society (2)
Prerequisite: Either BIOL 100 or 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)
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 390
Biology Teaching Methods (1)
Prerequisites: BIOL 171, 172 and 270; co-requisite SCED 590.
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 in the course.

BIOL 395
Internship/Co-op Fieldwork (1–15)

BIOL 401
Women and Men in Science (1)
The course will examine the impact made by classroom interactions, laboratory procedure, textbooks and language on women’s participation in secondary or postsecondary science. It will make recommendations for gender balanced choices in these areas and it will introduce women role models from the past for use in science history and other science courses. (Cross-listed GEOG 401, WMST 401)

BIOL 405
Limnology (5)
Prerequisites: Any one of BIOL 301, 302, 303, 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 406
Water Pollution Biology (3)
Prerequisites any two: BIOL 301, 302, 303, 304.
A biological assessment of water pollution. Regulatory efforts by state and federal agencies for water pollution control are covered.

BIOL 407
Aquatic Plants (5)
Prerequisite: BIOL 302.
Introductory taxonomy and ecology of the algae and common aquatic vascular plants.

BIOL 409
Mycology (5)
Course fee.
Prerequisite: Any one of BIOL 301, 302, 303, 304 or concurrent enrollment.
This course includes discussion of the structure, physiology, ecology and taxonomy of microfungi and mushroom with an emphasis on fungi of the Northwest. A laboratory is included.

BIOL 420
Epidemiology (5)
Prerequisite: 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)
Prerequisites: BIOL 301, CHEM 351.
The microbial agents of human disease, with an emphasis on bacteria.

BIOL 423
Evolution (5)
Prerequisites: 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 430
Immunology (5)
Prerequisite: Any one of BIOL 301, 303, 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)
Prerequisite: Any one of BIOL 301, 303, 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.

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BIOL 435 Biology of Cancer (5)
Prerequisites: BIOL 173 or 234, CHEM 153 or 163.
A general study of human neoplasms.

BIOL 436 Cell Biology (5)
Prerequisites: BIOL 171, 172, 173, 270, 310 and CHEM 153.
This course is a comprehensive study of cell biology from a structural and functional perspective.

BIOL 438 Molecular Biology (5)
Prerequisites: One of BIOL 301, 302, 303 or 304 and BIOL 310.
This course will include study of gene structure, organization, function and regulation. Equal emphasis will be given to the molecular processes and genetic phenomena of both prokaryotic and eukaryotic cells.

BIOL 440 Ecology (4)
Prerequisites: MATH 161 or 380; any one of BIOL 301, 302, 303, 304 or permission of the instructor.
This course involves the study of factors which determine the distribution and abundance of organisms.

BIOL 441 Ecology Lab (2)
Prerequisite: Current or prior enrollment in BIOL 440.
A field and laboratory course which emphasizes testing ecological hypotheses.

BIOL 442 Conservation Biology (4)
Prerequisites: BIOL 171, 172, 173, 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)
Prerequisites: BIOL 171, 172, 173 and 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)
Prerequisite: BIOL 423 or 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. May emphasize aquatic ecology, terrestrial ecology or both may be emphasized.

BIOL 448 Plant/Animal Interactions (5)
Prerequisite: BIOL 423 or 440.
Students will investigate the complexities and subtleties of mutualistic, antagonistic and commensalistic interactions between plants and animals. A variety of topics will be discussed including co-evolution, pollination biology, plant/herbivore interactions, seed dispersal and predation, ant/plant interactions and carnivorous plants.

BIOL 450 Mammalogy (5)
Course fee.
Prerequisite: BIOL 304 or permission of the instructor.
This course covers the classifications, life histories and ecology of mammals. A laboratory is included.

BIOL 452 Parasitology (5)
Prerequisite: BIOL 301 or 303 and BIOC 310 or permission of the instructor.
This course will discuss animal parasites, with chief emphasis on those of medical importance. A laboratory is included.

BIOL 454 Ornithology (5)
Prerequisite: BIOL 304 or permission of the instructor.
Natural history and taxonomy of birds.

BIOL 460 Hematology (5)
Course fee.
Prerequisites: BIOL 310 plus one of BIOL 301, 303 or 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)
Course fee.
Prerequisites: BIOL 172, 173, 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 467 Muscle Physiology (3)
Prerequisite: BIOL 352 or permission of the instructor.
This course examines the structure, function and regulation of muscle tissue with emphasis on skeletal muscle.

BIOL 470 Biological Illustration (2)
Prerequisites: BIOL 172, 173, 270 or permission of the instructor.
The emphasis in this course is placed on developing skill in the production of drawings, diagrams, charts and graphs suitable for publication.

BIOL 472 Clinical Laboratory Theory and Practicum III (12)
Prerequisite: BIOL 478.
This is a field course stressing the collection, preservation and identification of freshwater invertebrates. A laboratory is included.

BIOL 473 Clinical Laboratory Theory and Practicum IV (12)
Prerequisite: BIOL 483.
BIOL 483 is the fourth course in clinical laboratory science at the affiliate hospital. 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 489, 490 Molecular Biotechnology Laboratory (2 each)
Prerequisite: BIOL 485 or concurrent enrollment for BIOL 489.
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
Department Senior Capstone: (5)
Integrated Studies in Physiology-Microbial or
Integrative Studies in Physiology-Plants or
Integrative Studies in Physiology-Animals
(justifies senior capstone university graduation
requirement)
Prerequisites: Senior Standing (135 credits) and for
Microbial: BIOL 301; Plants: BIOL 172,175,276;
Animals: BIOL 303 or 304.
See your major department advisor for the
appropriate section number. A laboratory is included.

BIOL 491
Senior Thesis (20)
Prerequisite: BIOL 483
BIOL 491 is 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
Professional Internship (1–15)

BIOL 496
Experimental Courses And Research
Courses (1–5)

BIOL 497
Workshops, Short Courses,
Conferences (1–5)

BIOL 498
Seminar (1–2)
Prerequisite: Advanced standing in departmental program.

BIOL 499
Directed Study (1–5)
Prerequisite: Permission of the instructor.

BIOL 505
Limnology (5)
Prerequisite: 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 506
Water Pollution Biology (3)
Prerequisite: Admission to graduate program or permission
of the instructor.
A comprehensive study of water pollution addressing
both biological assessment and regulatory efforts by
state and federal agencies for water pollution control.
Independent field and/or literature study stressed.

BIOL 507
Aquatic Plants (5)
Prerequisite: Admission to graduate program or permission
of the instructor.
Taxonomy and ecology of the algae and common
aquatic vascular plants with an emphasis on
independent field studies and/or synthesis of primary
literature.

BIOL 509
Mycology (5)
Prerequisite: 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
Research Design and Literature (5)
Prerequisite: Admission to graduate program or permission
of the instructor.
Methods of biological research, including:
experimental design; hypothesis testing; data
collection, analysis and interpretation; scientific
writing and presentation; and utilization of scientific
literature.

BIOL 511
Current Topics in Ecology/Evolution (2)
May be repeated for credit.
Prerequisite: 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 512
Current Topics in Physiology (2)
May be repeated for credit.
Prerequisite: 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,
imuno-pathology, embryo physiology.

BIOL 514
Growth of Biological Thought (2)
May be repeated for credit.
Prerequisite: Admission to the Biology Master's Program or
permission of the instructor.
This course will include readings on topics such as
changing biological paradigms, philosophies and
ethical behavior of biologists in their historic as
well as current context. Topics will be developed in
relation to antecedent discoveries, available
technology, political events and social climate.

BIOL 519
Review of Literature (1)
Presentations by faculty and graduate students of
current biological research papers.

BIOL 520
Epidemiology (5)
Offered alternate years.
Prerequisite: 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)
Prerequisite: Admission to graduate program or permission
of the instructor.
The microbial agents, especially bacteria, of human
disease, with an emphasis on the study of molecular
pathogenesis through independent readings and
writings on regulation of the expression of pathogenic
properties and an oral presentation of a research
paper on a current topic in microbial pathogenesis.

BIOL 525
Chemical Limnology (3)
A study of the chemical environment of aquatic organisms.

BIOL 530
Immunology (5)
Prerequisite: Admission to graduate program or permission
of the instructor.
Imune reactions of animals with principal emphasis
on those associated with infectious diseases. Students
will conduct primary literature review.

BIOL 532
Virology (5)
Prerequisite: 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)
Prerequisite: 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)
Prerequisite: 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 Topics (1–5)

BIOL 542
Conservation Biology (4)
Prerequisite: 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)
Prerequisite: 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 550
Mammalogy (5)
Prerequisite: 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 552
Parasitology (5)
Prerequisite: Admission to graduate program or permission
of the instructor.
The animal parasites, especially those of medical
importance, with an emphasis on synthesizing current
parasitological literature.
**BIOL 554**  
**Ornithology (5)**  
Prerequisite: Admission to graduate program or permission of the instructor.  
Natural history and taxonomy of birds with an emphasis on independent field or literature review studies.

**BIOL 560**  
**Hematology (5)**  
Prerequisite: 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)**  
Prerequisite: 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)**  
Prerequisite: 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 576**  
**Muscle Physiology (3)**  
Prerequisite: BIOL 233 or 436 or 490.  
The structure, function and regulation of muscle tissue, with an emphasis on skeletal muscle.

**BIOL 578**  
**Microbial Genetics (3)**  
Prerequisite: Admission to graduate program or permission of the instructor.  
In-depth genetic studies on micro-organisms, especially bacteria, viruses and fungi, with an emphasis on independent research experiments or review of current primary literature.

**BIOL 581**  
**Freshwater Invertebrate Zoology (5)**  
Prerequisite: Admission to graduate program or permission of the instructor.  
A field course incorporating techniques used in the collection, preservation and identification of freshwater invertebrates into independent field research.

**BIOL 585**  
**Molecular Biotechnology I (5)**  
Prerequisite: 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 586**  
**Molecular Biotechnology II (5)**  
Prerequisite: Admission to graduate program or permission of the instructor.  
A thorough overview of principles and practice of recombinant DNA.

**BIOL 588/589**  
**Molecular Biotechnology Laboratory (2)**  
Prerequisite: Admission to graduate program or permission of the instructor.  
Advanced quantitative procedures in recombinant DNA and monoclonal antibodies.

**BIOL 596**  
**Experimental Course (1–5)**

**BIOL 597**  
**Workshops (1–5)**  
*Note:* Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

**BIOL 598**  
**Seminar (1)**  
Prerequisite: Students shall be enrolled during all quarters of residency either for credit (598-01) or (598-02 P/NC). Students select, develop and present seminars on selected topics in biology to an audience of peers and faculty.

**BIOL 599**  
**Independent Study (1–5)**

**BIOL 600**  
**Thesis Research Project (1–10)**  
Thesis will represent culmination of original research under direction of graduate committee.

**BIOL 601**  
**Research Report (1–10)**  
Non-thesis directed research. Not available for Master of Science in Biology.

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**Secondary Science Teaching Courses**

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

**SCED 390**  
**Secondary Science Teaching Methods (1)**  
Prerequisite: EDUC 303 or by permission of the instructor.  
This course is designed for biology, chemistry, earth science and physics majors and individuals seeking endorsement to teach junior or senior high school. Students will study types of science programs, organization of lesson materials, techniques, laboratory safety and evaluation.
BUSINESS ADMINISTRATION

College of Business and Public Administration
Department of Accounting and Information Systems
Nancy Birch, Chair
307 Kingston Hall/307 Riverpoint
509.359.6647/358-2276

Department of Management
Harm-Jan Steenhuis, Chair
305 Kingston Hall/362 Riverpoint
509.359.4235/358-2285

Undergraduate Business Program
Jodi Strote, Advisor
349 Riverpoint
509.358-2271

Karen Morley, Advisor
317 Kingston Hall
509.359.6277

BAB
Minors

MBA


UNDERGRADUATE PROGRAMS

The College of Business and Public Administration at Eastern offers excellent business programs taught by highly qualified faculty who take a personal interest in each student’s progress. The College is known for these strengths:

- Business Administration degrees accredited by AACSB-International
- Classes which allow participation and personal attention
- Teaching by Phds at every course level
- Excellent computer systems and labs available to students
- Many opportunities to engage in practical research with professors
- Day and evening classes
- Internship opportunities

A solid theoretical foundation balanced with practical application is critical to being successful in business. Eastern Washington University’s business programs provide that balance, with emphasis on analysis, critical thinking and intellectual inquiry. An understanding of the economic, social, ethical and legal business environment—along with principles of accounting, finance, management, marketing, production and quantitative analysis, all taught from a global perspective, is part of all Eastern’s business programs.

Preparation Information for Business: The College of Business and Public Administration recognizes the importance of certain basic skills for a career in business. Students planning to enter a degree program in Business Administration are encouraged to prepare through courses in written and oral communications, mathematics and computer fundamentals. These skills will be further developed through course work in the Business Administration curriculum. All Business Administration students are encouraged to enroll in BUED 302 Business Communication to supplement their communication skills.

Transferring Business Courses from Other Institutions: Eastern Washington University has articulated agreements with all community colleges in the state of Washington and with certain community colleges in Idaho and Montana 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.

Course work of students transferring from other institutions of higher education is evaluated on a course-by-course basis to determine equivalence to EWU Business Administration courses. Students seeking a degree in Business Administration must complete a minimum of 50 percent of business credit hours required for the degree in residence at EWU. Additionally, students must complete a minimum of 50 percent of the required courses in the major at EWU. Students seeking a minor in Business Administration, International Business, Management Information Systems or Quality Management must complete a minimum of 12 credits in the minor at EWU.

It is the policy of the College of Business and Public Administration that students, once admitted to and pursuing a course of study at EWU in Business Administration, will take their required courses at EWU. A student wishing to take a course at another institution with the intention to transfer that course into his/her degree program at EWU must receive approval from either the Business Undergraduate Program Advisors (lower division courses) or the appropriate department chair (upper division courses).

Course Enrollment Policies: Undergraduate Business Administration courses are offered under the following prefixes:

- Business Administration
- ACCT Accounting
- BUED Business Education
- FINC Finance
- DSCI Decision Science
- HUMR Human Resource Management
- IBUS International Business
- MGMT Management
- MISC Management Information Systems
- MKTG Marketing
- OPSM Operations Management
- PTED Professional Training and Development

Education

BUED Business Education
GED Career and Technical Education
MKED Marketing Education

Course Enrollment Policies: Undergraduate Business Administration courses are offered under the following prefixes:

- Business Administration
- ACCT Accounting
- BUED Business Education
- FINC Finance
- DSCI Decision Science
- HUMR Human Resource Management
- IBUS International Business
- MGMT Management
- MISC Management Information Systems
- MKTG Marketing
- OPSM Operations Management
- PTED Professional Training and Development

Business Administration courses numbered 300 and above (with the exception of DSCI 346, MGMT 326, MISC 511 and MKTG 310) are intended for students who either:
1) are formally admitted to the BAB program
2) have post-baccalaureate standing
3) have formally declared majors in another degree program and are taking the course for one of the following reasons:
   a) required for their major
   b) required for their minor
   c) fulfills a GECR, or International Studies requirement

Students are also expected to satisfy course prerequisites as listed in this catalog. Students who do not meet one of the above criteria, or who have not satisfied course prerequisites, will be dropped from the course.

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

Bachelor of Arts in Business Administration (BAB)

Admission Requirements for the College of Business and Public Administration Bachelor of Arts in Business Administration: The College of Business and Public Administration has specific requirements for formal admission into the Bachelor of Arts in Business Administration (BAB) degree program. These requirements must be met before continuation into upper division business courses. Contact the Academic Advisors for Undergraduate Business Programs for current requirements.

Grade Requirements for Graduation:

Students seeking a BAB degree must achieve:
1. A minimum grade of 2.0 in each course required for the major,
2. Formal admission to the BAB program
3. A minimum GPA of 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

Students seeking a minor in Business Administration, International Business, Management Information Systems or Quality Management must achieve a minimum grade of 2.0 in each course that fulfills a requirement for the minor.
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.

**Note:** Students must complete a minimum of 90 credit hours of non-business courses. Up to 13.5 credits of economics and 9 credits of business statistics may be included in the 90 credits of “non-business” courses.

**Economics Major (99 credits)**

The Economics major is for students who want a degree in Business Administration, with additional study in the field of economics. Many students complete majors in both Economics and Finance, which expands their opportunities for employment in financial institutions and in the securities industry. The Economics major permits the student to take courses beyond the Business Administration Core in such areas as Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, Money and Banking, Labor Economics, History of Economic Thought, etc.

Courses taken for the Economics Major beyond the required Business Administration Core are not counted double toward the Marketing Major, the Finance Major, the Human Resource Management Option, the Operations Management Option or the General Business Option.

**Student Learning Outcomes**

Students will:
- be able to use supply and demand modeling to predict and/or explain some economic event,
- demonstrate their ability to use quantitative skills to analyze economic data,
- demonstrate understanding of the use of fiscal and monetary policies in addressing contemporary macroeconomic issues,
- understand and apply the Cost/Benefit Principle to a current socio-economic issue.

**Required Business Administration Core (69 credits)**

Lower Division Courses
- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- ACCT 261 Business Law (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ENGL 201 College Composition: Analysis, Research and Documentation (5)
- MATH 115 Mathematical Reasoning (5) or its equivalent. MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

Upper Division Courses
- DSCI 346 Advanced Data Analysis for Business (4)
- FINC 335 Financial Management (4)
- MGMT 326 Organization Theory and Behavior (4)
- MGMT 433 Business and Society (4)
- MGMT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)
- MISC 311 Information Technology in Business (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.

**Note:** ECON 200 and 201 are considered supporting courses and may be used to fulfill GECS as well as requirements for the Business Administration degree. However, these courses are not counted twice toward the total of 180 credits for graduation.

**Required Courses**
- ECON 404 Intermediate Microeconomic Theory (5)
- ECON 405 Intermediate Macroeconomic Theory (5)

**Electives**

Select approved, related electives in consultation with your faculty advisor.

**Required business administration core** 69 credits

**Required program credits** 10 credits

**Elective credits** 20 credits

**Total credits for above major** 99 credits
Finance Major (95–96 credits)
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.

Courses taken for the Finance Major beyond the required Business Administration Core are not counted double toward the Marketing Major, the (Business) Economics Major, the Human Resource Management Option, the Operations Management Option or the General Business Option.

Student Learning Outcomes
Students will:
- understand and be able to apply the time value of money,
- be able to conduct long-term financial analysis in real-world domestic and international applications,
- be able to integrate the cost of capital (derived from risk, capital structure and market factors) into financial analyses,
- be able to conduct short-term financial analysis including cash-flow projections,
- understand how modern securities including derivatives can be used to achieve investment and risk-management objectives.

Required Business Administration Core (69 credits)

Lower Division Courses
- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- ACCT 261 Business Law (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ENGL 251 College Composition: Analysis, Research and Documentation (5)
- MATH 115 Mathematical Reasoning (5) or its equivalent. MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

Upper Division Courses
- DSCI 346 Advanced Data Analysis for Business (4)
- FINC 335 Financial Management (4)
- MGMT 326 Organization Theory and Behavior (4)
- MGMT 423 Business and Society (4)
- MGMT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)
- MIS 311 Information Technology in Business (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.

Note: ECON 200 and 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.

Required Courses
- ECON 200 and 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 double toward the Finance Major, the Marketing Major, the (Business) Economics Major, the Operations Management Option or the Human Resource Option.

Required Courses
- BUED 302 Business Communications (4)
- or ENGL 205 Introduction to Technical Communication (5)
- or CMST 351 Communicative Reasoning (5)
- HUMR 328 Human Resource Management (4)

Electives
- Electives 16-18 credits to include one course beyond the core in four of the six Business Program Majors or Options: Operations Management, Finance, Marketing, Management Information Systems, Accounting and Human Resource Management. Select approved, related electives in consultation with your faculty advisor.

Required Business administration core 69 credits
Required program credits 22 credits
Elective credits 4–5 credits
Minimum total credits for above major 95 credits

Management Major (93–95 credits)
Students interested in learning about management should consider the Management major. Within this major students can follow three options: General Business Option, Human Resource Management Option and Operations Management Option.

Required Business Administration Core (69 credits)

Lower Division Courses
- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- ACCT 261 Business Law (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)

Finance Major (95–96 credits)
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.

Courses taken for the Finance Major beyond the required Business Administration Core are not counted double toward the Marketing Major, the (Business) Economics Major, the Human Resource Management Option, the Operations Management Option or the General Business Option.

Student Learning Outcomes
Students will:
- understand and be able to apply the time value of money,
- be able to conduct long-term financial analysis in real-world domestic and international applications,
- be able to integrate the cost of capital (derived from risk, capital structure and market factors) into financial analyses,
- be able to conduct short-term financial analysis including cash-flow projections,
- understand how modern securities including derivatives can be used to achieve investment and risk-management objectives.

Required Business Administration Core (69 credits)

Lower Division Courses
- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- ACCT 261 Business Law (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ENGL 251 College Composition: Analysis, Research and Documentation (5)
- MATH 115 Mathematical Reasoning (5) or its equivalent. MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

Upper Division Courses
- DSCI 346 Advanced Data Analysis for Business (4)
- FINC 335 Financial Management (4)
- MGMT 326 Organization Theory and Behavior (4)
- MGMT 423 Business and Society (4)
- MGMT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)
- MIS 311 Information Technology in Business (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.

Note: ECON 200 and 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.

Required Business Administration Core (69 credits)

Lower Division Courses
- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- ACCT 261 Business Law (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)

ECON 201 Introduction to Macroeconomics (5)
ENGL 205 Introduction to Technical Communication (5)
MATH 115 Mathematical Reasoning (5) or its equivalent. MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

Upper Division Courses
- DSCI 346 Advanced Data Analysis for Business (4)
- FINC 335 Financial Management (4)
- MGMT 326 Organization Theory and Behavior (4)
- MGMT 423 Business and Society (4)
- MGMT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)
- MIS 311 Information Technology in Business (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.

General Business Option (93–95 credits)
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.

Courses taken for the General Business Option beyond the required Business Administration Core are not counted double toward the Finance Major, the Marketing Major, the (Business) Economics Major, the Operations Management Option or the Human Resource Option.

Required Courses
- BUED 302 Business Communications (4)
- or ENGL 205 Introduction to Technical Communication (5)
- or CMST 351 Communicative Reasoning (5)
- HUMR 328 Human Resource Management (4)

Electives
- Electives 16-18 credits to include one course beyond the core in four of the six Business Program Majors or Options: Operations Management, Finance, Marketing, Management Information Systems, Accounting and Human Resource Management. Select approved, related electives in consultation with your faculty advisor.

Required business administration core 69 credits
Required program credits 8-9 credits
Elective credits 16-18 credits
Minimum total credits for above option 93 credits

Human Resource Management Option (93–95 credits)
The Human Resource Management option focuses on tools, techniques and methods used to maximize satisfaction for both the employer and employee. This option applies human resource management and general management theories to the actual management of the human resources of the organization. Topics covered include equal opportunities, safety and health, compensation, training and development, performance appraisal, motivation and job satisfaction and retirement.

Courses taken for the Human Resource Management Option beyond the required Business Administration Core are not counted double toward the Finance Major, the Marketing Major, the (Business) Economics Major, the Operations Management Option or the General Business Option.

Required Courses
- HUMR 328 Human Resource Management (4)
- HUMR 427 Compensation Administration (4)
- HUMR 429 Personnel Problems (4)
- IBUS/MGMT 471 Multinational People Management (4)
- ENGL 205 Introduction to Technical Communication (5)
- MATH 115 Mathematical Reasoning (5) or its equivalent. MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

Electives
- Electives 16-18 credits to include one course beyond the core in four of the six Business Program Majors or Options: Operations Management, Finance, Marketing, Management Information Systems, Accounting and Human Resource Management. Select approved, related electives in consultation with your faculty advisor.

Required business administration core 69 credits
Required program credits 16 credits
Elective credits 8–10 credits
Minimum total credits for above option 93 credits
Operations Management Option (93–95 credits)
The Operations Management Option is for students interested in the daily management activities of an organization. It prepares students with techniques and objectives to help service oriented and/or manufacturing oriented organizations achieve their objectives. Topics that are covered include productivity measures, demand forecasting, location analysis, layout analysis, process choice, scheduling, quality management and supply chain management.

Courses taken for the Operations Management Option beyond the required Business Administration Core are not counted double toward the Finance Major, Marketing Major, the (Business) Economics Major, the Human Resource Management Option, and the General Business Option.

Required Courses
- DSCI 446 Business Forecasting (4)
- OPSM 425 Service and Operations Analysis (4)
- OPSM 428 Global Supply Chain Management (4)
- OPSM 441 Quality Management (4)

Electives
Select approved, related electives in consultation with your faculty advisor.

Required business administration core 69 credits
Required program credits 16 credits
Elective credits 8–10 credits
Minimum total credits for above option 93 credits

Management Information Systems Major (97–98 credits)
The major in Management Information Systems (MIS) 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.

Student Learning Outcomes

Students will:
- Demonstrate effective written and oral communication skills in a business context, which usually involves non-technical departments and users,
- Understand business domain knowledge, such as accounting, finance, marketing, human resource management, logistics and supply chain, health care administration and IT and the management,
- 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 MISS/IT project management skills and team skills.

Required Business Administration Core (69 credits)

Lower Division Courses
- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- ACCT 261 Business Law (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ENGL 201 College Composition: Analysis, Research and Documentation (5)
- MATH 115 Mathematical Reasoning (5) or its equivalent, MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

Upper Division Courses
- DSCI 346 Advanced Data Analysis for Business (4)
- FINC 335 Financial Management (4)
- MGMT 326 Organization Theory and Behavior (4)
- MGMT 423 Business and Society (4)
- MGMT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)
- Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.
- MISC 311 Information Technology in Business (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

Required Courses
- MISC 312 Management Information Systems (4)
- MISC 371 Business Applications Program Design (4)
- or CSCD 211 Programming Principles II (5)
- MISC 373 Business Database Application (4)
- MISC 481 Systems Analysis and Design (4)
- MISC 482 Systems Project (4)

Electives
Select approved, related electives in consultation with your faculty advisor.

Required business administration core 69 credits
Required program credits 16 credits
Elective credits 8–10 credits
Minimum total credits for above major 97 credits

Marketing Major (93–95 credits)
The Marketing curriculum prepares students for a wide variety of occupational possibilities. Marketers are involved with such activities as product planning, pricing decisions, advertising, sales management and marketing research. Marketing practitioners act as the connecting link between the firm and its external environment; they assist management in adapting the firm to an ever-changing society.

Courses taken for the Marketing Major beyond the required Business Administration Core are not counted double toward the Finance Major, the (Business) Economics Major, the Human Resource Management Option, the Operations Management Option or the General Business Option.

Student Learning Outcomes

Students will:
- Analyze the impact of marketing environments on marketing strategy and performance,
- Explain and apply consumer behavior principles and their implications for marketing strategy and practice,
- Collect, analyze, interpret and report market data,
- Apply marketing principles to segment consumer groups and develop appropriate positioning strategies,
- Explain and apply the principles of managing the marketing mix as they relate to marketing planning and integrate these into a marketing plan.

Required Business Administration Core (69 credits)

Lower Division Courses
- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- ACCT 261 Business Law (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ENGL 201 College Composition: Analysis, Research and Documentation (5)
- MATH 115 Mathematical Reasoning (5) or its equivalent, MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

Upper Division Courses
- DSCI 346 Advanced Data Analysis for Business (4)
- FINC 335 Financial Management (4)
- MGMT 326 Organization Theory and Behavior (4)
- MGMT 423 Business and Society (4)
- MGMT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)
- Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.
- MISC 311 Information Technology in Business (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

Note: ECON 200 and 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.

Required Courses
- MKTG 400 Buyer Behavior (4)
- MKTG 411 Marketing Research (4)
- MKTG 412 Marketing Management (4)
- MKTG 417 Marketing Analysis (4)

Electives
Select approved, related electives in consultation with your faculty advisor.

Required business administration core 69 credits
Required program credits 16 credits
Elective credits 8–10 credits
Minimum total credits for above major 93 credits
Professional Accounting Major (117 credits)

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 certificate 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 certificate 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.

To contact the Washington State Board of Accountancy, write to: 210 East Unions, Suite H-EP-21, Olympia, Washington 98504; or call 360.753.2585.

Student Learning Outcomes

Students will:
• identify ethical issues and apply personal values and professional codes of conduct to resolve ethical issues, including social responsibility and environmental reporting issues,
• develop awareness of diverse cultures and perspectives and their impact on the communication of accounting information in the international arena,
• generate, interpret and communicate accounting information for use in decision making.

Required Business Administration Core (69 credits)

Lower Division Courses
ACCT 251 Principles of Financial Accounting (5)
ACCT 252 Principles of Managerial Accounting (4)
ACCT 261 Business Law (4)
DSCI 245 Data Analysis for Business (4)
ECON 200 Introduction to Microeconomics (5)
ECON 201 Introduction to Macroeconomics (5)
ENGL 201 College Composition: Analysis, Research and Documentation (5)
MATH 115 Mathematical Reasoning (5) or its equivalent.

Upper Division Courses
DSCI 346 Advanced Data Analysis for Business (4)
FINC 335 Financial Management (4)
MGMT 326 Organization Theory and Behavior (4)
MGMT 423 Business and Society (4)
MGT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)

Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.

MISC 311 Information Technology in Business (4)
MKTG 310 Principles of Marketing (4)
OPSM 330 Operations Management (4)

Business Education Required Courses

ACCT 351 Intermediate Accounting I (4)
ACCT 352 Intermediate Accounting II (4)
ACCT 353 Intermediate Accounting III (4)
ACCT 356 Cost Accounting I (4)
ACCT 357 Cost Accounting II (4)
ACCT 359 Accounting Systems (4)
ACCT 450 Auditing (4)
ACCT 451 Advanced Auditing (4)
ACCT 452 Contemporary Accounting Theory (4)
ACCT 454 Federal Income Tax I (4)
ACCT 455 Federal Income Tax II (4)

Electives

Select one course from the following:
ACCT 358 Accounting for Non-Profit Entities (4)
ACCT 422 Advanced Business Law (4)

Required business administration core 69 credits
Required program credits 44 credits
Elective credits 4 credits
Total credits for above major 117 credits

Bachelor of Arts in Education (BAE)

Degree programs in business education are offered in conjunction with the College of Education and Human Development. The College of Business and Public Administration provides courses in business administration, computer applications and vocational education. The Department of Education provides courses in professional education and advising toward teacher certification within the state of Washington. Since these are degrees in education and not in business, the programs do not fall within the scope of the International Association for Management Education and are not accredited by that body.

Business Education/Secondary Major (76 credits)

The Business Education major provides background in accounting, economics, business administration, entrepreneurship and computer applications. This major satisfies the endorsement for grades 5–12. In addition, the program includes all courses and competency requirements for vocational certification. For vocational certification, business majors are required to have 2,000 hours paid and related work experience and an up-to-date Red Cross Card including CPR.

Student Learning Outcomes

Students will:
• be able to apply and integrate the state’s learning goals and essential academic learning requirements in program implementation and assessment and, in addition, be able to identify the diverse needs of students and implement programs and strategies that promote student competency and success,
• be able to create and sustain safe learning environments that prepare diverse students for the workplace, advanced training and continued education,
• model personal and professional attributes and leadership skills that reflect productive life and work roles as well as implement and maintain collaborative partnerships with students, colleagues, community, business, industry and families that maximize resources and promote student self-sufficiency,
• demonstrate workplace competencies in keyboarding and digital input, information technology clusters, information systems management, information processing applications, technical communications, principles of entrepreneurship, business management, accounting & computation, economics & finance, international business and business law,
• demonstrate teaching competence in all areas listed above in Learning Goal 4, including career development, work-based coordination, integration of leadership development into the curriculum and management of future business leaders of America (FBLA) activities.

Business Education Required Courses

ACCT 251 Principles of Financial Accounting (5)
ACCT 261 Business Law (5)
ACCT 351 Intermediate Accounting I (4)
BUED 329 Administrative Systems Management (4)
BUED 476 Methods of Teaching Basic Business, Accounting and Marketing (4)
BUED 476 Methods of Teaching Keyboarding and Microcomputer Applications (4)

Total credits for above major 76 credits

Professional Education Requirements/Secondary Education:

See the Department of Education section of this catalog. Prerequisites may also apply.

Minimum total credits for above major and professional education 122 credits

Note: Completion of University proficiency in computer literacy and writing and University proficiency in math required prior to taking lower division required courses.

Note: Completion of University proficiency in writing required prior to taking upper division required courses.

Note: The above major takes more than 12 quarters at an average of 15 credits per quarter.
Minors

Business Administration Minor (22–24 credits)
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.

Required Courses
ACCT 251 Principles of Financial Accounting (5)
MGMT 120 The World of Business (5)

Electives
Select electives from the approved list (available from the academic advisors for Undergraduate Business Programs) in consultation with your faculty advisor.

Required program credits
10 credits

Elective credits
12–14 credits

Minimum total credits for above minor
22 credits

International Business Minor (17 credits)
This minor is offered for students in the Bachelor of Arts in Business Administration (BAB) degree program. The minor in International Business will enhance the business educational experience by providing an in-depth international dimension that complements any major area of study in business. This minor is recommended for students who wish to work in organizations that are engaged in global business activities and want to be prepared to meet the challenges of ever-increasing global interdependence.

Required Courses
IBUS 470 International Business Management (4)
IBUS 471 Multinational People Management (4)
IBUS 472 International Marketing Management (4)
IBUS 474 International Financial Management (5)

Total credits for above minor
17 credits

Management Information Systems Minor (20–25 credits)
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 based upon microcomputer networks. The program provides a basic understanding of microcomputer and local area network operating systems along with an in-depth knowledge of productivity software products. The program also provides an understanding of the business applications of these software products and demonstrates their importance in supporting business functions.

Required Courses
MISC 372 Management Information Systems (4)
MISC 373 Business Applications Program Design (4)
MISC 374 Spreadsheet Modeling for Business Applications (4)

Minimum total credits for above minor
20 credits

Quality Management Minor (16–28 credits)
The minor in quality management is intended for students who wish to supplement their major area of study with the concepts, tools, and methods necessary to emphasize quality in all aspects of a work organization. Emphasis is placed on total quality management, customer needs and statistical analysis of quality in all types of work organizations—public, private, not-for-profit, governmental, educational, etc.

Required courses depend on the number of prerequisites student must complete. Non-business majors will tend to need more course work than business majors.

Prerequisites: Computer Literacy, DSCI 245, 346, MKTG 310, ONSP 330.
DSCI 447 Design of Experiments (4)

Approved electives dependent on student needs and interests (4)

Minimum total credits for above minor
16 credits

Course Requirements for Teacher Certification/Add-on Endorsements
(For students who currently possess a Washington State Teaching Certificate)

Business Education/Add-on Endorsement (58 credits)
This add-on satisfies the endorsement for grades 5–12.

Required Courses
ACCT 251 Principles of Financial Accounting (5)
ACCT 261 Business Law (4)
ACCT 351 Intermediate Accounting I (4)
BUED 302 Business Communication (4)
BUED 329 Administrative Systems Management (4)
BUED 475 Methods of Teaching Basic Business, Accounting and Marketing (4)
BUED 476 Methods of Teaching Keyboarding and Microcomputer Applications (4)
CTED 301 Principles and Philosophy of Vocational Business Education (4)
CTED 375 Safety and Industrial Hygiene (1)
CTED 474 Administration of Work Based Education (4)
MGMT 422 Entrepreneurship (4)
MISC 370 Multimedia Production of Business Documents (4)
MISC 373 Business Database Application (4)
MISC 374 Spreadsheet Modeling for Business Applications (4)
MKTG 310 Principles of Marketing (4)

Total credits for above add-on endorsement
58 credits

Note: In addition, vocational education certification includes a minimum of 2,000 hours of paid related work experience in business as well as student teaching in business.

Marketing Education/Add-on Endorsement (58 credits)
This add-on satisfies the endorsement for grades 5–12.

Required Courses (58 credits)
ACCT 251 Principles of Financial Accounting (5)
ACCT 261 Business Law (4)
ACCT 351 Intermediate Accounting I (4)
BUED 302 Business Communication (4)
BUED 475 Methods of Teaching Basic Business, Accounting and Marketing (4)
CTED 301 Principles and Philosophy of Vocational Business Education (4)
CTED 375 Safety and Industrial Hygiene (1)
CTED 474 Administration of Work Based Education (4)
MGMT 422 Entrepreneurship (4)
MISC 373 Business Database Application (4)
MISC 374 Spreadsheet Modeling for Business Applications (4)
MKTG 310 Principles of Marketing (4)

Total credits for above add-on endorsement
58 credits

Note: In addition, vocational marketing education certification includes a minimum of 2,000 hours of paid related work experience in business as well as student teaching in marketing.

GRADUATE PROGRAMS

Master of Business Administration
Robertta Brooke, Director
EWU, Phase One Classroom Building, Suite A
668 N. Riverpoint Blvd., #331
Spokane WA 99202-1677
509.358.2270

The Master of Business Administration is an advanced professional degree in business administration emphasizing quantitative and qualitative skills necessary for leadership in today’s organizational environment. It prepares students for management positions in business firms, government agencies and not-for-profit entities. Organizations need leaders who can work well in group situations, appreciate the value of diversity, foster creativity and innovation, create an entrepreneurial spirit and provide practical solutions to real-world problems. Managers today are faced with complex global problems and a rapidly changing business environment, so they must have an appreciation for lifelong learning. The MBA at Eastern Washington University is designed to equip graduates with required skills, knowledge and abilities to flourish in a complex organizational environment.

www.ewu.edu
Program Objective/Student Learning Outcomes
Students will:
- develop and demonstrate leadership abilities including an understanding of the importance of diversity and interpersonal relationships in an organization.
- analyze and formulate solutions to problems related to the environment in which organizations exist and function including information technology, legal, ethical, economic, social, political and global aspects.
- demonstrate the application of appropriate technical skills and or quantitative analysis techniques in organizational settings.
- demonstrate competency in both written and oral communication skills.
- understand and apply the principles of financial theory, analysis, reporting, and markets to unfamiliar circumstances to create value.

Accreditation
Graduate programs in business began in 1966 and the Master of Business Administration (MBA) was authorized in 1975. Both the graduate and undergraduate business programs are accredited by AACSB-International.

Admission Requirements/Preparation
To be admitted to the MBA Program, an applicant must hold a four-year baccalaureate degree in any field of specialization from an accredited college or university and meet the following requirements:

1. GPA of 3.0 computed from the applicant’s most recent 90 quarter or 60 semester graded hours.
2. Graduate Management Admission Test (GMAT) score of at least 450.
3. Official GMAT scores (no more than five years old);
4. A $50 MBA application fee, in addition to the $50 graduate application fee;
5. Statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the MBA.
6. Other information which may be required at the discretion of the MBA program director may include the following:
   - A current resume
   - References
   - An essay demonstrating critical thinking skills.

In addition to the above requirements, international students must demonstrate English language competency by taking the Test of English as a Foreign Language (TOEFL). A minimum score of 92 Internet-based Test (TOEFL iBT) or 580 paper-based TOEFL is required to be considered for MBA Program admission. Note: Admission to the MBA foundation course work requires a TOEFL of at least 71 iBT or 525 paper-based TOEFL.

All of the above materials should be sent directly to: Graduate Studies Office, 206 Showalter Hall, Cheney, WA 99004-2444.

MBA Program Admission Exception Policy
The MBA Program admission exception policy is an alternate admission process. The MBA director will forward to the MBA committee applications from students requesting an exception to the minimum admission criteria of a 3.0 application GPA and a 450 GMAT. In order to be considered for exception students must submit a letter of appeal and a current resume and must possess an index score (GPA x 200 + GMAT) of at least 1050. The committee will review the applications during the last week of winter quarter and three weeks before the beginning of fall quarter. Admission exceptions will be recommended by majority vote. A professional degree in a different area does not guarantee admission.

Letters of appeal for admission exception should include the following information:
1. Why you want the Master of Business Administration degree.
2. Why you feel that you are capable of successfully completing this degree.
3. Anything else you feel the MBA committee should know.

www.ewu.edu

Application Deadlines
Eastern admits MBA students throughout the academic year. The Graduate Studies Office accepts applications no later than 10 business days before the start of the term of intended enrollment. Applicants are asked to make an appointment with the MBA program director before they begin the program. During that interview the applicant will be advised about program details, schedules and any foundation requirements that must be completed before starting the advanced program. Applicants will be advised by letter from the Graduate Studies Office concerning the admission decision.

Mathematics and Communications Skills Required
The MBA program requires competency on the part of the student in quantitative skills, computer skills and written and oral communication skills. Students lacking these skills are urged to acquire them before applying for admission to the program. Courses in finite mathematics, differential calculus, computer literacy and oral and written communications are stressed as necessary preparation.

Computers and Research
The courses of the MBA curriculum have been infused with the application of computer technology in managerial decision-making. In addition, MBA students may expect that the courses will require considerable research beyond assigned course texts. Eastern offers computer labs and computer access to nationwide data banks. MBA students also have access to the John F. Kennedy library on the Cheney campus and the Riverpoint Campus library system on the Riverpoint Campus in Spokane.

Academic Requirements
Students in the MBA program must maintain at least a 3.0 GPA at all times. Students who fall below a 3.0 GPA are notified that they are officially on probation. These graduate students will be allowed one quarter's study to restore their cumulative GPA to at least the 3.0 level. The MBA faculty may extend this probationary period by one quarter when they feel such an extension is warranted by special circumstances. Those students who are unable to restore their cumulative GPA to 3.0 (or above) in this additional quarter of probation will be terminated from the program. No course grade below 2.5 may count toward the MBA degree. Only two courses in the student's program may be below a grade of 3.0. Repeating courses for which a grade lower than 3.0 was received does not negate this rule.

Students are expected to successfully complete courses for which they register. The record of any student with more than two “W” (withdrawal) or “X” (incomplete) course grades will be reviewed by the MBA program director, with termination from the program as a possible consequence.

Other graduate academic requirements are set forth in the opening section of the catalog under “Graduate Studies Academic Policies.” Entering MBA students will be apprised of these regulations at their initial interview with the MBA program director following admission to the program.

Advising and Special Counseling
All entering students should consult with the director of the MBA program for program information and determination of the student's interests. The director recommends a program of study compatible with each student's goals and interests and the MBA program requirements.

Reserved Classes
MBA courses at EWU are reserved exclusively for students who have been formally admitted to the MBA program or other master's degree programs and who have met all prerequisites for the courses or who have permission of the MBA program director.

Study Groups
Managers interact and so do MBA students. The MBA program makes use of group study, analysis and presentation. Students are frequently assigned to teams of three, four or five individuals. Assignments are sometimes based upon assembling a team with diverse academic and work experience backgrounds. Teams are expected to prepare and present many assignments collaboratively.
Working in a group is good reinforcement of management practice, helping to develop interpersonal skills and effectiveness in small group decision-making. Group members begin to understand and appreciate others' points of view. Study groups also reinforce the managerial technique of networking. Successful managers often draw upon resources from individuals outside the organizations they serve.

Practical Business Experience

All students who graduate from the MBA program should have some practical work experience. The majority of the students accepted into the program are working professionals and meet this requirement. For those students who enter the program lacking professional work experience, an internship should be part of the student's MBA program. Up to four (4) four credits earned while in an internship may be used for MBA elective credit.

MBA Program Structure

Foundation course work

Students with no formal education in business administration may need to complete up to 32 credits of foundation course work. The specific courses and the resulting required credit hours will be determined by an assessment of each student’s educational background and professional experience. Graduate students in the MBA program have options when fulfilling their foundation course requirements. Students can take courses at EWU or another accredited college or university. Other course equivalents need to be approved by the MBA program director. Students must meet with the MBA program director to determine which foundation courses need to be fulfilled. Students may not register for the MBA core courses until they have fulfilled these requirements.

Foundation Knowledge (for those requiring additional business preparation):

- ACCT 261 Business Laws (4)
- FINC 335 Financial Management (4)
- MGMT 326 Organizational Theory and Behavior (4)
- MGMT 310 Principles of Marketing (4)
- OPIS 330 Operations Management (4)
- BADM 503 Quantitative Analysis in Business (4) or DSCI 245 Data Analysis for Business (4) and DSCI 346 Advanced Data Analysis for Business (4)
- BADM 505 Essentials in Accounting (4) or ACCT 251 Principles of Financial Accounting (4) and ACCT 252 Principles of Managerial Accounting (4)
- BADM 541 Managerial Communications (4) or CMST/ENGL 568 Introduction to Graduate Studies (2) Writing in Organizations (3) or acceptable score on GMAT/Verbal or TOEFL
- ECON 580 Economic Analysis (4) or ECON 200 Introduction to Microeconomics (5) and ECON 201 Introduction to Macroeconomics (5)

Required Core Course work 33 credits

- BADM 500 The MBA Experience (1)
- BADM 520 Advanced Data Modeling for Business Research (4)
- BADM 530 Corporate Finance (4)
- BADM 540 Marketing Management (4)
- BADM 552 Leadership and Ethics (4)
- BADM 560 Decision Making and Accounting Information (4)
- BADM 570 Information Technology and the Organization (4)
- BADM 580 Comparative Business Environments (4)

In addition to the above required courses all students must pass an oral examination related to one of the following options:

Option I - Portfolio

Students choosing this option will present a compilation of their work in the MBA program to a committee of faculty chosen by the MBA Program Office. The portfolio will be in a specific format, and a draft will be turned in early in their graduation quarter for the committee to approve. These students will also be required to take sixteen (16) credits of elective courses. Elective courses are chosen by the MBA committee in response to student demand, market needs, current changes in a rapidly evolving community and faculty interest and expertise. Students may elect to take courses from other graduate programs if these courses help them achieve their objectives are pre-approved by the MBA director.

Option II - Research Report

The student conducts a research project and prepares a written report under the direction of a committee of faculty teaching graduate courses. The student can earn a minimum of four and a maximum of eight credits depending upon the extent and depth of research involved. In addition to the research report, students will select 12 -16 credits of elective course work (in consultation with their advisor) from approved elective courses as outlined under Option I.

Option III - Thesis

This option allows the student to write a thesis under the direction of a committee of faculty teaching graduate courses. The student can earn a minimum of four and maximum of eight credits depending upon the extent and depth of research involved. In addition to the thesis, students will select 12 -16 credits of elective course work (in consultation with their advisor) from approved elective courses as outlined under Option I.

Degree Candidacy

No more than one-half of the minimum number of credits in the advanced program may be counted toward the MBA degree before the total program is planned and the application for degree candidacy is submitted.

Major Field Test (MFT) Requirement

Students are required to take the MFT for the MBA before completing their final oral examination. For more information on the MFT, see www.ets.org. The MBA application fee covers the cost of this test fee.

Oral Examination Requirement

The comprehensive examination for MBA students selecting Option I will be conducted during the final quarter of their program. Students will make an oral presentation of their program portfolio. Students will then defend the portfolio to a three-member committee consisting of two members of the faculty of the College of Business and Public Administration and a faculty member from an area outside their discipline. The Graduate Studies Office will select this member.

Those students electing a BADM 600 thesis or a BADM 601 research report will present and defend the results of their research to an oral examination committee chaired by the thesis or research project advisor, with a second member from the College of Business and Public Administration and a faculty member from an area outside their discipline. The Graduate Studies Office will select this member. These students will schedule their orals at times mutually convenient to them and the three committee members.

Course Schedules and Time Limits

MBA courses are conducted in the evenings or on the weekends at the Riverpoint Campus of Eastern Washington University. Evening classes are held one night per week from 6 to 9:40 p.m., Monday through Thursday. Four credit weekend classes meet on Friday evenings and all day Saturday for three weeks a quarter. Two credit weekend classes meet on two Saturdays.

Three-fourths of the minimum credits required for the MBA degree (at least 37 credits) must be earned in Eastern Washington University resident courses. The remaining credits may consist of approved Eastern extension credits or approved residence or extension credits from other accredited institutions, provided they meet the advisor-approved program.

The MBA program must be completed within six years after the first applicable advanced coursework has been undertaken. The minimum time to degree for a full-time student is one year (four quarters). Most courses are four credit hours. The maximum allowable load is 16 credit hours. MBA students who are employed usually carry no more than eight credits (two courses).

Visiting Graduate Students

Visiting graduate students may enroll in MBA program courses on a space-available basis, provided they have delivered to the MBA program director documentary proof from their home institution that they are bona fide graduate students in good standing and that their home institution will accept Eastern’s courses as part of their degree program. Such documentation shall be in the form of a letter signed by a home institution official and addressed to Eastern’s MBA program director. In order to register and have their course work recorded on an EWU graduate transcript, visiting graduate 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.
Affiliated Programs

Combined MBA Degree/Health Services Administration Certificate

For students who select Option 1 - Electives, a combined MBA Degree/Health Services Administration Certificate Program is available. Students in the MBA/Health Services Administration program take, in addition to the 33 required MBA credits, the following courses:

- HSAD 500 U.S. Health Care Systems (4)
- HSAD 510 Health Law (4)
- HSAD 520 Health Reimbursement Issues (4)
- HSAD 560 Managed Care Systems (4)
- HSAD 598 Seminar in Health Services Administration (4)

Twelve credits of the above course work may be used toward the required 16 credits of electives for the MBA degree. All five courses must be completed to earn the certificate in Health Services Administration. Also see the information under Health Services Administration elsewhere in this catalog.

Dual MBA/MPA Degree Program

A dual-degree program is available with the Master of Public Administration (MPA) program. This dual-degree 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.

Those enrolling in the dual-degree program must be admitted through the Graduate Studies Office and by both the MBA program and the Graduate program in Public Administration (MPA). The student also must have satisfied the undergraduate background (prerequisite) course requirements of both programs at the time of entry or soon thereafter. Students interested in the specific requirements of this dual-degree program must contact either the MPA program director at 509-358-2247 or the MBA program director at 509-358-2270 to be advised in advance of consideration for admission.

Accounting Courses

Accounting courses numbered 351 and higher have restricted enrollment. See Business Administration “Course Enrollment Policies.”

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

ACCT 251 Principles of Financial Accounting (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Sophomore standing.
Introduction to the underlying principles of financial accounting and the application of such data to financial decisions.

ACCT 252 Principles of Managerial Accounting (4)
FALL/WINTER/SPRING
Prerequisite: 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)
FALL/WINTER/SPRING
Prerequisite: 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 301 Financial Accounting (4)
FALL/WINTER
May be substituted for ACCT 251; credit is not granted for both ACCT 251 and 301. Prerequisite: Junior standing.
An accelerated introduction to principles of financial accounting.

ACCT 302 Management Accounting (4)
WINTER/SPRING/SUMMER
May be substituted for ACCT 252; credit is not granted for both ACCT 252 and 302. Prerequisites: ACCT 251 or 301; Junior standing.
An accelerated introduction to principles of managerial accounting.

ACCT 308 Legal Environment of Business (4)
FALL/WINTER/SPRING/SUMMER
May be substituted for ACCT 261; credit is not granted for both ACCT 261 and 308. Prerequisite: Junior standing.
An accelerated introduction to business law.

ACCT 351 Intermediate Accounting I (4)
FALL/WINTER/SUMMER
Intermediate Accounting I, II and III are sequential and cannot be taken out of order or concurrently. Prerequisite: ACCT 251 or 301.
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)
WINTER/SPRING/SUMMER
ACCT 353 Intermediate Accounting III (4)
FALL/SPRING

ACCT 356 Cost Accounting I (4)
FALL/WINTER
Prerequisites: Completion of University computer literacy competency and completion of a math course that satisfies math proficiency (MATH 200 is highly recommended), ACCT 251 (301), 252 (302), DSII 245 (303), Junior standing.

ACCT 357 Cost Accounting II (4)
WINTER/SPRING
Prerequisite: ACCT 356.
Cost analysis and control principles and methods applied to manufacturing operations and decision making; applications of information theory to cost accounting reports and decision making; applications of information theory to cost accounting reports and decision processes.

ACCT 358 Accounting for Non-Profit Entities (4)
Prerequisite: ACCT 251.
Concepts, principles and procedures of fund accounting and accounting for not-for-profit entities. Emphasis on accounting principles and budgetary control, financial reporting and auditing for effective financial administration of governmental and other non-profit entities.

ACCT 359 Accounting Systems (4)
FALL/SPRING
Prerequisites: ACCT 351, MIS 311 or permission of the instructor.
Application of concepts and techniques for the design, function, separation and evaluation of accounting systems. Focus on accounting system design and evaluation in providing timely information. Problems in accounting-system installation and revision.

ACCT 399 Directed Study (1–5)

ACCT 422 Advanced Business Law (4)
FALL/SPRING/SUMMER
Prerequisites: ACCT 261 or 308; Senior standing.
Business ethics and social responsibility; public law and regulation including securities law, antitrust law, consumer law, labor law and debtor/creditor relations.

ACCT 450 Auditing (4)
FALL/WINTER
Prerequisites: ACCT 353, 356, 359.
Generally accepted auditing standards and principles; auditing objectives and methodology; ethical responsibility of the CPA in financial reporting and auditing.

ACCT 451 Advanced Auditing (4)
WINTER/SPRING
Prerequisite: ACCT 450.
Special topics in auditing with emphasis on EDP and statistical auditing. Auditing objectives, methodology and generally accepted auditing standards as they relate to EDP and statistical auditing. Practical audit experience through hands-on computer use on audit cases.

ACCT 452 Contemporary Accounting Theory (4)
WINTER/SPRING
Prerequisites: ACCT 353, 356.
Contemporary accounting issues and their theoretical implications; review of accounting literature and research studies and pronouncements of the FASB and other professional organizations.

ACCT 454 Federal Income Tax (1) (4)
FALL/WINTER
Prerequisite: ACCT 251.
Provisions and principles of federal income tax laws affecting the determination of taxable income, tax liability and tax planning for individuals.

www.ewu.edu
ACCT 495
Federal Income Tax II (4)

Winter/Spring
Prerequisite: ACCT 445
Provisions and principles of federal income tax laws affecting the determination of taxable income and tax liability of corporations and information returns and tax planning for partnerships.

ACCT 495
Internships (1–15)

ACCT 498
Seminar (1–5)

ACCT 499
Directed Study (1–5)

Administrative Office Management Courses

AOMG courses numbered 300 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

AOMG 399
Directed Study (1–5)

AOMG 499
Directed Study (1–5)

Business Administration Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

BADM 500
The MBA Experience (1)
Graded Pass/No Credit.
Prerequisite: Admission to the MBA program.
This course is designed to develop a set of student learning skills for the MBA program so students can become familiar with the faculty, other students in the MBA program and so they can become immediately productive in their course work. Skills such as management of group activities, case analysis skills, computer skills, integration skills and personal confidence and presentation skills are covered. Students will begin the development of an MBA program portfolio.

BADM 503
Quantitative Analysis in Business (4)
This course does not count toward the MBA degree.
Prerequisite: Permission of the MBA director.
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)
This course does not count toward the MBA degree.
Prerequisite: Permission of the MBA director.
An accelerated course in understanding and using accounting information and accounting information systems in a business environment: includes coverage of both financial and managerial accounting information.

BADM 509
Public Personnel Management (4)
A discussion of the development of the civil service system, public sector labor relations, affirmative action/equal opportunity and the relationships of these factors to current techniques of personnel management and motivation. (Cross-listed with PADM 509)

BADM 520
Advanced Data Modeling for Business Research (4)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
A study of business and economic research methodology, including advanced regression analysis, time series analysis and the evaluation of research reports.

BADM 525
Grants-Writing and Administration (4)
Examination of the development of public sector grant programs and the distribution and fiscal management of money transfers. Topics include project development, grant applications, program planning and implementation and public policies for the improvement of intergovernmental operations. (Cross-listed with PADM 525)

BADM 530
Corporate Finance (4)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
This course covers an analysis of valuation issues and project analysis as well as the relationships between risk, capital structure, cost of capital and dividend policy. It examines contemporary issues and problems confronting financial managers.

BADM 533
City Government Administration (4)
An exploration of the major management issues and techniques involved in the professional management of city governments. Topics include the role of the professional city administrator, the changing face of cities, major city services issues, ethics, decision making and budget preparation. Examines both theoretical and practical aspects of city government management. (Cross-listed with PADM 533)

BADM 539
Special Topics (1–5)
Some sections are graded Pass/No Credit.
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. The topics of specific BADM 539 courses offered each quarter are determined by a combination of student and faculty interest and availability.

BADM 540
Marketing Management (4)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
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)
Prerequisites: Admission to the MBA program and completion of the MBA foundation or permission of the MBA director.
This course is designed to refine the student’s written, oral and electronic communications skills as applied to the managerial environment within the organization.

BADM 543
Labor Relations (2)
This course covers a broad range of topics such as history of the labor movement, federal and state statutes covering this field, emergency operations planning and legislative lobbying efforts. (Cross-listed with PADM 543)

BADM 545
Collective Bargaining (2)
This course addresses the process of reaching an agreement on a contract. (Cross-listed with PADM 545)

BADM 552
Leadership and Ethics (4)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
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. The objective of the course is an integrated understanding of the relationship between ethics and leadership achieved through study of the leader.

BADM 560
Decision Making and Accounting Information (4)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
This course focuses on the use of accounting information and accounting information systems in business decision-making.

BADM 561
Multivariate Data Analysis (4)
Prerequisites: DSCI 245 and DSCI 346 or MATH 380 or permission of chair of department.
Multivariate data analysis refers to all statistical methods that simultaneously analyze multiple measurements on each individual or object under investigation. This course is designed to teach the concepts and principles underlying the various multivariate techniques. Data variables are manipulated using several different techniques.

BADM 562
Game Theory (4)
Prerequisites: Graduate standing or permission of the instructor.
The mathematical study of strategy and competition applies to fields ranging from contract negotiations to viral latency. This course explores the basics by actually playing some of the games associated with the development of game theory. The lessons learned will then be applied to business contexts.

BADM 563
Quantitative Communications (4)
Prerequisites: Graduate standing or permission of the instructor.
“A picture is worth a thousand words” is very true when presenting statistical results. Good graphs are convincing and graphs fail, graphs that convince, some unusual graphing techniques and the use of various programs for graphing.

BADM 564
E-Commerce (4)
Prerequisites: Graduate standing or permission of the instructor.
Electronic commerce includes not only selling/buying online but also much broader activities, such as organizational internal process supports, electronic commerce.
collaboration among partners, distance learning and virtual communities. This course explores how the landscape of e-commerce is changing and evolving. It covers the important topics of e-commerce, including selling and marketing online; businesses trading and collaborating with other businesses; internal business process supports; legal, ethical and tax issues; web security; and e-commerce infrastructure. The course balances the strategic and technological aspects of successful e-commerce with real-world business cases. This course also introduces the latest technological developments, which will significantly impact the current and future e-commerce, such as wireless technology, radio frequency identification (RFID), global data synchronization network (GDSN) and EPC global network.

**BADM 570**
Information Technology and the Organization (4)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
This course analyzes the concepts and techniques underlying the development and control of information systems within the firm. It covers the impact of emergent information technologies on strategic planning and emphasizes computer-based management information systems.

**BADM 571**
Entrepreneurship: Journey or Destination (4)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
This course is designed to assist students in assessing their personal interests in entrepreneurship and as part of that assessment, the course will include learning from the life and times of entrepreneurs, both historical and present. The student will be expected to develop a biosketch of their chosen entrepreneur and share that information with the class.
(Cross-listed with PADM 571)

**BADM 572**
Small Business Planning (2)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
This course is designed to provide the student a rigorous experience in developing the key portions of a business plan, whether for a small business or an entrepreneurial start-up or early-stage business. The course work includes the environmental, marketing and financial portions of a business plan. The students will be expected to individually develop the three portions of the business plan as their class assignment. Prerequisites include marketing and finance course work or background.

**BADM 573**
Entrepreneurship and Small Business Marketing (4)
Prerequisites: Admission to the MBA Program and completion of the MBA foundation, or permission of the MBA director.
The objective is to introduce students to marketing techniques that are or can become quite effective for small and early-stage firms. As small firms have limited resources, leveraged techniques are necessary to maximize program effectiveness. Guerrilla marketing techniques as well as large-firm partnerships are possible options. The course will cover strategies and programs. The students will be expected to develop a marketing program for an ongoing firm or their own.

**BADM 574**
Entrepreneurship and Small Business Finance (4)
Prerequisites: Admission to the MBA Program and completion of the MBA foundation, or permission of the MBA director.
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 575**
Management Consulting (4)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
This course provides the student the opportunity to interact both with senior community professionals who have consulting experience and with firms working within the community that would act as clients for the course’s focused programming. Student teams with their advisors will develop a rigorous management audit of a firm, providing reasoned suggestions to client firms as to how to improve their performance. Firms will range from no-tech to high-tech.

**BADM 576**
Entrepreneurship and Small Business Human Resource Management (4)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
One of the most difficult tasks of an entrepreneur is tapping all the human potential available when managing the complexities of a new business. The purpose of this course is to create awareness of the complex nature of human resource management while enabling the student to focus on his or her own strengths to make human resource decisions with confidence. An emphasis is placed on highly relevant and practical concerns of the entrepreneur.

**BADM 577**
Entrepreneurship (4)
Prerequisites: BADM 573, 574 and 576.
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 importance in this course.

**BADM 580**
Comparative Business Environments (4)
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
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**
Business Strategy, Vision and Policy Implementation (4)
This course should be the last core course in a student’s MBA program.
Prerequisites: Admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.
The study of administrative processes under conditions of uncertainty including integrating analyses and policy determinations at the overall management level. Includes a synthesis of the principles of administrative management from the generalist’s view and integrates prior specialized instruction in the basic functions of business and management. Provides an opportunity to develop a capacity for analyzing problems on a broad company-wide basis.

**BADM 596**
Experimental Course (2–4)
**BADM 597**
Workshops (2–4)
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

**BADM 598**
Graduate Seminar (2–4)
**BADM 599**
Independent Study (2–4)

**BADM 600**
Thesis (2–8)
Independent research study under the direction of a graduate advisory committee.

**BADM 601**
Research Report (2–8)
Independent research resulting in a scholarly paper under the direction of the student’s graduate committee chairperson.

**BADM 695**
Internship (2–4)

**BADM 696**
College Teaching Internship (2–4)
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.

### Business Education Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

**BUED 302**
Business Communication (4)
Prerequisite: Junior standing.
Emphasis is placed on functional writing. This course develops skills and techniques in writing business letters, office communications and business reports.

**BUED 329**
Administrative Systems Management (4)
Management concepts and applications for the administrative services provided a company. Course uses a behavioral approach to managing word processing, telecommunications, records and information, the environment and human resources. Largest emphasis is on managing records and information.

**BUED 399**
Directed Study (1–5)

**BUED 475**
WINTER
Methods of Teaching Basic Business, Accounting and Marketing (4)
Prerequisites: EDUC 341, ACCT 252 or 351, MKTG 310.
Materials, methods and techniques of teaching basic business subjects, marketing and accounting.

**BUED 476**
WINTER
Methods of Teaching Keyboarding and Microcomputer Applications (4)
Prerequisites: EDUC 341, MISC 370, 373, 374.
Materials, methods and techniques of teaching keyboarding and microcomputer applications.

**BUED 499**
Directed Study (1–5)
Career and Technical Education Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

CTED 300 Introduction to Plan 2 Career and Technical Education (4)
Prerequisite: Acceptance into the CTE Plan 2 program. This course is an introduction to the elements of Career and Technical Education (formerly “vocational”) and, specifically, business/industry route certification (Plan 2). Required for Plan 2 students; this course also includes current components of education in Washington State and the nation and their implications for Career and Technical Education.

CTED 301 Philosophy of Vocational Education (4)
WINTER
Prerequisite: Junior standing or permission of the instructor. Study of the role of vocational education in the American education system at all levels including philosophy and purpose, state and federal legislative acts, alternative delivery systems and their components, certification standards and funding alternatives.

CTED 375 FALL/WINTER/SUMMER/SUMMER
Safety and Industrial Hygiene (1)
Graded Pass/No Credit.
Current national and state laws concerning industrial safety, nature and causes of accidents and the maintenance of a safe work environment.

CTED 399 Directed Study (1–5)
WINTER

CTED 474 ADMINISTRATION OF WORK-BASED EDUCATION (4)
Prerequisite: Junior standing. Operational procedures for conducting work-based learning environments. Includes occupational analysis techniques, school-to-work partnerships and linking classroom learning to the workplace.

CTED 499 DIRECTED STUDY (1–5)

Decision Science Courses

DSCI courses numbered 400 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

DSCI 245 Data Analysis for Business (4)
FALL/WINTER/SUMMER
Prerequisite: Completion of University computer literacy competency and completion of a math course that satisfies math proficiency (MATH 200 is highly recommended). An introduction to decision making in the business environment using statistical and data analysis procedures. Computer software is used extensively. Both written and oral presentation 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 346 Advanced Data Analysis for Business (4)
FALL/WINTER/SUMMER
Course fee.
Prerequisite: Completion of University computer literacy competency and completion of math courses that satisfies math proficiency (MATH 200 is highly recommended) and DSCI 245 or 285 or equivalent.
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, time series analysis and forecasting. Computer software is used extensively for both analysis and presentation. Case studies are used to integrate statistical methods with problem solving and communication skills.

DSCI 399 Directed Study (1–5)

Finance Courses

Finance courses numbered 300 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

FINC 335 Financial Management (4)
FALL/WINTER/SUMMER
Prerequisite: MATH 200 or equivalent and DSCI 245 and ACC 251 and (either ECON 200 or ECON 201) and the University Computer Literacy Requirement. The application of basic theory and analytical techniques to financial decision making and in particular capital budgeting. Emphasizes the time value of money and capital budgeting. Discusses capital structure and the risk-return trade off as they relate to the cost of capital, securities valuation and capital budgeting.
FINC 399 Directed Study (1–5)

FINC 431 Investments (4)
FALL/WINTER/SUMMER
Prerequisite: FINC 355.
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 Insurance and Risk (5)
FALL/WINTER/SUMMER
Prerequisite: ECON 200 or instructor permission.
This course examines the principles of insurance and ways of managing risk. It includes discussion of the development and forms of private and social insurance programs. (Cross-listed ECON 445)

FINC 433 Bank Financial Management (4)
Prerequisite: FINC 335, ECON 444.
An examination of financial and strategic decisions facing the individual bank. Includes asset and liabilities portfolio composition, lending policies, securities management, liabilities management and capital structure. Focus is on commercial banks but course is applicable to thrift institutions.

FINC 434 Financial Derivatives (4)
FALL/WINTER/SUMMER
Prerequisite: 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)
FALL/WINTER/SUMMER
Prerequisite: FINC 335.
This course provides an 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 (4)
FALL/WINTER/SUMMER
Prerequisite: FINC 335.
This course provides an in-depth background and skill development necessary 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 will be used extensively.

FINC 441 Portfolio Management I (2)
FALL/WINTER/SUMMER
Prerequisite: FINC 335.
This is an introductory course dealing with the management of real dollar portfolios. Students enrolled in this course will be expected to enroll in FINC 442 and FINC 443 subsequent quarters. Topics covered include modern portfolio theory; security analysis and valuation and portfolio performance evaluation. Students will also be involved in management of extant portfolios primarily as observers.

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FINC 442
Portfolio Management II (2)
FALL/WINTER/SPRING
Prerequisites: FINC 441.
This course is a continuation of FINC 441. Students enrolled in this class will be involved in the day-to-day management of real dollar portfolios. Responsibilities will include presentation of security recommendations, portfolio rebalancing and analysis of portfolio risk. An end of quarter report will be prepared and presented.

FINC 443
Portfolio Management III (2)
FALL/WINTER/SPRING
Prerequisites: FINC 442.
This course is a continuation of the information covered in FINC 441 and FINC 442. Students enrolled in this class will be involved in the day-to-day management of real dollar portfolios. Responsibilities will include presentation of security recommendations, portfolio rebalancing and analysis of portfolio risk. An end of quarter report will be prepared and presented.

FINC 474
International Finance (5)
Prerequisites: ECON 200 and 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. (Cross-listed ECON 474, IBUS 474)

FINC 495
Internships (1–5)
FALL/WINTER/SPRING

FINC 498
Seminar (1–5)
FALL/WINTER/SPRING

FINC 499
Directed Study (1–5)
FALL/WINTER/SPRING

Human Resource Management Courses
Human Resource courses numbered 300 and higher have restricted enrollment. See Business Administration “Course Enrollment Policies.”

HUMR 328
Human Resource Management (4)
FALL/WINTER/SPRING
Prerequisite: 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 maintenance such as 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 427
Compensation Administration (4)
FALL/WINTER/SPRING
Prerequisite: 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
Personnel Problems (4)
FALL/WINTER/SPRING
Prerequisite: HUMR 328.
Analyses of selected major problems confronted in human resource management.

HUMR 495
Internships (1–5)
FALL/WINTER/SPRING

HUMR 498
Seminar (1–5)
FALL/WINTER/SPRING

HUMR 499
Directed Study (1–5)
FALL/WINTER/SPRING

International Business Courses
International Business courses numbered 300 and higher have restricted enrollment. See Business Administration “Course Enrollment Policies.”

IBUS 470
International Business Management (4)
FALL
Satisfies international studies university graduation requirement.
Prerequisite: Junior standing.
Analysis of the impact of international business variables on global organizations and the impact of these organizations on the societies in which they operate. (Cross-listed MGMT 470)

IBUS 471
Multinational People Management (4)
SPRING
Satisfies international studies university graduation requirement.
Prerequisite: Junior standing.
A systems approach to multinational human resource management incorporating three interrelated subsystems: internal (the multinational company), external (the nation state) and the individual (the manager) in a cross-cultural context. (Cross-listed MGMT 471)

IBUS 472
Global Marketing Management (4)
SPRING
Prerequisite: IBUS/MGMT 470 or MKTG 310.
A practical approach to understanding the implications of marketing functions that result from competing in a global marketplace. Marketing function differences and similarities are explored across national borders and cultures. (Cross-listed MKTG 472)

IBUS 474
International Finance (5)
Prerequisites: ECON 200 and 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. (Cross-listed ECON 474, FINC 474)

Management Courses
Management courses numbered 400 and higher have restricted enrollment. See Business Administration “Course Enrollment Policies.”

MGMT 120
The World of Business (5)
FALL/WINTER/SPRING
Not open to upper-division business administration majors. Surveys the basic roles and functions performed by business firms in modern free enterprise societies.

MGMT 326
Organization Theory and Behavior (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: 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 399
Directed Study (1–5)
FALL/WINTER/SPRING

MGMT 422
Entrepreneurship (4)
FALL/SPRING
Prerequisite: Junior standing.
A study of entrepreneurial qualities and methods used to start and expand business ventures. Maximum flexibility is used to allow students to pursue individual interests. Marketing and accounting background helpful.

MGMT 423
Business and Society (4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: MGMT 326, senior standing.
Study of the interrelations between business and its external environment, focusing on the social, political and legal interactions. Review of critical managerial issues from historical, theoretical and ethical perspectives and their impact on organizations.

MGMT 424
Equity and Equality in the Workplace (3)
Prerequisite: ENGL 201.
This course examines feminist theory, the law and business management theories as they apply to equality and equity in the workplace. The course is an integrated approach to business and gender issues. (Cross-listed WMST 424)

MGMT 470
International Business Management (4)
FALL
Satisfies international studies university graduation requirement.
Prerequisite: Junior standing.
Analysis of the impact of international business variables on global organizations and the impact of these organizations on the societies in which they operate. (Cross-listed IBUS 470)

MGMT 471
Multinational People Management (4)
SPRING
Satisfies international studies university graduation requirement.
Prerequisite: Junior standing.
A systems approach to multinational human resource management incorporating three interrelated subsystems: internal (the multinational company), external (the nation state) and individual (the manager) in a cross-cultural context. (Cross-listed IBUS 471)
Management Information System Courses

MISC 311 Information Technology in Business (4)
FALL/WINTER/SUMMER
Prerequisite: Junior standing, completion of University competencies and proficiency.
Provides the basic concepts of the use of information technology in business, both globally and locally, to collect, organize, distribute and present information in a business environment. Students will learn how to collect information from external sources, such as libraries and the Internet and from internal functional areas. Productivity tools such as database, spreadsheets, word processor and presentation software will then be used to consolidate, organize, synthesize and present the external and internal information to business decision makers.

MISC 312 Management Information Systems (4)
Prerequisites: Junior level standing and completion of Computer Literacy I and II.
The course is an introduction and overview of the major skills needed in the MIS discipline today. Students study the major information systems of business organizations with emphasis on the topics of database management, fundamentals of program design, database system design and implementation. Topics covered include the study of existing successful applications, the techniques of knowledge representation and a review of knowledge engineering methodologies and languages. Students build a model expert system using a microcomputer-based expert system software package.

MISC 370 Multimedia Production for Business (4)
Prerequisites: MISC 311 or equivalent and BUED major, or permission of the instructor.
Learning advanced applications of word processing, presentation and multimedia software to design formal and technical reports and presentations, correspondence, newsletters, brochures, forms, charts and graphics. Emphasis is on problem-solving ability to convert raw data into acceptable form using the computer, the Internet and additional multimedia.

MISC 371 Business Applications Program Design (4)
Prerequisite: MISC 311 or permission of the instructor.
This course provides a thorough coverage of the program design and development process. The student will develop algorithmic solutions to a variety of business computer applications using a number of logic tools for programming and documentation. A high level programming language is used to illustrate the logic and structure of common business applications.

MISC 372 Data Communications and Networking Fundamentals (4)
Prerequisite: MISC 311 or equivalent.
A general introduction to current technology for local area networks (LAN), wide area networks (WAN) and the Internet.

MISC 373 Business Database Application (4)
Prerequisite: MISC 311 or permission of the instructor.
This course provides an in-depth study of theory and applications of databases. Emphasis is on the design of flexible databases to meet business information requirements. Topics include database concepts, data modeling, data dictionary, database models, database design, data integrity and managerial considerations.

MISC 374 Spreadsheet Modeling for Business Applications (4)
Prerequisite: MISC 311 or permission of the instructor.
A high level language is used to illustrate the logic and structure of common business applications.

MISC 375 Expert Systems Applications in Business (4)
Prerequisite: MISC 311 or permission of the instructor.
Introduction to expert systems design and implementation. Topics covered include the study of existing successful applications, the techniques of knowledge representation and a review of knowledge engineering methodologies and languages. Students build a model expert system using a microcomputer-based expert system software package.

MISC 380 Business Computer Programming (4)
Prerequisite: MISC 311 or permission of the instructor.
Algorithms and solutions to business data processing applications are implemented in a high-level programming language. The use of basic sequential file, algorithms and table structures to solve programming tasks is emphasized. Top-down design and structured programming techniques are employed.

MISC 399 Directed Study (1-5)

MISC 481 Systems Analysis and Design (4)
FALL/WINTER
Prerequisites: MISC 312, 371 (or CSCD 350) and MISC 375 (or CSCD 425) or permission of the instructor.
This course involves the analysis and design of business systems. It includes the structure and lifecycle of systems. The methodology of systems studies and the use of computer aided software engineering (CASE) tools are emphasized. Systems studies are undertaken utilizing cases and actual business systems projects.

MISC 482 Systems Project (4)
WINTER/SUMMER
Prerequisite: MISC 481 or permission of the instructor.
This is the capstone course for MIS majors. Emphasis is on solving an information systems problem using project management and information systems methodologies. Students will develop a computer information system through the use of CASE tools. Interactive and prototyping approaches to system development are investigated and employed. In addition, students will acquire additional knowledge in planning, managing and presenting a systems project.

MISC 483 Information Systems Management (4)
Prerequisite: MISC 312 or permission of the instructor.
A study of the information systems management function within an organization, how it is organized, what functions are performed, where it reports to top management, how policies are established for the organization for computing facilities and how computer decisions affect the entire organization.

MISC 484 Advanced Business Programming (4)
Prerequisite: MISC 380 or permission of the instructor.
Third and/or fourth generation languages are employed to provide practical experience with advanced programming concepts. Covers structured design concepts, tables and other data structures, various file organization methodologies and interactive programming techniques.

MISC 485 Advanced Database Applications Development (4)
SPRING
Prerequisite: MISC 373 or permission of the instructor.
This course is to continue previous learning in business applications of databases. The course stresses application development through fourth generation programming techniques. The course is designed to take advantage of advanced capabilities in current database management systems. Emphasis is on the design and implementation of business database applications. Topics include data modeling, database design, database implementation, report design, form design, application design, security, backup and recovery and multi-user databases.
CERTIFICATES

Undergraduate or Post-Baccalaureate Certificates

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.

List of Undergraduate Certificates

- Asia Studies, see Government, page 192.
- Challenge Course, see Physical Education, Health and Recreation page 267.
- Disability Studies, see Disability Studies, page 138.
- Gender Studies, see Women’s Studies, page 227.
- Geographic Information Systems, see Geography, page 183.
- Jazz and Commercial Music, see Music page 242.
- Latin American and Iberian Studies, see History page 200.
- Leadership, see Communication Studies, page 100.
- Public Policy and Administration, see Government, page 193.
- Suicide Risk Assessment, Treatment and Prevention, see Alcohol/Drug Studies, page 44.
- Wetlands Science and Management, see Geography, page 184.

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 application fee is charged for current degree-seeking graduate students at EWU. The Graduate Studies Office will note successful completion of a certificate program on the student’s transcript. 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.

List of Graduate Certificates

- Disability Studies, see Disability Studies, page 138.
- Health Services Administration, see Health Services Administration, page 197.
- Professional Certificate in Education, see Education, page 149.
- Public Management Development, see Public Administration, page 299.
- School Psychology Post Master’s (EWU-WSU), see Counseling Educational and Developmental Psychology, page 124, or Psychology, page 292.
- Teaching of Literature, see English, page 172.
- Teaching of Writing, see English, page 173.
CHEMISTRY AND BIOCHEMISTRY

College of Science, Health and Engineering
W. Anthony Oertling, Chair
226 Science Building
509.359.2447

BA, BAE, BS

Minors

General Science Endorsement

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 and environmental BS options are 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; ultraviolet, visible, infra-red and atomic absorption spectrophotometry; nuclear magnetic resonance; x-ray diffraction; and laser photoacoustics. Upon graduation, our students are knowledgeable, experienced, and independent laboratory workers.

General Admissions Requirements for Chemistry and Biochemistry: Students considering a major in Chemistry and Biochemistry should complete a high school chemistry course and mathematics courses through precalculus.

General Admissions Requirements for Transfer Students: Students transferring from other institutions are urged to consult with the department chair to plan their Eastern program of study.

Admissions Requirements for Chemistry Majors: Chemistry courses must be taken in proper sequence and with certain prerequisites satisfied. To graduate within four years, chemistry majors must take CHEM 151, 152 and 153 during their freshman year. The physics and mathematics supporting courses must also be started without delay. Students should complete MATH 151, 152 and 153 their first year. PHYS 151, 152 and 153 or PHYS 131, 132 and 133 and the lab courses PHYS 161, 162 and 163 should be completed prior to the junior year. Completion of a computer programming course is recommended before taking CHEM 431. Some graduate schools require that students be able to read scientific literature in a modern foreign language, so those planning graduate study are urged to complete two years of foreign language study.

Academic Policy: Due to the cumulative nature of chemistry courses, the department strongly recommends that students receive at least a 2.0 in all prerequisite chemistry courses.

Information Regarding Pre-Pharmacy School Courses: Students interested in this pre-professional program should contact a departmental advisor regarding the curriculum, application procedures, and professional aptitude examinations.

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

Bachelor of Arts (BA)

Chemistry/Biochemistry Major with Business Option (104–107 credits)

Business: This degree is suited for those who plan to go into careers such as technical sales, chemical literature, food processing, chemical patent law, forensic sciences and environmental law. 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.

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

Student Learning Outcomes

Students will:
- 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.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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 Managerial Accounting (4)</td>
</tr>
<tr>
<td>ACCT 261</td>
<td>Business Law (4)</td>
</tr>
<tr>
<td>CHEM 151</td>
<td>General Chemistry (5)</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>General Chemistry (5)</td>
</tr>
<tr>
<td>CHEM 153</td>
<td>General Chemistry (5)</td>
</tr>
<tr>
<td>CHEM 304</td>
<td>Quantitative Analysis (6)</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>Organic Chemistry (4)</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>Organic Chemistry (4)</td>
</tr>
<tr>
<td>CHEM 372</td>
<td>Organic Chemistry Lab I (3)</td>
</tr>
<tr>
<td>CHEM 421</td>
<td>Physical Chemistry (4)</td>
</tr>
<tr>
<td>CHEM 422</td>
<td>Physical Chemistry (3)</td>
</tr>
<tr>
<td>CHEM 431</td>
<td>Physical Chemistry Lab (1)</td>
</tr>
<tr>
<td>CHEM 491</td>
<td>Senior Thesis (4–6)</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>Data Analysis for Business (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>MGMT 120</td>
<td>The World of Business (5)</td>
</tr>
<tr>
<td>MGMT 326</td>
<td>Organization Theory and Behavior (4)</td>
</tr>
</tbody>
</table>

Select one of the following after completion of the seven business-oriented courses listed above: 4 credits. Students will meet the requirements of a Business Administration minor.

Required Supporting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 252</td>
<td>Principles of Managerial Accounting (4)</td>
</tr>
<tr>
<td>ACCT 261</td>
<td>Business Law (4)</td>
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<tr>
<td>FINC 335</td>
<td>Financial Management (4)</td>
</tr>
<tr>
<td>HUMR 328</td>
<td>Human Resource Management (4)</td>
</tr>
<tr>
<td>MSCI 311</td>
<td>Information Technology in Business (4)</td>
</tr>
<tr>
<td>MGMT 326</td>
<td>Organization Theory and Behavior (4)</td>
</tr>
</tbody>
</table>

MGMT 120: The World of Business (5) or MGMT 326: Organization Theory and Behavior (4)

Required Supporting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MATH 161</td>
<td>Calculus I (5)</td>
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<tr>
<td>MATH 162</td>
<td>Calculus II (5)</td>
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<tr>
<td>PHYS 131</td>
<td>Introductory Physics I (4)</td>
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<tr>
<td>PHYS 132</td>
<td>Introductory Physics II (4)</td>
</tr>
<tr>
<td>PHYS 133</td>
<td>Introductory Physics III (4)</td>
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<td>PHYS 151</td>
<td>General Physics I (4)</td>
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<td>General Physics II (4)</td>
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<td>PHYS 153</td>
<td>General Physics III (4)</td>
</tr>
<tr>
<td>PHYS 161</td>
<td>Mechanics Lab (1)</td>
</tr>
<tr>
<td>PHYS 162</td>
<td>Heat and Optics Lab (1)</td>
</tr>
<tr>
<td>PHYS 163</td>
<td>Instrumentation I (1)</td>
</tr>
</tbody>
</table>

Required Program credits: 79–82 credits

Required supporting credits: 25 credits

Minimum total credits for above major: 104 credits

Note: A minor is advised but not required with the above degree option.

*Meets International Studies graduation requirement.

Chemistry/Biochemistry Major with General Option (75–77 credits)

General: 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.

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

• demonstrate knowledge of safe practices in the handling, usage, and disposal of chemicals.
• 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.

Bachelor of Arts in Education (BAE)

Chemistry/Biochemistry/Secondary Major (76 credits)

This major satisfies the endorsement for grades 5–12.

Student Learning Outcomes

• 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.

Required Courses

CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 316 Environmental Chemistry (5)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 423 Physical Chemistry (3)
CHEM 431 Physical Chemistry Lab (1)
CHEM 480 Biochemistry (5)
CHEM 481 Intermediary Metabolism (5)
CHEM 482 Integrated Topics in Biochemistry and Biophysics (3)
CHEM 483 Biochemistry Lab (2)
CHEM 491 Senior Thesis (4–6)

Electives

Select 4 credits from the 300-level or above Chemistry and Biochemistry courses (exclusive of CHEM 390)

Suggested Supporting Course (5 credits)

PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
PHYS 131 Introductory Physics I (4)
PHYS 132 Introductory Physics II (4)
PHYS 133 Introductory Physics III (4)
or PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)

Credits for above major

Required Program credits

51 credits

Total suggested supporting credits

5 credits

www.ewu.edu
Chemistry/Biochemistry Major with Biochemistry/Biotechnology Option (135–138 credits)

Chemistry and biology as well as biochemistry and molecular biotechnology classes introduce students to DNA cloning, cell hybridization, enzyme technology and fermentation. Student placement in technical, professional or commercial settings is intended.

Required Courses

CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 420 Instrumental Analysis (5)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 431 Physical Chemistry Lab I (1)
CHEM 432 Physical Chemistry Lab II (2)
CHEM 480 Biochemistry (5)
CHEM 481 Intermediary Metabolism (5)

Required Supporting Courses

BIOL 171 Biology I (4)
BIOL 172 Biology II (4)
BIOL 173 Biology III (4)
BIOL 270 Biological Investigation (3)
BIOL 301 Microbiology (5)
BIOL 310 Fundamentals of Genetics (5)
BIOL 485 Molecular Biotechnology (5)
BIOL 486 Molecular Biotechnology (5)
BIOL 488 Molecular Biotechnology Lab (2)
BIOL 489 Molecular Biotechnology Lab (2)
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
PHYS 131 Introductory Physics I (4)
PHYS 132 Introductory Physics II (4)
PHYS 133 Introductory Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)

Select one of the following courses: 5 credits

BIOL 302 Botany (5)
BIOL 303 Vertebrate Zoology (5)
BIOL 304 Vertebrate Zoology (5)

Select one of the following courses: 4–6 credits

BIOL 490 Dept. Senior Capstone: Integrated Studies in Physiology-Plant (5)
BIOL 490 Dept. Senior Capstone: Integrated Studies in Physiology-Microbial (5)
CHEM 491 Senior Thesis (4–6)

Select one of the following courses: 5–6 credits

Completion of a computer programming course is required.

(See your chemistry/biochemistry advisor.)

Required program credits 57 credits
Required supporting credits 78–81 credits
Minimum total credits for above major 135 credits

Chemistry/Biochemistry Major with Environmental Option (120–122 credits)

This program is approved by the American Chemical Society and is designed for students pursuing careers in environmental chemistry or related fields. It provides background in the fundamentals of chemistry along with introductory and advanced courses in environmental chemistry. Graduates will emerge prepared for graduate study or a career in industry or government. Students with a broader interest in the field are strongly encouraged to obtain a second major in Environmental Science, enhancing their career options.

Required Courses

CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 316 Environmental Chemistry (5)
CHEM 351 Organic Chemistry (5)
CHEM 352 Organic Chemistry (4)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 418 Modern Analytical Chemistry (5)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 431 Physical Chemistry Lab I (1)
CHEM 432 Physical Chemistry Lab II (2)
CHEM 480 Biochemistry (5)
CHEM 481 Intermediary Metabolism (5)

Required Supporting Courses

ENGR 160 Digital Circuits (4)
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)

Computer Science Elective

Select one from the following approved list. Advanced Programming Exam clearance may be required

CSCD 240 C & Unix Programming (4)
CSCD 300 Data Structures (4)
CSCD 330 Network Programming (4)
CSCD 340 Operating Systems (4)
CSCD 350 Architecture & Organization I (4)
CSCD 360 Graphical User Interface Programming (4)
CSCD 415 Database Management Systems (4)
CSCD 490 Ethics Senior Capstone (4)

Required program credits 73–75 credits
Required supporting credits 34 credits
Required computer science electives 4 credits
Minimum total credits for above major 111–113 credits

Chemistry/Biochemistry Major with Computer Science Option (111–113 credits)

This is a program designed for students planning a career in computational chemistry and related fields. It provides a strong preparation in the practical application of computer technology to the solution of chemical and scientific problems. Completion of this degree also satisfies the requirements for a minor in Computer Science.

Required Courses

CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 304 Quantitative Analysis (6)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 372 Organic Chemistry Lab I (3)
CHEM 418 Modern Analytical Chemistry (5)
CHEM 421 Physical Chemistry (4)
CHEM 422 Physical Chemistry (3)
CHEM 431 Physical Chemistry Lab I (1)
CHEM 432 Physical Chemistry Lab (2)
CHEM 491 Senior Thesis (4–6)
CSCD 110 Introduction to Programming (4)
CSCD 210 Programming Principles I (5)
CSCD 211 Programming Principles II (5)
CSCD 260 Architecture and Organization I (4)
CSCD 300 Data Structures (4)

Required Supporting Courses

CSCD 110 Introduction to Programming (4)
CSCD 210 Programming Principles I (5)
CSCD 211 Programming Principles II (5)
CSCD 260 Architecture and Organization I (4)
CSCD 300 Data Structures (4)

Required program credits 135 credits
Required supporting credits 34 credits
Required computer science electives 4 credits
Minimum total credits for above major 111–113 credits
The forensic science option prepares students for entry-level positions in state and federal forensic science labs as well as for graduate and professional schools. Competitive internships at regional forensic labs are integrated into the curriculum along with research and professional schools. Students must complete 46 hours of specified core courses with a combined average GPA in these classes of 3.0 or better. 

Required Courses
- CHEM 151 General Chemistry (5)
- BIOL 270 Biological Investigation (3)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 154 General Chemistry (5)
- CHEM 304 Quantitative Analysis (6)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 353 Organic Chemistry (4)
- CHEM 354 General Chemistry I (3)
- CHEM 355 Organic Chemistry Lab I (3)
- CHEM 372 Organic Chemistry Lab II (3)
- CHEM 373 Organic Chemistry Lab III (3)
- CHEM 421 Physical Chemistry I (4)
- CHEM 422 Physical Chemistry II (3)
- CHEM 431 Physical Chemistry Lab (1)
- CHEM 432 Physical Chemistry Lab II (2)
- CHEM 480 Biochemistry (5)
- CHEM 481 Intermediary Metabolism (5)
- CHEM 482 Integrated Topics in Biochemistry and Biophysics (3)
- CHEM 483 Biochemistry Lab (2)
- CHEM 498 Seminar (1)
- BIOG 498 Seminar (1)
- Required Supporting Courses
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 301 Microbiology (5)
- BIOL 310 Fundamentals of Genetics (5)
- BIOL 438 Molecular Biology (5)
- CRIM 300 Introduction to Criminal Justice (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 380 Elementary Probability and Statistics (5)
- PHYS 131 Introductory Physics I (4)
- PHYS 132 Introductory Physics II (4)
- PHYS 135 Introductory Physics III (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Laboratory I (1)
- PHYS 162 Heat and Optics Laboratory (1)
- PHYS 163 Instrumentation Laboratory (1)
- Suggested Supporting Courses: (5 credits)
- CMST 201 Public Speaking (5)
- CRIM 304 Forensic Inquiry (5)
- ENGL 205 Introduction to Technical Communication (5)
- GOVT 306 Basic Concepts of Criminal Law (5)

Required program credits
- 86 credits

Required supporting credits
- 65 credits

Total credits for above major
- 151 credits

Suggested supporting credits
- 5 credits

Note: The above option will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.

Chemistry/Biochemistry Major with Pre-med/Pre-dent/Pre-vet Option

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, course work 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” in the Fields of Study section of this catalog.

Required Courses
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 304 Quantitative Analysis (6)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 353 Organic Chemistry (4)
- CHEM 372 Organic Chemistry Lab I (3)
- CHEM 373 Organic Chemistry Lab II (3)
- CHEM 374 Organic Chemistry Lab III (3)
- CHEM 399/495/499 Internship/Research (5)
- CHEM 491 Senior Thesis (5)

Required Supporting Courses
- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 301 Microbiology (5)
- BIOL 310 Fundamentals of Genetics (5)
- BIOL 490 Dept. Senior Capstone: Integrated Studies in Physiology-Animal (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)

Suggested Supporting Courses
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
Chemistry/Biochemistry Major with Standard Option (95–97 credits)

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.

Required Courses
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 304 Quantitative Analysis (6)
- CHEM 352 Organic Chemistry (4)
- CHEM 353 Organic Chemistry (4)
- CHEM 372 Organic Chemistry Lab I (3)
- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 423 Physical Chemistry (3)
- CHEM 431 Physical Chemistry Lab (1)
- CHEM 432 Physical Chemistry Lab (2)
- CHEM 433 Physical Chemistry Lab (2)
- CHEM 491 Senior Thesis (4–6)

Select one of the following courses: 5 credits
- CHEM 418 Modern Analytical Chemistry (5)
- CHEM 419 Advanced Inorganic Chemistry (5)
- CHEM 420 Instrumental Analysis (5)

Required Supporting Courses
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)

Electives
Select 6 credits from the 300-level or above Chemistry and Biochemistry courses (exclusive of CHEM 390)

Suggested Supporting Course
Completion of a computer programming course is strongly recommended.

Required program credits 80–82 credits
Required supporting credits 30 credits
Minimum total credits for above major 110 credits
Total suggested supporting credits 5 credits
## Chemistry/Biochemistry Secondary Minor (26 credits)

**This minor satisfies the endorsement for grades 5–12.**

### Required Courses
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 390 Chemistry Methods for the Secondary School (1)
- SCED 390 Secondary Science Teaching Methods (1)

### Select from the following courses: 9 minimum credits
- CHEM 304 Quantitative Analysis (6)
- CHEM 316 Environmental Chemistry (5)
- CHEM 319 Modern Inorganic Chemistry (5)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 372 Organic Chemistry Lab I (3)
- CHEM 421 Physical Chemistry (4)
- CHEM 480 Biochemistry (5)

### Total credits for above minor 26 credits

**Note:** Some graduate courses may be substituted for electives, in consultation with advisor.

## Environmental Chemistry Minor (32 credits)

### Required Courses
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 316 Environmental Chemistry (5)
- CHEM 416 Advanced Environmental Chemistry (3)

### Electives

**(Note: Only one of these courses can be a CHEM course regardless of credit hours.)**

**Select 9 credits from the following courses:**
- BIOL 301 Microbiology (5)
- BIOL/GEOG 312 Fundamentals of Soil Science (4)
- BIOL 406 Water Pollution Biology (3)
- BIOL 440 Ecology (4)
- BIOL 441 Ecology Lab (2)
- BIOL 442 Conservation Biology (4)
- CHEM 304 Quantitative Analysis (6)
- CHEM 319 Modern Inorganic Chemistry (5)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 372 Organic Chemistry Lab I (3)
- CHEM 373 Organic Chemistry Lab II (3)
- CHEM 418 Modern Analytical Chemistry (5)
- CHEM 419 Advanced Inorganic Chemistry (5)
- CHEM 420 Instrumental Analysis (5)
- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 423 Physical Chemistry (3)
- CHEM 431 Physical Chemistry Lab I (1)
- CHEM 432 Physical Chemistry Lab I (2)
- CHEM 433 Physical Chemistry Lab II (2)
- CHEM 440 Advanced Physical Chemistry (4)
- CHEM 465 Advanced Organic Chemistry (2)
- CHEM 480 Biochemistry (5)
- ECON 457 Elementary Probability and Statistics (5)
- GEOG 314 Weather and Climate (5)
- GEOG 315 Surface Hydrology (4)
- GEOG/GEOL 390 Earth Science Teaching Methods (1)
- PHYS 121 Descriptive Astronomy (5)
- PHYS 131 Introductory Physics I (4)
- PHYS 132 Introductory Physics II (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 390 Physics Teaching Methods (1)
- SCED 390 Secondary Science Teaching Methods (1)

### Total credits for above minor 32 credits

## Health Science Minor (30 credits)

- **Required Courses**
  - BIOL 232 Human Anatomy (5)
  - BIOL 233 Human Anatomy (5)
  - BIOL 234 Human Anatomy (5)
  - CHEM 161 General Chemistry (5)
  - CHEM 162 Organic Chemistry (5)
  - CHEM 163 Biochemistry (5)

### Total credits for above minor 30 credits

**Course Requirements for Teacher Certification/Add-on Endorsements**

**For students who currently possess a Washington State Teaching Certificate**

### General Science/Add-on Endorsement (65 credits)

**To improve the marketability of the science teacher, students may wish to complete this option in addition to their BAE in Biology, Chemistry, Earth Science or Physics. This add-on satisfies the endorsement and allows teachers to teach any science for grades 5–12.**

- **Required Courses**
  - BIOL 171 Biology I (4)
  - BIOL 172 Biology II (4)
  - BIOL 173 Biology III (4)
  - BIOL 270 Biological Investigation (3)
  - BIOL 390 Biology Teaching Methods (1)
  - CHEM 151 General Chemistry (5)
  - CHEM 152 General Chemistry (5)
  - CHEM 153 General Chemistry (5)
  - CHEM 390 Chemistry Methods for the Secondary Schools (1)
  - GEOG 314 Weather and Climate (5)
  - GEOL 120 Physical Geology - The Solid Earth (5)
  - GEOL 121 Physical Geology - Surficial Processes (5)
  - GEOL/GEOF 390 Earth Science Teaching Methods (1)
  - PHYS 121 Descriptive Astronomy (5)
  - PHYS 131 Introductory Physics I (4)
  - PHYS 132 Introductory Physics II (4)
  - PHYS 161 Mechanics Lab (1)
  - PHYS 162 Heat and Optics Lab (1)
  - PHYS 390 Physics Teaching Methods (1)
  - SCED 390 Secondary Science Teaching Methods (1)

### Total credits for above add-on endorsement 65 credits

## GRADUATE PROGRAM

**College of Science, Health and Engineering**  
**Chair:** Kenneth Raymond  
**226 Hall of Sciences**  
**509.359.2447**

The Department of Chemistry does not offer a graduate degree program but does offer graduate-level coursework.

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**Required program credits:** 23 credits  
**Elective credits:** 9 credits  
**Total credits for above minor:** 32 credits
Chemistry Courses

CHEM 100 Introduction to Chemistry (5)
FALL/WINTER/SPRING
This course prepares those who have not had a satisfactory background in high school chemistry to take CHEM 151 or 161. Topics include the scientific method, SI and metric systems, unit conversions, atomic structure, periodic table, bonding and stoichiometry. Laboratory work is included.

CHEM 121 Chemistry and its Role in Society (5)
FALL/WINTER/SPRING
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 non-scientists often have about chemistry and other natural sciences. Laboratory work is included.

CHEM 140 Criminalistics and Forensic Chemistry (5)
WINTER/SPRING
Prerequisite: 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 151, 152, 153 General Chemistry (5 each)
FALL/WINTER/SPRING
Prerequisite: Completion of CHEM 151 satisfies a GECR for natural sciences, chemistry.
The completion of CHEM 151 satisfies a GECR for natural sciences, chemistry.
Prerequisites: Completion of MATH 104 or MATH 105 or MATH 115 or equivalent for CHEM 151. CHEM 151 for CHEM 152.
CHEM 152 for CHEM 153 for CHEM 151.
CHEM 150 or a high school chemistry course is strongly recommended.
Topics will include stoichiometry, periodic table and chemical bonding, structure of matter, solutions, equilibrium, thermodynamics, oxidation and reduction, transition metal complexes, nuclear chemistry, kinetics and quantitative laboratory techniques. Laboratory work is included. A placement exam will be given during the first week of CHEM 151.

CHEM 161 General Chemistry for the Health Sciences (5)
FALL/WINTER/SPRING
Prerequisite: Concurrent enrollment in or completion of MATH 104 or MATH 105 or MATH 115 or equivalent. A high school chemistry course or CHEM 100 is highly recommended.
This course includes a survey of inorganic chemistry for pre-nursing, pre-dental hygiene and allied health science students. Topics include atomic structure, the periodic table, stoichiometry, solutions, equilibrium, acids and bases. Laboratory work is included. A placement exam will be given during the first week of classes.

CHEM 162 Organic Chemistry for the Health Sciences (5)
FALL/WINTER/SPRING
Prerequisite: CHEM 161.
This 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. Laboratory work is included.

CHEM 163 Biochemistry for the Health Sciences (5)
FALL/WINTER/SPRING
Prerequisite: 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 297 Workshops, Short Courses (1–10)
FALL/WINTER/SPRING
Prerequisite: CHEM 153.
Theory and practice of gravimetric and volumetric analysis with an introduction to some elements of instrumental analysis.

CHEM 316 Environmental Chemistry (5)
SPRING
Prerequisites: CHEM 151–153 or 161–163.
The course is an introduction to environmental chemistry covering both fundamental chemical principles and societal implications. Emphasis will be placed on local issues such as the Hanford Nuclear Reservation and the environmental impact of mining. Laboratory work is included.

CHEM 319 Modern Inorganic Chemistry (5)
WINTER
Prerequisite: CHEM 153.
Representative and nonmetallic elements; metallic structures and alloys; transition elements and coordination compounds; reaction mechanisms; hard and soft, acids and bases.

CHEM 338 Discovering Women in Science (1)
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOL 338, GEOG 338, HIST 338, PHYS 338, PSYC 338, WMST 338)

CHEM 350 Principles of Pharmacology (2)
SPRING
Prerequisites: 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, 352 Organic Chemistry (4 each)
FALL/WINTER/SPRING
Prerequisites: CHEM 153 or CHEM 151.
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)
FALL/SPRING
Prerequisite: CHEM 352.
A comprehensive study of the chemistry of polyfunctional carbon compounds.

CHEM 357 Neuropharmacology (2)
SPRING
Prerequisites: 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 372 Organic Chemistry Laboratory I (3)
WINTER/SPRING
Prerequisite: 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 Chemistry Laboratory II (3)
FALL/SPRING
Prerequisites: CHEM 352 and 372.
This course emphasizes spectrometry, synthesis, structure determination and advanced techniques in isolation, purification and analysis. This is a laboratory course.

CHEM 379 Chemistry Methods for the Secondary School (1)
FALL
Prerequisite: CHEM 153 and concurrent enrollment in SCED 390, or permission of the instructor.
This course is for chemistry majors planning to teach in the secondary schools. It includes organization of lesson materials and techniques and evaluation methods. Laboratory work is included.

CHEM 395 Internships (1–10)
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor.

CHEM 397 Workshops, Short Courses, Conferences (1–10)
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor.

CHEM 399 Directed Study (1–10)
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor.
Library or laboratory study of a chemical problem.
CHEM 416  Advanced Environmental Chemistry (3)  
SPRING  
Prerequisite: CHEM 304, 316 and 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)  
FALL  
Prerequisite: CHEM 304.  
Principles of recently developed methods of analytical chemistry.

CHEM 419  Advanced Inorganic Chemistry (5)  
SPRING  
Prerequisite: CHEM 319 and CHEM 422, or permission of the instructor.  
This course covers ionic, covalent and metallic bonding, complexes, acids and bases, molecular structure, symmetry and thermodynamics of inorganic reactions. It also introduces mechanisms of inorganic reactions and organometallic chemistry of selected groups of elements. Laboratory work is included.

CHEM 420  Instrumental Analysis (5)  
SPRING  
Prerequisite: CHEM 422 or permission of the instructor.  
This course introduces instrumental methods of analysis. This is a laboratory course.

CHEM 421, 422, 423  Physical Chemistry (4, 3, 3)  
FALL(421)/WINTER(422)/SPRING(423)  
Prerequisite: CHEM 304, PHYS 133 or 153, MATH 162 for CHEM 421; CHEM 421 for CHEM 422; CHEM 422 for CHEM 423.  
Classical and statistical thermodynamics, electrochemistry, quantum theory, kinetics, symmetry, spectroscopic and diffraction methods of structure determination.

CHEM 431, 432, 433  Physical Chemistry Laboratory (1, 2, 2)  
FALL(431)/WINTER(432)/SPRING(433)  
Prerequisite: Concurrent enrollment in CHEM 421, 422 and 423. For CHEM 421, completion of a computer programming course is strongly recommended. (See your Chemistry/Biochemistry advisor.)  
These courses cover data treatment, current physicochemical techniques, computer applications to chemical systems. These are laboratory courses.

CHEM 440  Advanced Physical Chemistry (4)  
SPRING  
Prerequisite: 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)  
SPRING  
Prerequisite: 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)  
FALL  
Prerequisites: 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)  
FALL  
Prerequisites: CHEM 304 and 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)  
SPRING  
Prerequisites: CHEM 353 and 421 or permission of the instructor.  
This course is a detailed 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)  
SPRING  
Prerequisites: CHEM 353 and 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)  
FALL/SPRING  
Prerequisite: CHEM 352.  
Elements of biochemistry are covered, including the structure and function of the major classes of proteins, nucleic acids, carbohydrates and lipids.

CHEM 481  Intermediary Metabolism (5)  
WINTER  
Prerequisite: CHEM 480.  
Biosynthesis and metabolism of nucleotides, carbohydrates, lipids, amino acids and steroids; regulation and integration of biochemical pathways.

CHEM 482  Integrated Topics in Biochemistry and Biophysics (5)  
SPRING  
Prerequisite: CHEM 480.  
Explores energy pathways, signal transduction pathways and genetic information pathways in living organisms. Provides a chemical perspective of the key principles of bioenergetics and membrane transport. Specific topics, discussed at a molecular level, are selected from, but not limited to the following: electron transport, proton pumping and ATP production in mitochondria and chloroplasts; hormone induced signal transduction; RNA synthesis and processing and protein synthesis and processing.

CHEM 483, 484  Biochemistry Laboratory (2 each)  
WINTER(483)/SPRING(484)  
Prerequisite: CHEM 480.  
These courses cover basic analytical and separatory techniques applied to problems in nucleotide identification, lipid turnover, photosynthesis, enzyme kinetics and cell fractionation.

CHEM 491  Senior Thesis (4-6)  
FALL/WINTER/SPRING  
(satisfies senior capstone university graduation requirement.)  
Prerequisite: Senior standing.  
Directed research in your area of chemistry leading to an oral presentation and written report. See your advisor for further information.

CHEM 495  Chemistry Internship (1–10)  
FALL/WINTER/SPRING/SUMMER  
Supervised chemistry-related experiences with a professional or business organization.

CHEM 497  Workshops, Short Courses, Conferences (1–10)  
CHEM 498  Seminar (1–2)  
Prerequisite: Permission of the instructor.  
Oral presentation of a chemical topic.

CHEM 499  Directed Study (1–10)  
FALL/WINTER/SPRING  
Prerequisite: permission of the instructor.  
Research on a chemical problem.

CHEM 539  Special Studies (variable)  
CHEM 599  Independent Study (variable)  
Prerequisite: Permission of the instructor.
CHICANO EDUCATION

School of Social Work
Sally Burge, Interim Program Director
203 Monroe
509.359.2404

Minor
Faculty: S Burge, J.L. Hernandez

UNDERGRADUATE PROGRAM

The Chicano Education Program has a dual mission at Eastern Washington University. The program’s first mission is to actively contribute toward enhancing the opportunity and participation of Chicanos/Latinos in higher education. This mission is achieved by actively recruiting Chicano/Latino students and providing support to help them have a positive and successful academic career at Eastern Washington University.

A parallel CEP mission is to contribute to EWU’s goal toward addressing diversity by providing all students regardless of ethnicity with a Chicano Studies curriculum leading to a comprehensive understanding and appreciation of the Chicano/Latino community and relevant issues.

CEP is committed to staging initiatives that meet its dual mission. The Chicano Education Program is divided structurally into three distinct program components. These include the following:

Recruitment: The Chicano Education Program’s student recruitment efforts focus on various activities aimed at encouraging Chicano/Latino 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; using the Spanish media (radio, television and newspapers) to disseminate information about educational opportunities at EWU, networking with Chicano/Latino community organizations and other recruitment-focused initiatives. In addition, CEP assists students transition into the University by contacting university offices and departments (i.e., Admissions Office, Financial Aid, Housing and Residential Life) on the student’s behalf.

Support Services: The Chicano Education Program also provides a variety of academic and non-academic support services benefiting students. These include academic advising, scholarships and scholarship information, mentorship opportunities, cultural based initiatives, linkages for tutoring needs, a college orientation class and other student support services. CEP also assists students in becoming familiar with university regulations and practices. CEP advocates on the students’ behalf with other university departments and offices.

The Chicano Education Program houses the CAMP program (College Assistance Migrant Program), which is designed to recruit and retain migrant students during their first year of college at EWU. The CAMP program provides an array of academic support services and financial assistance to CAMP participants.

Chicano Studies: CEP offers a Chicano Studies academic minor designed to provide all students regardless of ethnicity, a comprehensive understanding and appreciation of the Chicano/Latino community and relevant issues.

CEP’s Chicano Studies offerings include lower and upper division course work. The Chicano Studies minor will enhance the academic preparation of students planning to teach at the secondary or elementary level or those who are interested in careers as counselors or social service agents.

Please refer to the required courses and course description segment for additional information about CEP’s Chicano Studies curriculum offering.

Other CEP Activities: CEP maintains contact with both the Chicano and non-Chicano communities throughout the state of Washington. The program’s outreach efforts include seminars, lectures and cultural and art exhibitions.

The program also publishes an electronic quarterly newsletter, Q-10, which informs students and the community about CEP activities. On a national level, CEP actively participates with the National Association for Chicana and Chicano Studies, a professional association which promotes research relevant to the Chicano community.

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

Minor

Chicano-Latino Studies Minor (25 credits)

The minor in Chicano-Latino Studies will provide all students regardless of ethnicity with a comprehensive understanding of the Chicano-Latino community through its Chicano Studies course offerings. Lower division courses such as Introduction to Chicano Culture, Latinos in Contemporary American Society and Chicano History encourage students to develop valid concepts and generalizations regarding Chicano/Latino issues. Upper division courses expand on aspects of the Chicano/Latino experience. These include Chicano-Latino Politics in America, Survey of Chicano Literature and Latina/o Communities in the United States: Field Research in Chicana/o-Latina/o Studies. The minor will enhance the academic preparation of students planning to teach at the secondary or elementary level or those who desire occupations as counselors or social service agents. This minor does not meet a state of Washington endorsement.

Required Courses

CHST 101 Introduction to Chicano Culture (5)
or CHST 201 Latinos in Contemporary American Society (5)
CHST 218 Chicano History (5)
CHST 300 Survey of Chicano Literature (5)
CHST 320 Chicano-Latino Politics in America (5)
or CHST 499 Directed Studies: Field Research in Chicano Studies (5)

Total credits for above minor 25 credits

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**CHICANO EDUCATION**

**Chicano Studies Courses**

**Terms offered**: If no terms are indicated, check with department or quarterly course announcement.

**CHST 101**
**Introduction to Chicano Culture (5)**
FALL/WINTER/SPRING
(satisfies cultural and gender diversity university graduation requirement)
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.
(Cross-listed ANTH 161)

**CHST 201**
**Latinas/os in Contemporary American Society (5)**
(satisfies cultural and gender diversity university graduation requirement)
The course examines the experience of the other Latinas/os (Hispanics) in the United States: Puerto Ricans, Cuban Americans and Central Americans. The course presents a brief historical overview of their entrance in American Society and a demographic comparison of significant socio-economic variables of the groups. The primary focus of the course is to examine the social and cultural profile of the Puerto Rican, Cuban and Central American groups in the U.S. The course covers historical, social and cultural themes, which include the impact of American institutions on identity, culture, language, the family and the future implications of immigration from Latin America. (Cross-listed ANTH 201)

**CHST 218**
**Chicano History (5)**
FALL/WINTER/SPRING
(satisfies cultural and gender diversity university graduation requirement)
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 United States, Puerto Rican, Cuban American origin and others (Central and South Americans). The focus taken in this class is to look at the Latino/a experience in terms of its orientation to the political system, its institutions and actors and their participation in the electoral process. The course will examine the political orientation of the Latino/a experience in the U.S. Third, it incorporates a field research component whereby students apply the theories and methods of Chicano-Latino/a studies.

**CHST 300**
**Survey of Chicano Literature (5)**
ODD YEARS
Recommended: CHST 101 or 218.
This course offers students an overview of the historical development and current trends in Chicano Literature. The course focuses on the literary forms of poetry, novel and the short story. The class gives 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. (May be cross-listed ENGL 498)

**CHST 310**
**Latinas and Latinos in the U.S. Media (5)**
Prerequisites: CHST 101 or 218 or permission of the instructor.
This course surveys how Latinas and Latinos have been depicted in film, news, television and other media formats in the United States. The first section of 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 as well as the depiction of U.S. Latinas/os in Mexican cinema. The second section examines the depictions of Latinas/os in television and the news. Finally, the course presents the emergence of Chicano cinema from the early documentary to the full length dramatic feature.

**CHST 320**
**Chicano-Latino Politics in America (5)**
ODD YEARS
Recommended: CHST 101 or 218.
The purpose of this course is to study the political reality of Latinas and Latinos in the United States: a heterogeneous group made up largely of Mexican, Puerto Rican, Cuban American origins and others (Central and South Americans). The focus taken in this class is to look at the Latino/a experience in terms of its orientation to the political system, its institutions and actors and their participation in the electoral process. The course will examine the political orientation of the Latino/a community towards power, authority, role of government and actions taken by governmental bodies and linkages to political participation. Overall, the goal of the course is for students to have a better understanding of the political experience of the second largest racial/ethnic group in the United States. (May be cross-listed GOVT 350)

**CHST 330**
**Latino Immigration to the United States (5)**
Prerequisites: CHST 101 or 218 or permission of the instructor.
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. This course examines the social phenomenon of labor migration and immigration from Latin America and places it in the context of political economic national inequalities. Themes covered in the course include the transnational character of Latino immigrants, the political economy of immigration, the social and cultural impact of immigrants in the U.S. Latino communities and the transnational economic links between the sending and receiving communities.

**CHST 331**
**The Latino Family in the United States (5)**
Prerequisite: CHST 101 or 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 familyism, machismo, gender roles, parenting, divorce, family violence, aging, immigration and family and public policy on family life.

**CHST 340**
**Latina/o Communities in the U.S.: Field Research in Chicana/o/Latina/o Studies (5)**
The course is designed to accomplish three objectives. First it presents a typology of the diverse experience of Latina/o communities in the U.S. Second, it provides a critical review of theories and methods utilized in the study of the Chicano-Latino experience in the U.S. Third, it incorporates a field research component whereby students apply the theories and methods examined in the course.

**CHST 396**
**Experimental Courses (1–5)**

**CHST 495**
**Internship/Practicum (1–5)**

**CHST 498**
**Chicano Experience (1–5)**
FALL/WINTER/SPRING
Chicano topics discussed from various disciplines including the humanities and social sciences.

**CHST 499**
**Directed Study (1–5)**
FALL/WINTER/SPRING
An in-depth, independent research project.

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CHILDREN’S STUDIES
A collaboration of the Colleges of Social and Behavioral Sciences and Education and Human Development
Sue Wright
314 Patterson Hall
509-359.4817
Childrens.Studies@ewu.edu

BA, BAE

UNDERGRADUATE PROGRAMS

The interdisciplinary Children’s Studies majors provide students a strong holistic background in the study of the development and learning of children (birth to pre-adolescence) in a variety of social contexts. Theory and practice from the disciplines of Sociology, Psychology and Education form the basis for this integrated curriculum. The BA Options A, B and C and the BAE provide an opportunity for all students to develop a foundational and global perspective of children and childhood. Included in the program requirements is the course SOCI 101, which must be taken as a prerequisite to the Sociology courses found within the Children’s Studies Majors. This course may be used to fulfill the requirements for one General Education Course Requirement (GECR) but may not be counted twice toward the 180 credits required to graduate.

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

Bachelor of Arts (BA)

Children's Studies Major (44–47 credits)

Note: CEDP 315 may be a prerequisite for CEDP 320 and CEDP 324

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

Student Learning Outcomes

Students will:
• demonstrate excellent communication skills necessary to communicate effectively with all constituents, including students, colleagues, parents and community,
• demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment,
• demonstrate professional leadership in the field,
• design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, State of Washington Office of Superintendent of Public Instruction (OSPI) standards and certification requirements, National Council for Teacher Accreditation (NCATE) and other applicable professional standards.

Major - Core Courses Required
CEDP 313 Child and Adolescent Development (4)
EDUC 306 Introduction to Children's Studies (1)
EDUC 458 The Learning Paradigm in Children's Studies (5)
SOCI 483 Sociology of Children (5)

Choose one of the three following Practicum/Internship/Seminar courses (Cross-listed): 4 credits
CEDP 495 Experiential Learning (4)
EDUC 487 Seminar in Issues in Early Childhood Education (4)
SOCI 495 Internship (4)

Capstone:
ITGS 400 Interdisciplinary Senior Capstone (4)
or an approved Department Senior Capstone course

Total required core credits 23 credits

Degree Options - Choose one of the three options for the BA: A, B or C (21–24 credits)

Note: Both the BA degree (Options A, B and C) and the BAE degree (Option D) require the completion of a minor to fulfill the University graduation requirements. At least 15 of the credits used for the minor must be distinct from the credits used in the major.

Option A RESEARCH
The Research option is designed for those undergraduate students who plan to do graduate work or who wish to work in agencies or organizations that need data collection and assessment.

Required Courses
CEDP 320 Developmental Theories and Applications (4)

Choose one Research Method
CEDP 321 Introduction to Development Method (4)
and CEDP 322 Lab in Developmental Methods (1)
PSYC 313 Research Methods in Psychology (5)
SOCI 357 A Methodology for Social Research (5)

Statistics: 4 credits
CEDP 319 Psychological and Behavioral Assessment (4)

Analysis of Data: 5 credits
SOCI 490 Senior Capstone: Advanced Research Applications (5)
or CEDP 492 Field Study in Child Issues and Problems (4)

Electives
CEDP 324 Human Learning (4)
EDUC 455 Perspectives of Early Childhood Education (3)
SOCI 370 Sociology of the Family (5)

Required core credits 23 credits
Required program credits 18 credits
Elective credits 3–5 credits
Minimum total credits for above major 44 credits

Note: The above option requires the completion of a minor.

Option B PROGRAM DEVELOPMENT
The Program Development option allows students to develop an enhanced and broadened perspective about children so they can have the flexibility to work with children in social service agencies and other child focused programs.

Required Courses
CEDP 324 Human Learning (4)
CEDP 402 Behavior Modification (4)
SOCI 370 Sociology of the Family (5)

Electives
EDUC 480 Educating Young Children with Diverse Backgrounds (3)
MGMT 326 Organization Theory and Behavior (4)
or SOCI 463 Complex Organizations (5)
RCLS 260 Arts in Recreation (3)
or RCLS 385 Programming in Recreation and Leisure Services (3)

Required core credits 23 credits
Required program credits 13 credits
Elective credits 8–10 credits
Minimum total credits for above major 44 credits

Note: The above option requires the completion of a minor.

Option C Early Childhood Learning Environments
The Early Childhood Learning Environments option allows students to earn a Bachelor’s of Arts degree in Children’s Studies with a focus on the development, learning and environments of young children. This option allows students to return at a later time to add on a teaching certification program if so desired as Early Childhood is an endorsable teaching area.

Required Courses
EDUC 455 Perspectives of Early Childhood Education (3)
EDUC 456 Integrated Early Childhood Practices (5)
EDUC 479 Early Literacy (3)
EDUC 480 Educating Young Children with Diverse Backgrounds (3)

Electives
AAST 320 African American Family (5)
CEDP 412 Introduction to Early Childhood Special Education (4)
CEDP 476 Child and Family Guidance (4)
SOCI 370 Sociology of the Family (5)

Required core credits 23 credits
Required program credits 14 credits
Elective credits 8–10 credits
Minimum total credits for above major 45 credits

Note: The above option requires the completion of a minor.

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Bachelor of Arts in Education (BAE)

Children's Studies Major with Early Childhood Education Option

The BAE in Children's Studies (ECE option) plus the Elementary Teacher Education Program prepares students for a Washington State K-8 teaching certificate. Completion of the Major—Core Courses Required and the following BAE Option courses (44–45 credits) will satisfy the requirements for a teaching endorsement Birth–3rd grade in Early Childhood Education.

Note: Students choosing the BAE have no foreign language requirement.

Student Learning Outcomes

Students will:

• demonstrate professional leadership in the field,
• demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community,
• design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Office of Superintendent of Public Instruction (OSPI) standards and certification requirements, National Council for Teacher Accreditation (NCATE) and other applicable professional standards,
• demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation, collaboration and respect for diversity in a student centered learning environment.

Major - Core Courses Required

CEDP 313 Child and Adolescent Development (4)
EDUC 306 Introduction to Children's Studies (1)
EDUC 458 The Learning Paradox in Children's Studies (5)
SOCI 483 Sociology of Children (5)

Choose one of the three following Practicum/Internship/Seminar courses (Cross-listed): 4 credits
CEDP 495 Experiential Learning (4)
EDUC 487 Seminar in Issues in Early Childhood Education (4)
SOCI 495 Internship (4)

Capstone:
ITGS 400 Interdisciplinary Senior Capstone (4)
or an approved Department Senior Capstone course

Required Courses

EDUC 435 Perspectives of Early Childhood Education (3)
EDUC 456 Integrated Early Childhood Practices (5)
EDUC 457 Collaborative Reflective Teaching in ECE (3)
EDUC 479 Early Literacy (3)
EDUC 480 Educating Young Children with Diverse Backgrounds (3)

Electives

CEDP 476 Child and Family Guidance (4)
SOCI 370 Sociology of the Family (5)
Other courses approved by the Program Director of Children's Studies

Required core credits 23 credits
Required program credits 17 credits
Elective credits 4–5 credits
Minimum total credits for above major 44 credits

Degree Requirements

Course work in College Instruction:

COIN 571 Survey of Post-Secondary Education (Winter Quarter) (4)
COIN 572 Strategies for Teaching Adults (Spring Quarter) (4)
COIN 581 Workshop in College Teaching (Fall Quarter) (3)
COIN 696 College Teaching Internship (15)

Course work in academic disciplines and supportive courses (40)

Total required course work credits 26 credits

Total required academic disciplines and supportive credits 40 credits
Minimum total credits for master's degree 66 credits

The total number of credits may vary with the candidate’s background and experience.

Most university departments participate with this program. Each program is planned in consultation with the College Instruction program advisor and with graduate studies advisors in the appropriate academic disciplines.

Preparation for college or university teaching can also be obtained through the College Instruction program as a supplement to a departmental MA or MS degree, by completing the above listed courses in college instruction. Successful candidates receive a certificate of completion of the College Instruction program requirements.

Final Comprehensive Examination

The final comprehensive examination will be an oral examination and will normally focus on (a) a thesis or research paper or practicum report submitted by the candidate as part of the approved program, (b) the candidate’s teaching internship, (c) course work and other experiences taken in completion of program requirements. The examination is conducted and appraised by the candidate’s committee, consisting of the director of the college instruction program or designee (co-chair), a faculty member from the candidate’s academic specialization area (co-chair), plus a third member selected by the graduate office.

CHINESE

See MODERN LANGUAGES AND LITERATURES.

COLLEGE INSTRUCTION

College of Education and Human Development
314 Williamson Hall
509.359.6492

MA, MS

GRADUATE PROGRAMS

The College Instruction program provides studies and experience in post-secondary teaching. In conjunction with academic departments, the program offers a master's degree which can be tailored to the needs of the candidate.

A master’s degree has become a requirement for employment in most programs at post-secondary teaching institutions in Washington State. In addition, educators and consultants in the private sector are finding the course work and practical experience in this program valuable.

Each program includes graduate course work in one or more academic disciplines, a research project or thesis, courses in college instruction and a teaching internship.

Student Learning Outcomes

Students will:

• demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment,
• design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Office of Superintendent of Public Instruction (OSPI) standards and certification requirements, National Council for Teacher Accreditation (NCATE) and other applicable professional standards,
• demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community,
• demonstrate professional leadership in the field.

Degree Requirements

Course work in College Instruction:

COIN 571 Survey of Post-Secondary Education (Winter Quarter) (4)
COIN 572 Strategies for Teaching Adults (Spring Quarter) (4)
COIN 581 Workshop in College Teaching (Fall Quarter) (3)
COIN 696 College Teaching Internship (15)

Course work in academic disciplines and supportive courses (40)

Total required course work credits 26 credits

Total required academic disciplines and supportive credits 40 credits
Minimum total credits for master's degree 66 credits

The total number of credits may vary with the candidate’s background and experience.

Most university departments participate with this program. Each program is planned in consultation with the College Instruction program advisor and with graduate studies advisors in the appropriate academic disciplines.

Preparation for college or university teaching can also be obtained through the College Instruction program as a supplement to a departmental MA or MS degree, by completing the above listed courses in college instruction. Successful candidates receive a certificate of completion of the College Instruction program requirements.

Final Comprehensive Examination

The final comprehensive examination will be an oral examination and will normally focus on (a) a thesis or research paper or practicum report submitted by the candidate as part of the approved program, (b) the candidate’s teaching internship, (c) course work and other experiences taken in completion of program requirements. The examination is conducted and appraised by the candidate’s committee, consisting of the director of the college instruction program or designee (co-chair), a faculty member from the candidate’s academic specialization area (co-chair), plus a third member selected by the graduate office.

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College Instruction/English
This is an internship program offered in conjunction with the Department of Education. Interested students should also refer to the section of the catalog titled "English." Students in this program must work within one of the department's four graduate professional emphases. Students must develop an academic program of at least 40 credits with the approval of the program coordinator in their professional emphasis.

Students must comply with the language requirement (if any), write a professional essay (ENGL 601) and pass the final examination and/or portfolio assessment in their professional emphasis.

College Instruction/Mathematics

Program Advisors:
Yves Nievergelt
Education Department
127 Kingston Hall
509.359.4259

Required Mathematics
MATH 531 Algebra I (4)
MATH 551 General Topology I (4)
MATH 561 Real Analysis I (4)
MATH 581 Complex Analysis I (4)
Additional courses from the Mathematics graduate core (8)
Additional mathematics electives (10)

College Instruction Core
COIN 571 Survey of Post-Secondary Education (4)
COIN 572 Strategies for Teaching Adults (4)
COIN 581 Workshop in College Teaching (3)
COIN 696 College Teaching Internship (15)

Research Project
This project typically involves research on pedagogy of college-level mathematics. It is performed under the close guidance of a faculty member of the Mathematics or Education Department.

Final Comprehensive Examination
A two-hour final examination conducted by the chair of the candidate's graduate committee is required. The candidate will answer questions on course work including mathematics content and mathematics education. Appropriate time will be made for discussion of a candidate's special project or research performed as part of his or her program.

Required mathematics credits 16 credits
Mathematics graduate core credits 8 credits
Mathematics elective credits 10 credits
Required college instruction core credits 26 credits
Required research project credits 6–9 credits
Minimum total credits for above master's degree 66 credits

College Instruction/Physical Education, Health and Recreation
This is a program involving an internship and is offered in conjunction with the Department of Education. Interested students should also refer to the section of this catalog titled "Physical Education, Health and Recreation." The departmental requirements and the College Instruction program requirements and credit hours are listed below.

Course work in College Instruction
COIN 571 Survey of Post-Secondary Education (4)
COIN 572 Strategies in Teaching Adults (4)
COIN 581 Workshop in College Teaching (3)
COIN 696 College Teaching Internship (15)
Course work in Physical Education
PHED 505 Current Issues Seminar (3)
PHED 507 Administration and Management in Health and Physical Education (3)
PHED 510 Advanced Motor Control and Learning (3)
PHED 515 Statistics in Physical Education (3)
PHED 520 Research Methods in Physical Education (3)
PHED 550 Advanced Biomechanics (3)
PHED 555 Advanced Physiology of Exercise (3)
PHED 600 Thesis (9)
or PHED 601 Research Report (6)
Course work in supportive courses

Required college instruction credits 26 credits
Physical education credits 27–30 credits
Required supportive credits 13–16 credits
Minimum total credits for master's degree 66 credits

All general requirements for the MS in Physical Education apply. See the information in the catalog under Physical Education, Health and Recreation.

College Instruction Courses

COIN 571 Survey of Post-Secondary Education (4)
WINTER
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)
WINTER
A study of teaching-learning processes suitable for adult education and analysis of the educational theories from which they derive.

COIN 581 Workshop in College Teaching (3)
FALL
Supervised training in various teaching strategies for large group, small group and individualized instruction.

COIN 599 Independent Study (1–15)
Individually negotiated studies in an area of post-secondary education, supervised by a member of the college instruction faculty.

COIN 600 Thesis (1–15)
Graded Pass/No Credit.
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)
Graded Pass/No Credit.
Independent research in a negotiated area of post-secondary education, supervised by a member of the college instruction faculty.

COIN 696 College Teaching Internship (1–15)
Graded Pass/No Credit.
Prerequisites: COIN 572 or 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.
COMMUNICATION DISORDERS

College of Science, Health and Engineering
Donald R. Fuller, Chair
120 Health Science Building at Riverpoint
509.368-6790
www.ewu.edu/commdisorders

BA
Minor
MS
Certificate

Faculty: D. Fuller, R. Jackson, D. Nicholas, B. Pereygo, J. Pimentel,
WSU/Adjunct Faculty: S. Basset, G. Chernak, J. Hashbrouck, E. Inglebret,
J. Johnson, C. Madson, A. Meredith, N. Potter, L. Power

UNDERGRADUATE PROGRAMS

Professionals practicing in Communication Disorders are concerned with impairments and disabilities of speech, language, cognition-communication, voice and swallowing as well as hearing processes and disorders. A certified speech-language pathologist 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. Audioligists 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 program is designed to begin in the junior year, typically following completion of general education requirements. Supervised clinical practicum is generally reserved for the graduate level, although limited clinical experience may be obtained at the undergraduate level. 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 graduation, employment opportunities may include clinics, hospitals, private practice and community agencies. The majority of the positions, however, are in the public schools. The employment outlook for graduates remains good.

Individuals who already have obtained a Bachelors degree in another field can prepare for graduate training in speech-language pathology by completing a post-baccalaureate year of selected junior and senior level courses in Communication Disorders (see the separate section in this catalog entitled “Pre-Professional Programs”).

The Department of Communication Disorders is located at the Health Sciences Building on the Riverpoint campus in Spokane. Clinical practica are conducted at the University Programs in Communication Disorders (UPCD) Hearing and Speech Clinic on the Riverpoint campus in Spokane and in numerous off-campus sites in the area. The graduate program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Admission Information for High School Students: No specific courses are required. High school students may find it useful to take typing or computer course work, four years of English, and any available speech, behavioral science and natural science courses.

General Admissions Requirements for All Students: A minimum GPA of 2.75 is required for admission to and retention in the undergraduate program. Students wishing to major in communication disorders must meet the minimum GPA requirement, complete a department application form and pay an application fee.

Admissions Information for Pre-Major Students: Freshman and Sophomore students must complete their GECRs and courses offered by other departments in support of the major prior to enrollment in the required Communication Disorders courses within the major. This is imperative as the Communication Disorders undergraduate program is on a semester schedule while the rest of the university is on a quarter schedule. Not having all pre-requisite courses completed at the time of entry into the Communication Disorders program will require the student to take some courses on a quarter schedule and some courses on a semester schedule. In general preparation for the major, students should emphasize course work in the biological or physical sciences and mathematics and course work in the behavioral or social sciences. Elective courses in education, human development, linguistics, English, reading and early childhood education are also very applicable to a major in Communication Disorders.

Admissions Information for Transfer Students: Transfer students should satisfy the GECRs and consult with Communication Disorders faculty to plan their program. 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.

Foreign Language Requirement for Communication 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 376, 377 and 378) is an excellent foreign language option for an individual majoring in Communication Disorders.

Certification Information for 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 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.

Policy Regarding Student Progress: In addition to maintaining an overall cumulative grade point average of 2.75 to be retained in the program and to graduate with the BA degree, the student must earn a grade of 2.0 or better in each of the courses within the major. Earning a grade that is less than 2.0 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 of 2.0 or better 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 (KSA). Each course in the major has its own assessment plan with a built-in academic assistance plan for students who experience difficulty in the course. The program’s Student Assistance Plan can be found on the department’s web site.

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

Bachelor of Arts (BA)

Communication Disorders Major (88-94 credits)

Note: Two years of a single high school foreign language or one year of a single college level foreign language is required. Courses below are listed in both semester and quarter credits. Semester credits have an “s” after them, while quarter credits have a “q” after them.

Student Learning Outcomes

Students will:

• know the processes for assessment and intervention of disorders of hearing, speech, language, and swallowing,
• know the causes, characteristics, and consequences of the disorders of hearing, speech, language, and swallowing,
• understand the content and sequence of the development of speech and language,
• know the anatomical, physiological, and psychological properties involved in the normal communication processes of hearing, speech, language, and swallowing,
• demonstrate knowledge of the physics of sound and the measurement of its dimensions, and be able to apply basic principles of acoustics to human hearing and speech,
• gain an appreciation and insight into the communication disorders profession by participating in service learning opportunities.

www.ewu.edu
The graduate curriculum includes exposure to science and research areas as well as clinical disorders and related practice. The graduate curriculum is part of a cooperative program between Eastern Washington University and Washington State University—Spokane, and is known as the University Programs in Communication Disorders (UPCD). The UPCD is housed in the Health Sciences Building on the Riverpoint campus in Spokane. As of Fall 2008, the undergraduate and graduate curricula will be administered on a semester academic schedule, in alignment with the academic schedule of Washington State University.

Admission Requirements/Preparation

Admission to the master’s degree 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. All application materials must be received by February 1 prior to the fall academic term of enrollment. Students entering the program must have completed an undergraduate major in communication 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”).

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 and taking one required semester of COMD 697, Clinical Field Experience. 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 SLPCE 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 three (3) semester credits (or four quarter credits) of course work and a research project (e.g., case study, empirical study, survey, etc.) deemed appropriate by the student’s research advisor. In terms of overall curriculum, there is little difference between the thesis and non-thesis option.

Oral Project Defense of the Research Project or Thesis

The student must complete a research project or thesis. Within the first two semesters of the five-semester graduate program the student selects a topic and requests two faculty members from the combined UPCD faculty to be the research committee, with one of those members designated as the research chair (this may be either a WSU or an EWU faculty member who holds graduate faculty status). The student must then write a research proposal, submit the required EWU institutional review board form and conduct a research proposal meeting. At the end of the student’s program, he/she orally defends the thesis or research project in the company of the two committee members and the graduate council representative who is assigned by the Graduate Studies Office for the oral comprehensive examination (see the

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**Required Courses**

- COMD 201 Disability and Communication Diversity (3s; 4.5q)
- COMD 301 Intro to Speech-Language Pathology and Audiology (3s; 4.5q)
- COMD 304 Phonetics (3s; 4.5q)
- COMD 320 Speech and Hearing Sciences (3s; 4.5q)
- COMD 321 Anatomy and Physiology of Speech Production (3s; 4.5q)
- COMD 322 Neuroanatomy (3s; 4.5q)
- COMD 331 Language Development (3s; 4.5q)
- COMD 371 Hearing and Hearing Disorders (3s; 4.5q)
- COMD 372 Audiology (3s; 4.5q)
- COMD 405 Speech-Language Pathology and Audiology in the Schools (3s; 4.5q)
- COMD 441 Assessment of Speech and Language (3s; 4.5q)
- COMD 450 Language and Literacy (3s; 4.5q)
- COMD 451 Neurogenic Communication Disorders (3s; 4.5q)
- COMD 457 Language Impairment (3s; 4.5q)
- COMD 458 Speech Sound Disorders (3s; 4.5q)
- COMD 461 Clinical Apprenticeship (2c; 3.0q)
- COMD 473 Aural Rehabilitation (3s; 4.5q)
- COMD 490 Capstone: Professional Issues in Communication Disorders (3s; 4.5q)

**Rotating Elective Course**

The student must take at least one of the following courses:

- COMD 422 Intervention for Speech and Language Disorders (3s; 4.5q)
- COMD 455 Voice and Resonance Disorders (3s; 4.5q)
- COMD 456 Fluency Disorders (3s; 4.5q)
- COMD 498 Departmental Seminar (1-3 s; 1.5-4.5 q)

**Required Supporting Courses**

Students majoring in Communication Disorders must take a Public Speaking course (4–5 quarter credits) and a Research Methods or Statistics course (3–5 quarter credits).

**Required program core credits**

- 79.5 qtr. credits (53 sem. credits)

**Required program elective credits**

- 1.5-4.5 qtr. credits (1-3 sem. credits)

**Required supporting credits**

- 5-10 qtr. credits (4.6-8.5 sem. credits)

**Minimum total credits for above major**

- 88 qtr. credits (58.6 sem. credits)

It should be noted that because Communication Disorders is the only semester-based program on the EWU campus, courses will be listed under semester credits, but quarter credits will continue to be listed on the student’s official academic transcript.

**GRADUATE PROGRAM**

**Master of Science**

Robert Jackson, Graduate Program Advisor
310 N. Riverpoint Blvd.
509.368-6790
www.ewu.edu/ommdisorders

**Student Learning Outcomes**

Students will:

- be intelligent consumers of research in the discipline of communication disorders.
- use the products of technology in both scholarship and clinical applications,
- write and speak clearly and effectively,
- understand and be able to evaluate and utilize new information in the discipline of communication disorders,
- know and be able to discuss and evaluate the principles, processes, and procedures for the prevention, identification, evaluation, intervention, and management of communication disorders,

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 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.
section immediately below). Defense of the thesis or research project is typically scheduled for one hour.

In composing the research committee, the student must select at least one member from the EWU faculty. If the research chair is an EWU faculty member, this person typically also becomes chair for the comprehensive oral examination (see the section immediately below). If the research chair is a WSU faculty member, the student requests that the EWU committee member chair the comprehensive oral examination.

Upon completion of the thesis or research project defense, a committee decision is made as to whether or not the thesis or research project is completed. If the thesis or research project is judged as not completed, the committee indicates what additional work must be submitted and whether another defense will be necessary. If the thesis or research project is judged to be completed and satisfactorily defended, a grade is assigned to the thesis or research project. Decisions regarding the thesis or research project are independent from decisions concerning the passing of the comprehensive oral examination (see the section immediately below).

**Comprehensive Oral Examination**

In addition to the thesis or research project defense, one hour is assigned for the purpose of questioning the student concerning any and all aspects of his/her academic and clinical experience. It is expected that questioning will require thinking at the analysis, synthesis and evaluation levels. The format of the questioning is determined by the examination committee chair. After one hour, the committee decides whether or not the student has demonstrated the ability to converse in his/her discipline to the satisfaction of the committee. If the student fails, a re-examination is required and is scheduled for a later date at the discretion of the committee and the student, in compliance with Graduate Affairs Council policy.

Re-defense of the thesis or research project is not a part of the comprehensive oral re-examination. That is, decisions regarding the oral comprehensive examination are independent of decisions regarding the defense of the thesis or research project. A student can conceivably pass both the research defense and oral comprehensive examination, fail both, or pass one and fail the other. In order to earn the master’s degree, the student must ultimately pass both the research defense and oral comprehensive examination.

**Policy Regarding Student Progress**

In addition to maintaining an overall cumulative grade point average of 3.00 to be retained in the program and to graduate with the MS degree, the student must earn a grade of 2.4 or better in each of the graduate courses taken (exclusive of practicum courses). Earning a grade that is less than 2.4 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 of 2.4 or better 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 (KSA). Each graduate course has its own assessment plan with a built-in academic assistance plan for students who experience difficulty in the course. The program’s Student Assistance Plan can be found on the department’s web site.

**Course Requirements and Credit Hours/Non-Thesis Option**

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Format</th>
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<tbody>
<tr>
<td>COMD 520 Research Methods</td>
<td>3 s; 4.5 q</td>
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<tr>
<td>COMD 538 Phonological Acquisition and Behavior</td>
<td>3 s; 4.5 q</td>
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<tr>
<td>COMD 542 Infant and Toddler Communication and Language</td>
<td>3 s; 4.5 q</td>
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<tr>
<td>COMD 543 School-age and Adolescent Language</td>
<td>3 s; 4.5 q</td>
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<tr>
<td>COMD 547 Augmentative Communication</td>
<td>3 s; 4.5 q</td>
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<tr>
<td>COMD 552 Neuropathologies of Language</td>
<td>3 s; 4.5 q</td>
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<tr>
<td>COMD 554 Motor Speech Disorders</td>
<td>3 s; 4.5 q</td>
<td></td>
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<tr>
<td>COMD 555 Bilingual and Cultural Issues</td>
<td>2 s; 3.0 q</td>
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<tr>
<td>COMD 559 Dysphagia</td>
<td>3 s; 4.5 q</td>
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<tr>
<td>COMD 568 Advanced Assessment: Principles and Procedures</td>
<td>2 s; 3.0 q</td>
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<tr>
<td>COMD 601 Research Project</td>
<td>minimum 4 s; 6.0 q</td>
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</tbody>
</table>

**Electives**

To be determined in consultation with the graduate advisor. All 500-level courses may serve as electives. A minimum of six semester (nine quarter) credits must be from courses within the department.

**Practicum**

A. COMD 561 Clinical Practicum
   - minimum 2 s; 3 q credits
   - maximum 8 s; 12 q credits
B. COMD 562 Advanced Clinical Practicum
   - minimum 4 s; 6 q credits
   - maximum 16 s; 24 q credits

Typically students will be expected to enroll for at least two (2) credits of practicum per semester.

C. COMD 697 Clinical Field Experience
   - minimum 8 s; 12 q credits
   - maximum 16 s; 24 q credits

Students are required to complete at least one internship; those wishing to take additional internships may exercise the variable credit option.

**Non-Thesis Option**

| Required core credits | 32 s; 48 q credits |
| Minimum elective credits | 6 s; 9 q credits |
| Minimum practicum credits | 14 s; 21 q credits |
| Minimum credits for non-thesis option | 52 s; 78 q credits |

**Course Requirements and Credit Hours/Thesis Option**

**Required Core Credits**

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<td>2 s; 3.0 q</td>
<td></td>
</tr>
<tr>
<td>COMD 600 Thesis</td>
<td>minimum 6 s; 9.0 q</td>
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</tbody>
</table>

**Electives**

To be determined in consultation with the graduate advisor. All 500-level courses may serve as electives. A minimum of six semester (nine quarter) credits must be from courses within the department.

**Practicum**

A. COMD 561 Clinical Practicum
   - minimum 2 s; 3 q credits
   - maximum 8 s; 12 q credits
B. COMD 562 Advanced Clinical Practicum
   - minimum 4 s; 6 q credits
   - maximum 16 s; 24 q credits

Typically students will be expected to enroll for at least two (2) credits of practicum per semester.

C. COMD 697 Clinical Field Experience
   - minimum 8 s; 12 q credits
   - maximum 16 s; 24 q credits

Students are required to complete at least one internship; those wishing to take additional internships may exercise the variable credit option.

**Thesis Option**

| Required core credits | 34 s; 51 q credits |
| Minimum elective credits | 6 s; 9 q credits |
| Minimum practicum credits | 14 s; 21 q credits |
| Minimum credits for thesis option | 54 s; 81 q credits |

**Certificate**

**Speech-Language Pathologist Certification**

**Required Courses (COMD 697 typically taken at the graduate level)**

<table>
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<tr>
<td>COMD 405 Speech-Language Pathology and Audiology in the Schools</td>
<td>3 s; 4.5 q</td>
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</tr>
<tr>
<td>COMD 461 Clinical Apprenticeship</td>
<td>2 s; 3 q (repeat twice for a total of 4 sem or 6 qtr credits)</td>
<td></td>
</tr>
<tr>
<td>COMD 697 Clinical Field Experience</td>
<td>8 s; 12 q</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits for above certification**

15 sem. or 22.5 qtr. credits

www.ewu.edu
American Sign Language Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

ASL 376
Sign Language I (3 q)
FALL/SPRING/SUMMER
This introduction to American Sign Language (ASL) includes a brief history of its development, grammatical principles and vocabulary rules. Vocabulary, finger spelling and sentence structure are developed.

ASL 377
Sign Language II (3 q)
FALL/WINTER
Prerequisite: Sign Language I or permission of the instructor. 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 the visual language. Includes exploration into the structure of the deaf culture.

Communication Disorders Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

COMD 201
Disability and Communication Diversity: A Communication Disorders Perspective (3 s; 4.5 q) [satisfies cultural and gender diversity university graduation requirement]
This course fosters an understanding of the meaning of diversity historically, philosophically, psychologically and morally in reference to persons with disabilities and communication differences by incorporating these concepts with one’s own values and experiences. Examples include Deaf culture and English as a Second Language (ESL) learners in the United States.

COMD 301
Introduction to Speech-Language Pathology and Audiology (3 s; 4.5 q)
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.

COMD 304
Phonetics (3 s; 4.5 q)
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).

COMD 320
Speech and Hearing Sciences (3 s; 4.5 q)
Prerequisite: Completion of Natural Science GECS or permission of the instructor. This course is a study of acoustics and psychoacoustics of speech and hearing.

COMD 321
Anatomy and Physiology of Speech Production (3 s; 4.5 q)
Prerequisite: Completion of Natural Science GECS or permission of the instructor. This course is a study of anatomy, physiology and physics as related to speech and voice production.

COMD 322
Neuroanatomy (3 s; 4.5 q)
Prerequisite: COMD 321. This course is a study of the normal anatomy and physiology of the nervous system and its role in communication processes.

COMD 331
Language Development (3 s; 4.5 q)
This course examines the basic principles and sequences of language development; methods of observing, measuring, and describing children’s acquisition of language.

COMD 371
Hearing and Hearing Disorders (3 s; 4.5 q)
This course is a study of aural anatomy and physiology, as well as etiology, pathology and treatment of hearing impairment.

COMD 372
Audiometry (3 s; 4.5 q)
Prerequisites: COMD 301 and 371. This course is a study of acoustics and psychoacoustics, as well as principles of auditory testing and interpretation of hearing tests.

COMD 405
Speech-Language Pathology and Audiology in the Schools (3 s; 4.5 q)
Prerequisites: Permission of the instructor and fulfillment of additional state requirements.
This course ideally precedes the student teaching experience in test administration, theoretical and practical knowledge the student has accumulated in the field of Communication Disorders.

COMD 441
Assessment of Speech and Language (3 s; 4.5 q)
Prerequisite: Completion of all 300-level courses in the major. 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.

COMD 442
Intervention for Speech and Language Disorders (3 s; 4.5 q)
Prerequisite: Senior Standing or permission of the instructor. This course addresses the development of intervention plans, including intervention strategies and rationale, observation of daily therapy plans, methods for data collection, and interpretation and evaluation of therapy outcomes.

COMD 450
Language and Literacy (3 s; 4.5 q)
Prerequisites: COMD 331. Building upon COMD 331, 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.

COMD 451
Neurogenic Communication Disorders (3 s; 4.5 q)
Prerequisites: COMD 322 and 331 or permission of the instructor. This course provides an introduction to the etiology, assessment and intervention of communication disorders associated with neurological disorders.

COMD 455
Voice and Resonance Disorders (3 s; 4.5 q)
Prerequisite: COMD 321. This course addresses the anatomy and physiology of the vocal mechanism with an overview of functional, congenital and acquired voice disorders.

COMD 456
Fluency Disorders (3 s; 4.5 q)
Prerequisite: 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.

COMD 457
Language Impairment (3 s; 4.5 q)
Prerequisites: COMD 301, 331 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.

COMD 458
Speech Sound Disorders (3 s; 4.5 q)
Prerequisites: COMD 301 and 304 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.

COMD 461
Clinical Apprenticeship (2 s; 3 q)
Prerequisites: 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.

COMD 473
Aural Rehabilitation (3 s; 4.5 q)
Prerequisites: COMD 371 and 372 or permission of the instructor. This course addresses the objectives, theory and techniques used in managing hearing impairments of individuals.

COMD 490
Senior Capstone: Professional Issues in Communication Disorders (3 s; 4.5 q) [satisfies senior capstone university graduation requirement]
Prerequisites: Senior standing or permission of the instructor. This course focuses on the integration of the knowledge the student has accumulated in the field of communication disorders and its application to issues affecting both professionals and individuals served. The course will strive to facilitate students’ thinking on these issues by requiring the completion of an assignment in which students must integrate their body of knowledge in the profession and apply it to a novel issue or problem.

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COMD 497
Workshops, Short Courses, Conferences (2 s; 3 q)

COMD 498
Departmental Seminar (1-3 s; 1.5-4.5 q)

COMD 499
Directed Study (1-3 s; 1.5-4.5 q)
Prerequisite: Permission of the instructor.
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.

COMD 520
Research Methods (3 s; 4.5 q)
This course inaugurates the student’s 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.

COMD 538
Phonological Acquisition and Behavior (3 s; 4.5 q)
Prerequisite: 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.

COMD 539
Special Topics (1-3 s; 1.5-4.5 q)

COMD 540
Pediatric Feeding and Swallowing (1 s; 1.5 q)
Prerequisite: Graduate study or permission of the instructor.
This course is a study of normal and atypical swallowing and feeding in infants and children.

COMD 542
Infant and Toddler Communication and Language (3 s; 4.5 q)
Prerequisite: 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.

COMD 544
School-age and Adolescent Language (3 s; 4.5 q)
Prerequisite: 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.

COMD 547
Augmentative Communication (3 s; 4.5 q)
Prerequisite: 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.

COMD 552
Neuropathologies of Language (3 s; 4.5 q)
Prerequisite: Graduate standing or permission of the instructor.
This course is an advanced study of the language disorders that occur as a result of insult to the brain after birth, particularly after language acquisition. Emphasis is on aphasia and related disorders.

COMD 553
Voice and Resonance Disorders (2 s; 3 q)
Prerequisite: 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.

COMD 554
Motor Speech Disorders (3 s; 4.5 q)
Prerequisite: Graduate standing or permission of the instructor.
This course is an advanced study of motor speech disorders to prepare the student to work as part of a neurological team as an informed contributor to team management of neurologically disordered patients. Particular content includes medical, surgical, educational and communication management.

COMD 555
Bilingual and Cultural Issues (2 s; 3 q)
Prerequisite: Graduate standing or permission of the instructor.
This course is designed to provide the student with information concerning the plurality of our society. More specifically, students will gain knowledge about the issues that may face them when working with clients who come from different cultural and/or language backgrounds.

COMD 556
Problems in Stuttering (2 s; 3 q)
Prerequisite: 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.

COMD 557
Cleft Palate and Other Cranio-facial Abnormalities (2 s; 3 q)
Prerequisite: 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.

COMD 559
Dysphagia (3 s; 4.5 q)
Prerequisite: COMD 552, strongly recommended.
This course presents the anatomy and physiology of swallowing as well as the evaluation and treatment of swallowing disorders.

COMD 561
Clinical Practicum (2-6 s; 3-9 q)
May be repeated for credit with permission of instructor up to 12 quarter credits.
This course provides students with practical clinical experience working with children and adults who present with various speech, language, hearing and swallowing disorders.

COMD 562
Advanced Clinical Practicum (2-6 s; 3-9 q)
May be repeated for credit with permission of instructor up to 24 quarter credits.
Prerequisite: 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.

COMD 563
Special Clinical Practicum (1-2 s; 1.5-3 q)
May be repeated for credit with permission of instructor up to 4 quarter credits.
Prerequisite: COMD 607 or permission of the Clinical Director.
This practicum is designed for post-internship students. It typically involves the assignment of a challenging client and carries an expectation of a high degree of independence in case management.

COMD 568
Advanced Assessment: Principles and Procedures (2 s; 3 q)
Graduated Pass/No credit. May be repeated for credit.
Prerequisite: 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.

COMD 598
Seminar in Communication Disorders (1-3 s; 1.5-4.5 q)
Prerequisite: 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.

COMD 599
Independent Study (1-4 s; 1.5-6 q)
Prerequisite: Permission of the instructor.
This course allows the student to engage in an independent study project in a selected field of communication disorders.

COMD 600
Thesis (1-8 s; 1.5-12 q)
Prerequisite: COMD 520.
Under supervision of staff members, the graduate student organizes and formally writes and presents a research project in thesis form.

COMD 601
Research Project (1-8 s; 1.5-12 q)
Prerequisites: COMD 520.
This course allows for completion of a graduate-level research project in an interest area within the discipline, including oral and written presentations of the finished product.

COMD 607
Clinical Field Experience (1-10 s; 1.5-15 q)
Graduated Pass/No credit.
Prerequisite: Permission of the graduate advisor.
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
College of Social and Behavioral Sciences
Gary Krug, Chair
229 Communications Building (Cheney)
509.359.2313
Riverpoint ONE (room TBA) for master’s program only

BA
Minor
MS


UNDERGRADUATE PROGRAMS

CMST faculty designed this degree to offer you an exciting and fulfilling educational experience while simultaneously preparing you for a changing world.

The Bachelor of Arts Communication Studies offers you two options: (1) Communication Studies and (2) Communication Studies in Public Relations. 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, Communication, Community and Citizenship and CMST 208, Mass Media and the Information Society. These are followed by CMST 309, Communication and Information. Two other required classes are CSBS 310 and CSBS 330 which introduce general social science concepts and methods.

As you progress in your education, you will choose one course from each of the emphasis areas of communication: Rhetorical and Cultural Studies, Organizational and Leadership Studies and Language and Social Interaction Studies. In addition, if you choose the Communication Studies option (#1 below), you will choose a minimum of 14 elective credits. If you choose the Communication Studies in Public Relations option (#2 below), instead of electives you will take JRNM 332, JRNM 451, JRNM 452 and JRNM 453 and either TECH 360 or TECH 368. Either BA option in Communication Studies culminates in a senior capstone course which allows you to synthesize your knowledge and skills.

All students are welcome to apply for a major in Communication Studies. 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 of 2.0 by graduation.

For transfer students, the Communication Studies department accepts up to 25 transfer credits, from comparable courses, toward our BA.

Students are advised that the University GER requirements for Gender/Cultural Diversity and International Studies require additional courses that are not required in the degree.

CMST 200 cannot be taken for credit toward the Communication Studies Majors.

Bachelor of Arts (BA)
Student Learning Outcomes
Students will:
• demonstrate an understanding of communications combined with skills in using contemporary technologies,
• present material in written, oral and multi-media formats,
• participate in community activities such as debate, internships or others that demonstrate applications of communications study and training,
• analyze the relationship between politics, economics, experience and communications media in international settings and will understand intercultural bases for communications,
• understand major theoretical positions and implications central to the discipline. Additionally, students will demonstrate competencies in at least two research methodologies.

Communication Studies (59 credits)

Foundation
CMST 207 Communication, Community and Citizenship (5)
CMST 208 Mass Media in the Information Society (5)
CMST 309 Communication and Information (5)
CMST 490 Senior Capstone Seminar: Communications Studies (5)
CSBS 310 Foundations of Social and Behavioral Science Theory (5)
CSBS 330 Integrated Social Science Methods (5)

Core areas

Students will choose one class from each of the following three areas for a total of 15 credits:

Rhetorical and Cultural Studies
Focus on symbolic actions that exercise influence over human life. Emphases are on interpretive research as well as cultural, narrative and rhetorical analyses of cultural phenomena and artifacts.
CMST 450 Rhetorical Theory and Criticism (5)
CMST 451 Argumentation and Persuasion (5)
CMST 452 Cultural Studies (5)
CMST 458 Topics in Image, Messages and Meaning (5)

Organizational and Leadership Studies
Focus on structures and practices influencing communication in private and public institutions. Emphasizes humanistic and social science approaches to leadership in all forms of social organizations.
CMST 430 Communication and Organizations (5)
CMST 431 Communication Law and Ethics (5)
CMST 432 Media Systems and Communication Technology (5)
CMST 438 Topics in Leadership and Strategic Communication (5)

Language and Social Interaction Studies
Focus on sign systems such as language, gesture, film, etc. in human interaction. Emphasizes social scientific research approaches to interaction and language use in face-to-face and small group settings.
CMST 410 Language and Social Interaction (5)
CMST 411 Negotiation Skills and Strategies (5)
CMST 413 Communication and Personal Relationships (5)
CMST 418 Topics in Semiotics (5)

Electives

14 credits from any classes within the Communication Studies Department or from the Public Relations sequence in Journalism (JRNM 451, 452 and 453), or from advanced CSBS methods classes (CSBS 320 or CSBS 331.)

Note: CMST 200 cannot be taken for credit towards the Communication Studies Majors.

Required foundation credits 30 credits
Required core credits 15 credits
Elective credits 14 credits
Total credits for above major 59 credits

Communication in Public Relations Option (66 credits)

Students seeking a degree in Communication in Public Relations must complete the Foundation and Core Area requirements for the BA in Communications Studies, plus the Public Relations Core requirements.

Public Relations Core Requirements
JRNM 332 News Writing (5)
JRNM 451 Introduction to Public Relations Theory (4)
JRNM 452 Advanced Public Relations Theory (4)
JRNM 453 Public Relations Writing (4)

Choose one of the following (4) credits courses
TECH 360 Publishing for Print and the World Wide Web (4)
or TECH 368 Introduction to Web Page Design (4)

Required foundation credits 30 credits
Required core credits 15 credits
Required public relations credits 21 credits
Total credits for above option 66 credits

Note: CMST 200 cannot be taken for credit towards the Communication Studies Majors.
Certificate

Leadership Certificate (24-25 credits)

The purpose of the Leadership Certificate is to educate and empower students to become proactive leaders in our society regardless of chosen profession. The Certificate provides an interdisciplinary course of study with a focus on the theoretical and experiential understanding of leadership. Students will benefit from a broad spectrum of classes that entail a leadership component. Collectively, these courses will provide a rich compilation of perspectives on leadership. Students will also benefit from the thorough examination and critique of their evolving leadership style.

Acceptance to the certificate program requires that students have at least a 2.5 cumulative grade point average. Students must maintain a cumulative grade point average in the certificate of 2.7 with no single course grade falling below 2.5.

Prerequisites:

Students must complete the following courses before admission to the certificate program:

- ENGL 101, College Composition (or equivalent)
- One GECR course from Humanities & Fine Arts (PHIL 213, Moral Issues in America (5) recommended)
- One GECR course from Social Sciences (SOCI 101, Introduction to Sociology (5) recommended)

Required Courses

1. Choose one of the following courses in leadership basics:
   - CSBS 200, Introduction to Leadership (3)
   - MLSC 205: Military Leadership (3)
   - Any other course (minimum 3 credits) that focuses on leadership skills (e.g., residential life leadership classes or student government leadership workshops).
   - The certificate advisor will determine whether the course in question qualifies as a leadership basics course.

2. Select one course from the following:
   - Theory and Philosophy
   - ITGS 400, Creating Change (4)
   - CMST 438, Communication in Leadership (5)

3. Select one course from the following:
   - List 1: Group and Organization
   - CMST 250, Small Group Communication (5)
   - CMST 436, Communication in Organizations (5)
   - PSYC 381, Social Psychology (5)
   - SOCI 463, Complex Organizations (5)
   - SOCI 481, Social Psychology (5)

4. Select 9-10 credits from the following:
   - List 2: Leadership Concepts
   - CEDP 315, Psychology of Human Relations (4)
   - CEDP 316, Psychology of Adjustment (5)
   - CMST 210, Interpersonal Communication (5)
   - CMST 250, Small Group Communication (5)
   - CMST 312, Nonverbal Communication (1-5)
   - CMST 340, Intercultural Communication (5)
   - CMST 397, Workshop in Communication Studies (1-5)
   - CMST 400, Message Design (5)
   - CMST 413, Communication and Personal Relationships (5)
   - CMST/WMST 414, Gender and Communication (5)
   - CMST 439, Communicating in Organizations (5)
   - CMST 451, Communication Law and Ethics (5)
   - CMST 440, International Communication (5)
   - CMST 451, Argumentation and Persuasion (5)
   - ECON/WMST 427, The Economics of Women & Work (5)
   - HLED 201, Introduction to Health and Wellness (5)
   - HLED 381, Mind/Body/Spirit Health (5)
   - IBUS/Management 471, Multinational People Management (4)
   - MGMT 326, Organization Theory and Behavior (4)
   - MLSC 401, Military Science and Tactics (4)
   - PHIL 403, Advanced Ethics (5)
   - PHIL 411, Theory of Knowledge (5)
   - PSYC 431, Stress and Coping (5)
   - PSYC 484, Industrial and Organization Psychology (5)
   - PSYC 485, Managerial Psychology (5)
   - SOCI 443, Social Impact Assessment (5)
   - SOCI 463, Complex Organizations (5)
   - SOCI 471, Sociology of Work (5)
   - SOCI 482, Power Relations and Human Development (5)
   - XXXX 496/497/498, Topics class (requires prior approval of the certificate advisor)

Note: Some courses on Lists 1 and 2 have pre-requisites that are not included in the Leadership Certificate program. Please review the Undergraduate Catalog for pre-requisite information.

5. All students must complete the portfolio assessment course:
   - CSBS 494, Leadership Portfolio (2)

Basic leadership skills 3 credits
Theory and Philosophy 4-5 credits
Group and Organization 5 credits
Leadership Concepts 9-10 credits
Leadership Portfolio 2 credits
Minimum total credits for above Certificate 23 credits

Minor

Communication Studies Minor (19-20 credits)

Choose courses that total at least 19 credits from Communication Studies course offerings with at least one five credit course from the 400-level offerings, excluding CMST 499.

Minimum total credits for above minor 19 credits

GRADUATE PROGRAM

Peter Shields, Director
229 Communication Building
509.359.4947

The Department of Communication Studies does not offer a graduate degree program but does cooperate in the Master of Arts in College Instruction, the Master of Science in Communications and in individualized interdisciplinary programs. Students interested in post-secondary teaching should refer to the College Instruction section in this catalog. The MS in Communications program is also described below. Proposed individualized interdisciplinary programs should be developed in consultation with a Communication Studies graduate advisor 509.623.4947.

Master of Science in Communications

The Master of Science in Communications Program is an interdisciplinary professional program. It addresses the need for trained communication professionals, including public relations practitioners, advertising writers, educators, graphic designers, consultants, print and electronic journalists—anyone who must know how to create and manage messages in various contexts of today’s dynamic world. 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 program is also useful for students who intend 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; 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.

www.ewu.edu
Student Learning Outcomes

**Students will:**
- deploy various written, oral and electronic media in creating and presenting original work;
- analyze various cultural products through the application of contemporary communications theories and methods.

Courses leading to the MSC degree are offered by the following programs:

- Business Administration
- Communication Studies
- Computer Science
- Counseling, Educational and Developmental Psychology
- Education
- Engineering and Design
- Journalism
- Public Administration
- Rhetoric, Composition and Technical Communication

**Core courses**

**Introductory Course**
CMST 568 Introduction to Graduate Studies (2)

**Theory Courses**
CMST 501 Advanced Communication Theory (5)
CMST 502 Contemporary Trends in Communication Studies (5)

**Methodology Courses**
CMST 520 Communication Inquiry (3)
CMST 521 Research Design and Analysis I (5)
CMST 522 Research Design and Analysis II (5)

**Writing Courses**
ENGL 568 Writing in Organizations (3)

**Technology Course**
TECH 504 Communication Technologies (4)
or CMST 504 Communication Systems (4)
or CPLA 504 Information Systems-Computers (4)
or CMST 504 Communication Systems (4)

**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.

**Organizational Communication**
Focus: Role of messages, meanings and information flows in and between organizations (private and public).

**Required:**
CMST 530 Communication in Organizations (5)

**Electives:**
BADM 541 Managerial Communications (4)
CEDP 504 Theories of Human Development (4)
CEDP 541 Group Processes (4)
CEDP 544 Counseling Theory and Techniques (4)
CEDP 545 Advanced Appraisal Techniques (4)
CMST 438 Topics in Leadership and Strategic Communication (5)
CMST 539 Special Topics (1–5)
CMST 550 Problems in Contemporary Public Communication (5)
CMST 569 Thesis Preparation (1)
CMST 570 Communication Seminar (1–5)
CMST 578 Seminar in Consulting Processes (4)
CMST 580 Consulting Approaches and Applications (2)
CMST 598 Communication (1–5)
CMST 550 Problems in Contemporary Public Communication (5)
CMST 569 Thesis Preparation (1)
CMST 598 Communication Seminar (1–5)
CMST 569 Thesis Preparation (1)
CMST 598 Communication Seminar (1–5)

**Technological Communication**
Focus: Role of existing and emerging forms of mediated communication among people and/or between people and interactive information resources.

**Required:**
TECH 504 Communication Technologies (4)
or CMST 504 Communication Systems (4)
or CPLA 504 Information Systems-Computers (4)

**Electives:**
CMST 539 Special Topics (1–5)
CMST 569 Thesis Preparation (1)
CMST 598 Communication Seminar (1–5)
CSCD 439 Seminar/CSCD 539 Special Topics in Computer Science (4)
CSCD 539 Topics in Computer Science: Multimedia Techniques (4)
ENGL 503 Information Design (5)
ENGL 504 Software Documentation (5)
ENGL 556 Computer and Composition (5)
TECH 463 Visual Communication Design III (4)
TECH 550 Computer Graphics (4)
TECH 596 Electronic Publishing (4)
TECH 599 Ind. Study: Advanced Web Design (4)

**Instructional Communication**
Focus: Role of communication as developmental phenomenon in any learning environment.

**Required:**
CEDP 504 Theories of Human Development (4)
or CMST 578 Seminar in Consulting Processes (4)

**Electives:**
CEDP 504 Theories of Human Development (4)
CEDP 505 Advanced Educational Psychology (4)
CEDP 541 Group Processes (4)
CEDP 544 Counseling Theory and Techniques (4)
CEDP 545 Advanced Appraisal Techniques (4)
CEDP 546 Group Counseling (4)
CMST 598 Communication Seminar (1–5)
CMST 550 Problems in Contemporary Public Communication (5)
CMST 569 Thesis Preparation (1)
CMST 598 Communication Seminar (1–5)
COIN 571 Survey of Post-Secondary Education (4)
COIN 572 Strategies for Teaching Adults (4)
CSED 590 Readings in Technology-Supported Education (1–2)
EDUC 505 Current Issues in Education (4)
EDUC 507 Philosophy and Organization of the American School (4)
EDUC 530 Foundations of Educational Communication and Information Technology (4)
EDUC 533 Instructional Systems Development (4)

**Cultural Communication**
Focus: Role of culture in the formation and transformation of meanings and power in human life.

**Required:**
CMST 570 Communication and Cultural Studies (5)

**Electives:**
CMST 411 Negotiation Skills and Strategies (5)
CMST 414 Gender and Communication (5)
CMST 440 International Communication (5)
CMST 539 Special Topics (1–5)
CMST 550 Problems in Contemporary Public Communication (5)
CMST 569 Thesis Preparation (1)
CMST 598 Communication Seminar (1–5)
ENGL 555 Contemporary Composition Theory (5)
ENGL 573 History of Rhetoric (5)
ENGL 575 Contemporary Rhetorical Theories (5)
SOWK 555 Conflict Management (5)
WMST 410 Feminist Theory (4)
Communication Studies Courses

**CMST 210**
Interpersonal Communication (5)
WINTER/SPRING
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 250**
Small Group Communication (5)
FALL/WINTER/SPRING/Summer
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 301**
Political Communication (5)
HOW AMERICANS USE ORAL AND TELEVISION COMMUNICATION TO CONFRONT AND CHANGE THEIR ENVIRONMENT. EMPHASIS ON AMERICAN SPEAKERS IN AMERICAN POLITICAL CONTEXTS. TOPICS VARY.

**CMST 305**
Message Delivery (4)
Prerequisite: 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 306**
Presentation Graphics (2)
Analyzes the elements and techniques for creating visual messages. Discusses integration of visual techniques for the presentation speaker.

**CMST 309**
Communication and Information (5)
FALL/SPRING
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)
FALL/SPRING
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 326**
Debate (1–5)
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. This course may be repeated for a total of six credits applied toward the CMST major or minor.

**CMST 331**
Interviewing (5)
FALL/WINTER/SPRING
This course is an introduction to the principles of interviewing theory and practice. 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 (4)
FALL/WINTER/SPRING/Summer
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 340**
Intercultural Communication (5)
FALL/WINTER/SPRING/Summer
Satisfies cultural and gender diversity university graduation requirement.
Study of the basic principles of face-to-face interaction in intercultural and cross-ethnic situations. Topics include perception, stereotypes, prejudice, world views, ethnocentrism, racism, the attribution process and uncertainty reduction.

**CMST 351**
Critical Thinking (5)
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.

Visit www.ewu.edu for more information.
CMST 395
Field Work in Communication Studies (1–5)
FALL/WINTER/SPRING/SUMMER
Directed student participation in the communication processes or problems of an industry, a political campaign or a non-profit organization.

CMST 396
Experimental Course in Communication Studies (1–5)
FALL/WINTER/SPRING/SUMMER

CMST 397
Workshop in Communication Studies (1–5)
FALL/WINTER/SPRING/SUMMER
Training programs or workshops emphasizing practical knowledge and skills. Topics vary.

CMST 399
Special Studies (1–5)
FALL/WINTER/SPRING/SUMMER
Subjects reflect recent developments in the field of human communication.

CMST 400
Message Design (5)
An investigation of message construction for large, public audiences. Stress on invention, organization and style. Includes speech writing and written message design.

CMST 404
Women and Men in Communications (1)
This course explores issues which directly affect both male and female classroom experiences. We will study unexamined cultural patterns which can affect communication in elementary, secondary, baccalaureate or post-baccalaureate education and will examine choices in curriculum planning, textbook selection and teacher/student interaction patterns which affect educational experiences of students in the classroom. Specific suggestions for change and classroom activities will be developed. (Cross-listed WMST 404)

CMST 410
Language and Social Interaction (5)
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)
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)
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 414
Gender and Communication (5)
Prerequisite: One 300-level course in Communication or Women's Studies or permission of the instructor. This course examines current research on the interactions among language, gender and communication in contemporary social and cultural contexts. (Cross-listed WMST 414)

CMST 418
Topics in Semiotics (5)
The basic premise of this course is that communication is a process whereby meanings are generated and interpreted through signs. Hence, the overall goal of the course is to show how the process of generation and interpretation of meaning can be studied from the perspective of semiotics, i.e., the discipline that studies signs and their meanings. The course provides a general introduction to the nature, role, and signs in communication practices. 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)
Prerequisite: 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. (Cross-listed WMST 419)

CMST 420
Secondary Speech Communication Methods (4)
Objectives and methods of establishing an effective speech communication program for junior and senior high school students.

CMST 430
Communication in Organizations (5)
FALL/WINTER
The study of communication systems, channels, networks and barriers; the role of communication in organizational assessment and change; the relationship between communication and organizational effectiveness, corporate image and credibility.

CMST 431
Communication Law and Ethics (5)
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)
This course is designed to allow students to explore mass media systems and technology and their interaction with and upon society. Students will learn the historical perspective of media systems and technology along with issues of media convergence upon our lives, specifically upon our communication.

CMST 438
Topics in Leadership and Strategic Communication (5)
WINTER
This course is a variable topic course focusing on leadership and/or strategic communication. Areas which might be covered include skills training, readings in the knowledge and techniques of leadership and the effective use of strategic communication. This course is designed to be both a theory and application course.

CMST 440
International Communication (5)
Prerequisite: One 300-level course in Communication or Women's Studies or permission of the instructor. A study of culturally conditioned communication behavior as it affects intercultural relationships between people from different nations. Includes value and belief orientations, language and thought, speech styles, world views, nonverbal codes, communication breakdowns and acculturation.

CMST 450
Rhetorical Theory and Criticism (5)
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 today's society. 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 451
Argumentation and Persuasion (5)
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 society. Students examine current texts and images to see how to create effective 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)
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, subjectivities, power, ideology, identity, modernity and post-modernity and globalization.

CMST 458
Topics in Image, Messages and Meaning (5)
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 470
Applied Quantitative Research Methods (5)
WINTER/SPRING
This is an applied quantitative research methods course designed for seniors. This course will allow students to understand and apply knowledge in experimental and survey design. Students will conduct research and computer data analysis.

CMST 471
Applied Qualitative Research Methods (5)
This is an applied qualitative research methods course designed for seniors. This course will allow students to understand and apply knowledge in two or three qualitative methodologies. (e.g. focus groups, in-depth interviews, ethnography, discourse analysis, historical critical analysis and rhetorical analysis. Students will conduct research and data analysis.

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CMST 475  
Electronic Surveillance and Privacy (5)  
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)  
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)  
FALL/WINTER/SPRING/SUMMER  
Must be taken at the same time as the internship. CMST 495.

CMST 490  
Senior Capstone Seminar: Communications Studies (5)  
(satisfies senior capstone university graduation requirement.)  
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 (3–15)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: CMST 480. Must be taken concurrently with CMST 481.  
Directly supervised student practicum in the internal and/or external communication processes of a business or professional organization.

CMST 496  
Experimental Course in Communication Studies (1–5)  
FALL/WINTER/SPRING/SUMMER  
See quarterly Course Announcement for current listings.

CMST 497  
Workshop in Communication Studies (1–5)  
FALL/WINTER/SPRING/SUMMER  
Training programs or workshops designed to give you practical knowledge and skills in specific areas of communication.

CMST 498  
Seminar in Communication Studies (1–5)  
FALL/WINTER/SPRING/SUMMER  
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 in Communication Studies (1–5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Junior standing, permission of the instructor.  
Individual study projects in a selected area of human communication.

CMST 501  
Advanced Communication Theory (5)  
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. (Cross-listed CEDF 501)

CMST 502  
Contemporary Trends in Communication Studies (5)  
Prerequisite: 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)  
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 (3)  
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)  
Prerequisites: 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)  
Prerequisites: 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)  
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)

CMST 550  
Problems in Contemporary Public Communication (5)  
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, demagoguery, conflict, public argument and persuasion.

CMST 568  
Introduction to Graduate Studies (2)  
Prerequisite: Graduate standing or permission of the instructor. Must register concurrently for ENGL 560.  
The course is designed to introduce new students to the expectations of our graduate program. Students will learn to write a review of the literature, meet faculty members and learn of the various interdisciplinary concepts of study available in the program.

CMST 570  
Thesis Preparation (1)  
Prerequisites: 10 credits of graduate course work.  
This class is designed as a workshop to help MSC students develop a proposal for their master’s thesis or research project. Students in other graduate programs may find it useful as well, but it is intended especially for MSC students who have been admitted to candidacy and are ready to begin their thesis work.

CMST 579  
Communication and Cultural Studies (5)  
Prerequisite: Admission to a graduate program or the instructor’s permission.  
This course examines the post-structuralist and interdisciplinary roots of cultural studies and explores the theoretical and methodological problems and issues central to cultural studies scholarship, including the construct of subcultures and the relationship of power to the cultural formations of identity and difference, institutions, ideologies, artifacts, consumption and production. Skills and methods covered include: 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)  
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 596  
Experimental Course (1–5)

CMST 597  
Workshops (1–5)  
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

CMST 598  
Seminar (1–5)

CMST 599  
Independent Study (1–5)  
Individual study projects in a selected area of human communication.

CMST 600  
Thesis (1–6)  
Prerequisite: Admission to Master of Science in Communications.  
Independent research study under the direction of a graduate advisory committee.

CMST 601  
Graduate Research in Communication Studies (1–6)

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COMPUTER SCIENCE

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UNDERGRADUATE PROGRAMS

Computer Science is a rapidly evolving and exciting discipline, dealing with the theory and practice of creating environments. Computerized systems are critical in almost every field and continue to evolve. As computer applications have increased in number and complexity, so has the need for highly-trained specialists in computer systems architecture 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.

Research Facilities and Equipment:

Center for Network Computing and Cyber Security: This highly secure state of the art lab contains support materials and hardware for computer science courses in secure client/server network programming, web server security, network intrusion and computer forensics. In addition, the lab also houses a Linux driven parallel computing cluster for students pursuing studies in distributed computing.

Multimedia Lab: Equipped with professional grade software and hardware, this lab offers students an excellent environment for creating and developing quality multimedia products and services.

Classroom Labs: These teaching labs provide hands-on instructional capabilities for Computer Science and Computer Literacy courses.

Lower Division Computer Science Lab: A lab that supports lower division students, staffed by peer tutors.

Upper Division Computer Science Lab: Designed to support junior and senior level Computer Science and Computer Information Systems courses, this lab is equipped with powerful Unix/Linux/Windows workstations and servers made available for course projects in software design; client/server application development; relational database design and administration; and signal processing.

Computer Architecture Lab: Eastern Computer Science students studying the fundamentals of computer architecture embedded systems and real-time programming are granted access to this highly specialized lab.

Opportunities for Students: Upper-division majors may check with the department operations manager concerning the possibility of applying for work-study and departmental positions as course assistants, paper graders, tutors, or computer consultants. If hired, a student may work up to 19 hours per week.

Many of our students are able to obtain internships where they put to test the theory and skills learned in the academic setting and gain new knowledge and understanding of current practices. These students find the internship experience an excellent opportunity to refine their own career aspirations and to 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.

Preparation: High school students wanting to pursue a major in this department are advised to take as much mathematics as possible, including a course or courses in their senior year. Students will benefit from computer science courses available in their high school but should not use them at the expense of mathematics courses. High school students are encouraged to take laboratory science courses, four years of English and a keyboarding course.

Community college transfer students interested in Computer Science should pursue mathematics courses pertinent to the degree of choice, as well as an advanced sophomore level composition course. Washington and North Idaho students can consult transfer guides at www.ewu.edu/transferguide or their community college advising office to determine which courses are equivalent for both general education requirements and courses that may apply to the major. Courses taken to apply to the major should be taken late in the community college experience, just prior to transferring to EWU.

All prospective department majors should contact the Computer Science Department to obtain the latest information to aid in planning a program of study. See the requirements for advancement and grades below.

Major Declaration

Freshman and transfer students entering Eastern with an interest in the computing sciences are encouraged to declare their major as soon as practical. The prospective student is asked to bring official or unofficial copies of all college-level work. At that advising session the student will have the opportunity to review course requirements, ask questions, prepare a quarterly schedule and declare the major. Declaring a major requires agreeing to abide by the Department’s Canons of Professional Conduct, which is available on the department’s website (www.ewu.edu/compsci).

Special Advanced Status Policy

Formal application for advancement in the major is required after the student has successfully completed several indicator courses. Students usually apply while completing the last of the following courses: CSCD 260, 300, ENGL 201 and MATH 162 or 163 or 301. Departmental majors must have advanced in the major before registering for most 400-level computer science courses.

Advancement in the major will be provided to those who, in the judgment of the faculty, are most likely to succeed in the program. Because of the dynamic nature of computing sciences programs, the degree program in effect at the point of advancement shall determine graduation requirements.

Application for Advancement: The student will submit a completed application form, which addresses academic performance in general and in specific indicator courses, along with a formal letter requesting advancement. This letter is addressed to the Department Operations Manager and addresses.

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the student’s career goals, the elements of his or her background that he or she feels demonstrate the aptitude to be successful in computer science and explanatory remarks concerning his or her experiences and academic career to date. This cover letter must include a reaffirmation that the student has read, understood and will comply with the Code of Ethics and Professional Conduct of both the Computer Science Department and the ACM (www.acm.org/constitution/code.html).

Advancement Programming Exam (APE): Prior to advancement students are required to pass an examination based on the material in CSCD 300, Data Structures, which demonstrates programming ability.

Advancement Prerequisite Guidelines
In order to advance, a student must achieve:
1. An overall university GPA of at least 2.5
2. A grade average in computer science (CSCD) courses of at least 2.7
3. At least 2.7 in, CSCD 210, 211, 260 and CSCD 300
4. A grade of at least 2.7 in, ENGL 201 or ENGL 285
5. A grade of at least 2.5 in MATH 162 or 163 (for BS in CS or BA in CS Theory programs) or 301 (for other programs)
6. Successful completion of the Advancement Programming Exam

Selection Process
A faculty committee will select students for advancement in the major. Criteria will include:
Advancement Programming Exam
Overall and departmental GPA
Work experience
Grades in required and elective courses
Progress toward the degree
Communication skills
Evidence of dedication and purpose
Well-roundedness and involvement (as demonstrated by membership in a computer professional society (ACM, IEEE), a service club, ASEWU or as a community volunteer)
Affirmed commitment to the Code of Ethics and Professional Conduct

The faculty committee may a) admit the student to advanced status in the degree program applied for, b) recommend advancement in a different degree program, c) recommend transfer to a program in another department, or d) require the student to complete additional preparation before advancement. The department is committed to guiding every student to successful completion of a bachelor’s degree.

Grade Requirements: A student must maintain a 2.5 overall university GPA and a Computer Science GPA of at least 2.7. Each computer science course that is used by the student as a prerequisite to another computer science course must have a 2.7 grade. Attainment of 2.7 in these courses is subject to the course repeat policy below. Each supporting course that is used by the student as a prerequisite to a computer science course must be at a 2.5 or better, subject to the course repeat policy. A 2.0 is required in all other Computer Science, Communications, Mathematics, Engineering and Technology courses used in our majors and minors.

Note: Course Repeat Policy: Students will be allowed to repeat a course once for a grade substitution for purposes of satisfying computer science grade requirements. Following any subsequent repeats, satisfactory completion will be determined by averaging the grades of all repeats of the course.

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

Bachelor of Arts (BA)
Student Learning Outcomes

Students will:
• have the ability to function effectively on teams to accomplish a common goal,
• have the ability to analyze a problem and identify and define the computing requirements appropriate to its solution,
• recognize the need for and have the ability to engage in, continuing professional development,
• have the ability to design, implement and evaluate a computer-based system, process, component or program to meet desired needs,
• have the ability to communicate effectively with a range of audiences,
• have the ability to use current techniques, skills and tools necessary for computing practice.

3D Animation/Game Development Option (114–121 credits)
The BA in Computer Science–3D Animation/Game Development Option focuses on story development, character design, storyboarding, lighting, camera composition and sound design. You will get real-world experience designing and creating 3D animations for projects in computer assisted training, games, marketing or other applications.

The program provides a foundation in computing sciences and is designed for students seeking positions in the feature film industry, the video game industry and studios creating animation for television or programming and/or commercials.

Required Courses
Computer Science
CSCD 110 Introduction to Programming (4)
CSCD 210 Programming Principles I (5)
CSCD 211 Programming Principles II (5)
CSCD 216 3D Modeling & Animation I (4)
CSCD 240 C and Unix Programming (4)
CSCD 260 Architecture and Organization I (4)
CSCD 300 Data Structures (4)
CSCD 310 Discrete Structures (4)
CSCD 350 Software Engineering (4)
CSCD 416 3D Modeling & Animation II (4)
CSCD 417 3D Modeling & Animation III (4)
CSCD 470 3D Computer Graphics Principles (4)
CSCD 490 Computer Ethics Senior Capstone (4)
CSCD 494 Senior Project (4)

Supporting Courses
Art
ART 300 Drawing (5)

Communications
CMST 200 Introduction to Speech Communication (4)
or CMST 201 Public Speaking (5)

Engineering & Design
DESN 216 Computer Graphics (4)
DESN 263 Visual Communication Design I (4)
DESN 350 Digital Imaging and Photography (4)
ENGR 160 Digital Circuits (4)
TECH 393 Technology in World Civilization (4)

English
ENGL 201 College Composition: Analysis, Research and Documentation (5)
or ENGL 205 Introduction to Technical Communication (5)

Mathematics
MATH 301 Discrete Mathematics (5)

Philosophy
PHIL 210 Critical Thinking (5)

Electives
Select 4 courses for a total of 16–18 credits: at least 2 from Group A.

Group A - select at least two classes
CSCD 305 C++ Programming (4)
CSCD 320 Algorithms (4)
CSCD 411 Multimedia Techniques (4)
CSCD 414 Multimedia Programming (4)
CSCD 418 3D Modeling & Animation I (4)
CSCD 471 Advanced 3D Computer Graphics Programming (4)
CSCD 474 Computer Games Development (4)
CSCD 476 Advanced 3D Modeling & Animation Topics (4)
CSCD 4xx Approved CSCD 421 or above (4)
DESN 363 Visual Communication Design II (4)
DESN 463 Visual Communications Design III (4)
TECH 498 Digital Video Edition (4)

Group B
ART 107 Basic Design (5)
ART 207 Color Design (5)
ART 365 Sculpture (5)
ART 401 Life Drawing (5)

Required computer science credits: 54–58 credits
Required art credits: 5 credits
Required communication credits: 4–5 credits
Required engineering & design credits: 20 credits
Required English credits: 5 credits
Required math credits: 5 credits
Required philosophy credits: 5 credits

Elective credits: 16–18 credits
Minimum total credits for above option: 114 credits

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Multimedia & Web Programming Option (109–117 credits)

The BA in Computer Science-Multimedia & Web Programming Option focuses on the study of text, graphics, animation, video, design and object oriented programming. You will get real-world experience designing and creating multimedia projects like dynamic interactive websites, online order entry, DVDs, or other projects.

The program provides a foundation in computer science and allows you to acquire breadth by choosing additional courses in three areas.

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

### Required Courses

**Computer Science**

- CSCD 110 Introduction to Programming (4)
- (or placement in Programming Principles I)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 260 Architecture and Organization I (4)
- CSD 300 Data Structures (4)
- CSD 310 Discrete Structures (4)
- CSD 350 Software Engineering (4)
- CSD 411 Multimedia Techniques (4)
- CSD 414 Multimedia Programming (4)
- CSD 419 Multimedia Development (4)
- CSD 490 Computer Ethics Senior Capstone (4)
- CSD 494 Senior Project (4)

**Concentration (8 credits)**

Select one of the following two-course sequences.

- CSD 216–416 3D Animation
- CSD 378–379 Web Programming

### Supporting Courses

**Communications**

- CMST 200 Introduction to Speech Communication (4)
- or CMST 201 Public Speaking (5)

**Engineering and Design**

- DESN 368 Introduction to Web Design (4)
- DESN 369 Advanced Web Design (4)
- ENGR 160 Digital Circuits (4)
- TECH 393 Technology in World Civilization (4)

**English**

- ENGL 201 College Composition: Analysis, Research and Documentation (5)

**Mathematics**

- MATH 301 Discrete Mathematics (5)

**Philosophy**

- PHIL 210 Critical Thinking (5)

**Electives**

Select 5 courses for a total of 20–23 credits; select at least one from each group; at least two must be upper division. Students must be aware of the 60 credit upper division requirement and select courses accordingly.

**Group 1**

- CSD 240 C and UNIX Programming (4)
- CSD 320 Algorithms (4)
- CSD 305 C++ Programming (4)
- CSD 350 Network Programming (4)
- CSD 340 Operating Systems (4)
- CSD 370 Graphical User Interface Programming (4)
- CSD 398–399 Seminar-Directed Study (prior approval required) (4)
- CSD 417 3D Modeling & Animation III (4)
- CSD 479 Web Programming-Security (4)
- CSD 495 Internship (4)
- CSD 498–499 Seminar-Directed Study (prior approval required) (4)
- Other course (4) (prior approval of the department required)

**Group 2**

- DESN 216 Computer Graphics (4)
- DESN 263 Visual Communications Design I (4)
- DESN 343 Typography (4)
- DESN 350 Digital Imaging and Photography (4)
- DESN 360 Publishing for Print and the World Wide Web (4)
- DESN 365 Visual Communications Design II (4)
- DESN 373 Multimedia Production (4)
- DESN 463 Visual Communications Design III (4)

**Group 3**

- CMST 309 Communication and Information (5)
- CMST 340 Intercultural Communication (5)
- CMST 400 Message Design (5)
- CMST 414 Gender and Communication (5)
- CRWR 210 Introduction to Creative Writing (5)
- CRWR 417 Creative Writing Workshop (5)
- EMAF 110 Introduction to Electronic Media Production (5)
- ENGL 305 Professional Communication (5)
- ENGL 404 Software Documentation (5)
- ENGL 409 Editing in Technical Communication (5)
- MKTG 310 Principles of Marketing (4)

**Required computer science**

Required concentration 8 credits

**Required communications** 4–5 credits

**Required engineering & design** 16 credits

**Required English** 5 credits

**Required mathematics** 5 credits

**Required philosophy** 5 credits

**Elective credits** 20–23 credits

**Minimum total credits for above option** 109 credits

### Theory Option (112–122 credits)

The Bachelor of Arts degree in Computer Science Theory Option provides a solid foundation in both the theoretical and practical aspects of computer science, while allowing you to choose courses in other disciplines. The program will prepare you for a career in software development, and will be of particular interest if you wish to pursue an interdisciplinary application of computing. A minor in mathematics is possible in this degree with proper choice of electives.

The program prepares students for graduate study in the computing sciences and for professional careers as innovative researchers and software developers.

This four-year program is designed for the computer literate freshman who is qualified to begin calculus. To finish in four years the student must be prepared to take full loads of up to eighteen credits, though averaging fifteen credits.

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

### Required Courses

**Computer Science**

- CSCD 110 Introduction to Programming (4)
- or placement in Programming Principles I
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 260 Architecture and Organization I (4)
- CSCD 300 Data Structures (4)
- CSCD 310 Discrete Structures (4)
- CSCD 320 Algorithms (4)
- CSCD 350 Software Engineering (4)
- CSCD 420 Automata (4)
- CSCD 490 Computer Ethics Senior Capstone (4)
- CSCD 494 Senior Project (4)

**Supporting Courses**

**Communications**

- CMST 200 Introduction to Speech Communication (4)
- or CMST 201 Public Speaking (5)

**Engineering & Design**

- ENGR 160 Digital Circuits (4)
- TECH 393 Technology in World Civilization (4)

**English**

- ENGL 201 College Composition: Analysis, Research and Documentation (5)

**Mathematics**

- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 231 Linear Algebra (5)

**Philosophy**

- PHIL 210 Critical Thinking (5)
Electives
Select five courses for a total of 20–25 credits; at least two from Group A and one from Group B. At least three electives must be upper division. Students must be aware of the 60 credit upper-division requirement and select courses accordingly.

Group A: At least 2
CSCD 305 C++ Programming (4)
CSCD 330 Network Programming (4)
CSCD 370 Graphical User Interface Programming (4)
CSCD 380 Information & Knowledge Management (4)
CSCD 495 Internship (4)
CSCD 4XX Approved Computer Science electives (4)

Group B: At least 1 (Must take MATH 225 and one other for Math Minor)
MATH 225 Foundations of Mathematics (5)
MATH 360 Continuous Functions (4)
MATH 345 Numerical Analysis I (4)
MATH 370 Survey of Geometries (5)
MATH 385 Probability and an Introduction to Statistics (4)

Group C: At least 1
BIOL 171 Biology I (4) and BIOL 270 Biological Investigation (3) (counts as 1 course)
CHEM 151 General Chemistry (5)
GEOL 120 Physical Geology-The Solid Earth (5)
GEOL 121 Physical Geology-Surficial Processes (5)
MATH 241 Calculus IV (5)
MATH 347 Introductory Differential Equations (4)
MATH 386 Applied Statistics (4)
MATH 431 Introduction to Modern Algebra I (4)
MATH 445 Numerical Analysis II (4)
MATH 447 Differential Equations (4)
MATH 485 Theoretical Probability and Mathematical Statistics (4)
MATH 3XX Approved Math course (4)
MATH 4XX Approved Math course (4)
PHIL 301 Introduction to Formal Logic (5)
PHYS 151 General Physics I (4) with lab 161, 162, 163, or 164
PHYS 152 General Physics II (4) with lab 161, 162, 163, or 164
PHYS 161 Mechanical Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)
PHYS 164 Instrumentation Lab II (1)

Required computer science credits 50–54 credits
Required communications credits 4–5 credits
Required engineering & design credits 8 credits
Required English credits 5 credits
Required mathematics credits 20 credits
Required philosophy credits 5 credits
Elective credits 20–25 credits
Minimum total credits for above option 112 credits

Bachelor of Science (BS)

Computer Information Systems Major (118–128 credits)
Our Computer Information Systems program provides significant formal training in database and web programming, unique internship opportunities, and team development of client-sponsored projects. You will be well prepared to help industry realize the potential of information systems. You can enjoy a career as a systems analyst, database administrator, web developer or software engineer. Opportunities abound!
The four-year program is designed for the computer literate freshman who is qualified to begin a Math Proficiency course and the Writing Proficiency course. To finish in four years the student must be prepared to take full loads averaging sixteen credits. Many students will require more than twelve quarters, necessitating part of a fifth year or summer sessions.

Student Learning Outcomes
Students will:
• recognize the need for and will have the ability to engage in, continuing professional development,
• have the ability to apply knowledge of computing and mathematics appropriate to the discipline,
• have an understanding of professional, ethical, legal, security and social issues and responsibilities,
• have the ability to communicate effectively with a range of audiences,
• have the ability to use current techniques, skills and tools necessary for computing practice,
• have the ability to analyze the local and global impact of computing on individuals, organizations and society.

Required Courses

Computer Science
CSCD 110 Introduction to Programming (4)
(or placement in CSCD 210 Programming Principles I)
CSCD 210 Programming Principles I (5)
CSCD 211 Programming Principles II (5)
CSCD 240 C and UNIX Programming (4)
CSCD 260 Architecture and Organization I (4)
CSCD 300 Data Structures (4)
CSCD 307 Information Systems Development (4)
CSCD 310 Discrete Structures (4)
CSCD 320 Algorithms (4)
CSCD 330 Network Programming (4)
CSCD 340 Operating Systems (4)
CSCD 350 Software Engineering (4)
CSCD 370 Graphical User Interface Programming (4)
CSCD 378 Web Programming I (4)
CSCD 425 Database Management Systems (4)
CSCD 427 Database Programming (4)
CSCD 490 Computer Ethics Senior Capstone (4)
CSCD 494 Senior Project (4)

Supporting Courses

Communication Studies
CMST 200 Introduction to Speech Communication (4)
or CMST 201 Public Speaking (5)

Engineering & Design
ENGR 160 Digital Circuits (4)

English
ENGL 201 College Composition: Analysis, Research and Documentation (5)
or ENGL 205 Introduction to Technical Communication (5)

Mathematics
MATH 301 Discrete Mathematics (5)
or MATH 161 Calculus I (5) and either MATH 380 Elementary Probability and Statistics (5)
or both DSCI 245 Data Analysis for Business (4) and DSCI 346 Advanced Data Analysis for Business (4)

Accounting
ACCT 251 Principles of Financial Accounting (5)
or ACCT 301 Financial Accounting (5)

Economics
ECON 100 General Education Economics (5)
or ECON 200 Introduction to Microeconomics (5)
or ECON 201 Introduction to Macroeconomics (5)
or ECON 300 Microeconomics (5)
or ECON 301 Macroeconomics (5)

Marketing
MKTG 310 Principles of Marketing (4)

Elective

Three additional electives for a total of 12–13 credits — select at least one from each group.

Group A
CSCD 330 Networking Programming (4)
CSCD 379 Advanced Web Programming (4)
CSCD 398–399 Seminar–Directed Study (4)
CSCD 4XX Approved Computer Science Course (4)
CSCD 495 Internship (4)
CSCD 498–499 Seminar–Directed Study (pre-approved) (4)

Group B
FINC 335 Financial Management (4)
GEOG 328 Geographic Information Systems I (5)
MISC 483 Information Systems Management (4)
OPSM 330 Operations Management (4)
Other Course (4) (prior approval of the department required)

Required computer science credits 70–74 credits
Required communication studies credits 4–5 credits
Required engineering credits 4 credits
Required English credits 5 credits
Required mathematics credits 10–13 credits
Required accounting credits 4–5 credits
Required economics credits 5 credits
Required marketing credits 4 credits

Elective credits 12–13 credits
Minimum total credits for above major 118 credits
Bachelor of Science (BS)

Computer Science Major (139–146 credits)

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 specific 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 focus areas that allow you to tailor your degree to your specific interests. A minor in mathematics is possible in this degree with proper choice of electives.

The four-year program is designed for the computer literate freshman who is qualified to begin calculus and the writing proficiency course. To finish in four years the student must be prepared to take full loads averaging sixteen credits each quarter. Many students will require more than twelve quarters, necessitating part of a fifth year or summer sessions.

Student Learning Outcomes

Students will:

- have the ability to analyze the local and global impact of computing on individuals, organizations and society;
- have the ability to design, implement and evaluate a computer-based system, process, component or program to meet desired needs;
- have an ability to communicate effectively with a range of audiences;
- have the ability to analyze a problem and identify and define the computing requirements appropriate to its solution;
- have the ability to apply knowledge of computing and mathematics appropriate to the discipline;
- have the ability to apply design and development principles in the construction of software systems of varying complexity.

Required Courses

Computer Science

CSCD 110 Introduction to Programming (4)
(or placement in CSCD 210 Programming Principles I)
CSCD 210 Programming Principles I (5)
CSCD 211 Programming Principles II (5)
CSCD 240 C and UNIX Programming (4)
CSCD 260 Architecture and Organization I (4)
CSCD 300 Data Structures (4)
CSCD 310 Discrete Structures (4)
CSCD 320 Algorithms (4)
CSCD 330 Network Programming (4)
CSCD 340 Operating Systems (4)
CSCD 350 Software Engineering (4)
CSCD 360 Architecture and Organization II (4)
CSCD 370 Graphical User Interface Programming (4)
CSCD 380 Information and Knowledge Management (4)
CSCD 490 Computer Ethics Senior Capstone (4)
CSCD 494 Senior Project (4)

Senior Sequence: Select one of the following two course sequences for a minimum of 8 credits.

CSCD 420–421 Theory of Computing
CSCD 422 Compiler Design
CSCD 425–427 Database Programming
CSCD 435–436 Network Security
CSCD 441–442 Operating Systems
CSCD 461–467 Computer Architecture
CSCD 470–471 3D Computer Graphics
CSCD 480–481 Computational Intelligence
CSCD 480–482 Intelligent Informatics

Required Supporting Courses

Communication Studies

CMST 200 Introduction to Speech Communication (4)
or CMST 201 Public Speaking (5)

Engineering & Design

ENGR 160 Digital Circuits (4)

English

ENGL 201 College Composition: Analysis, Research and Documentation (5)
or ENGL 205 Introduction to Technical Communication (5)

Mathematics

MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
MATH 231 Linear Algebra (5)
MATH 380 Elementary Probability and Statistics (5)
or MATH 385 Probability and An Introduction to Statistics (4)
or MATH 386 Applied Statistics (4)

Required Laboratory Science Courses

Choose one of the following sequences:

Biology

BIOL 171 Biology I (4)
BIOL 172 Biology II (4)
BIOL 173 Biology III (4)
BIOL 270 Biological Investigation (5)

Chemistry

CHEM 151 General Chemistry I (5)
CHEM 152 General Chemistry II (5)
CHEM 153 General Chemistry III (5)

Geology

GEOL 120 Physical Geology – The Solid Earth (5)
GEOL 121 Physical Geology – Surficial Processes (5)
GEOL 122 Historical Geology (5)

Physics

PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)

Note: One additional Natural Science GECR from a different department must be taken as part of this degree.

Electives

Three additional electives — Select from the following list for a minimum of 12–13 credits at least one course must be taken from CSCD.

CSCD 305 C++ Programming (4)
CSCD 398–399 Seminar – Directed Study (4)
CSCD 4XX Approved Computer Science Course (4)
CSCD 495 Internship (4)
CSCD 498–499 Seminar-Directed Study (4)
MATH 225 Foundations of Math (5)
MATH 360 Continuous Functions (4)
MATH 345 Numerical Analysis I (4)
MATH 347 Introductory Differential Equations (4)
MATH 386 Applied Statistics (4) (if not used as a requirement)
MATH 431 Introduction to Modern Algebra (4)
MATH 485 Theoretical Probability and Mathematical Statistics (4)

Other Course (4) (prior approval of the department required)

Required computer science credits 62–66 credits
Required senior sequence credits 8 credits
Required communication studies credits 4–5 credits
Required engineering credits 4 credits
Required English credits 5 credits
Required mathematics credits 24–25 credits
Required laboratory science credits 20 credits
Elective credits 12–13 credits
Minimum total credits for above major 139 credits

Note: The above major will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.

Minors

Students in nearly any major may wish to choose one of the minors below, since a basic knowledge of the theory and practice of computing is useful in a wide variety of fields.

Note: Students minorin in computing sciences are subject to the same grade and advancement requirements as listed for the majors.
Computer Science Minor (26–30 credits)

The Minor provides knowledge and experience in 3D modeling, 3D animation, character animation, animation scripting and advanced animation tools, which will give you skills, desired for 3D modeling and animation developers.

Note: Student must earn at least 2.7 in each required computer science course and 2.5 in DESN 216.

Required Courses
CSCD 110 Introduction to Programming (4)
CSCD 210 Programming Principles I (5)
CSCD 216 3D Modeling & Animation I (4)
CSCD 216 3D Modeling & Animation II (4)
CSCD 217 3D Modeling & Animation III (4)
CSCD 218 3D Modeling & Animation IV (4)
DESN 216 Computer Graphics (4)

Minimum total credits for above minor 20 credits

Electives
Select one course from approved CSCD courses (at least 4 credits). Advancement Programming Exam clearance may be required. Permission is needed for courses 395–399, 495–499.

Required program credits 22–26 credits
Elective credits 4 credits
Minimum total credits for above minor 26 credits

Multimedia Programming Minor (26–30 credits)

This minor provides a strong computer programming foundation followed by courses designed to give you the core knowledge, skills, forms of media combined for a multimedia presentation application. You must earn a 2.7 in each computer science course and Advancement Programming Exam clearance is required for CSCD 414.

Required Courses
CSCD 110 Introduction to Programming (4)
CSCD 210 Programming Principles I (5)
CSCD 211 Programming Principles II (5)
CSCD 300 Data Structures (4)
CSCD 411 Multimedia Techniques (4)
CSCD 414 Multimedia Programming (4)
CSCD 419 Multimedia Development (4)

Minimum total credits for above minor 26 credits

Web Programming Minor (22–26 credits)

This minor provides a strong computer programming foundation followed by courses which emphasize design and programming skills needed to create and maintain web sites. You must earn a 2.7 in each computer science course and a 2.5 in each supporting course counted in the minor.

Required Courses
CSCD 110 Introduction to Programming (4)
CSCD 210 Programming Principles I (5)
CSCD 211 Programming Principles II (5)
CSCD 378 Web Programming (4)
CSCD 379 Advanced Web Programming (4)
DESN 368 Introduction to Web Design (4)

Minimum total credits for above minor 22 credits

Graduate Programs

Master of Education Degree
Computer and Technology Supported Education
Linda Kieffer, Program Advisor
316 Computing and Engineering Building
509.359.7093
linda.kieffer@ewu.edu

Eastern’s master’s programs for teachers provide the needed technical and pedagogical expertise needed by leaders in education. Graduates are prepared to model computer use, integrate technology into the classroom, utilize networks and information sources and prepare hypermedia and multimedia materials. In addition, he or she is prepared to evaluate and create technology-supported instruction, design and conduct staff development activities and coordinate building-wide or district-wide technology use.

In addition to offering the MEd programs outlined below, the Department regularly constructs individual interdisciplinary MS programs in computer education and instructional technology.

Each candidate’s knowledge, skill and experiences will be evaluated against national standard guidelines (given to each applicant prior to admission). A candidate with a limited computer background may be required to take two, four or six credits of CSED 590 (Readings in Technology-Based Education) to meet those guidelines.

Student Learning Outcomes

Students will:
• be cognizant of the impact of technology on society,
• understand the issues and processes for integrating computer/technology use into the curriculum,
• have knowledge of the methods, techniques and strategies for use of computer/technology authoring tools.

www.ewu.edu
• be able to operate a computer system to solve problems,
• have a general understanding of typical K-12 computer systems,
• have a general understanding of K-12 software.

Admission Requirements/Preparation
Applicant must meet all EWU requirements for admission to graduate study and have a current teaching certificate and demonstrated competence in use of computers.

Common Requirements and Credit Hours
1. EDUC 520 Methods of Educational Research (4)
2. Psychological Foundations of Education:
   CEDP 515, 518, or CEDP 519 (4)
3. Historical, Philosophical and Social Foundations of Education:
   EDUC 502, 503, 505, 506, 507 (any two) (8)

Area Specialization
CPLA 504 Information Systems-Computers (4)
CSED 415 Internet and World Wide Web in the Classroom (2)
CSED 492 Computer Networking Lab (2)
CSED 591, 592, 593, 594 Computer/Technology core (16)
Approved Electives (8)
CSED 601 Research Report (4)

Common requirement credits 16 credits
Area specialization credits 36 credits
Total credits for above master’s degree 52 credits

Master of Science in Computer Science
Timothy Rolfe, Program Advisor
313 Computing and Engineering Building
509.359.6162
timothy.rolfe@ewu.edu

The Master’s Program in Computer Science has been designed to provide opportunities for professional growth in this rapidly changing field. The program provides a balance between practical, up-to-date applications-oriented content and a strong theoretical framework for continued learning. The computational systems option serves those students wishing to pursue the traditional path in computer science and the software systems option serves those seeking a hybrid computer science/information systems degree. There is also flexibility within the options that allows individual students to emphasize areas of particular interest.

Admission Requirements/Preparation
The petitioner must (a) complete the Computer Science departmental questionnaire, (b) meet all Eastern Washington University requirements for admission to graduate study, (c) supply transcripts showing the entrance courses below or their equivalent and (d) International students must provide a TOEFL score of 580 or greater (237 CBT).

All applications for admission must be accompanied by a statement of purpose, a self-evaluation of the potential for completion and two letters of recommendation. At least one of the letters must be from a computer science instructor or equivalent. The letters of recommendation will be waived for students receiving a bachelor's degree from this department.

Individuals not having completed the entrance requirements may petition for probationary admission.

Two options are available in the program: The traditional computational systems option will appeal to those with a traditional computer science background with its emphasis on math, hardware and theory. The software systems option serves students with a background in computer information systems emphasizing database management and software engineering.

General Entrance Requirements:
Fundamental programming courses—(see CSCD 210 and 211)
C programming and the Unix operating system—(see CSCD 240)
Data structures, and algorithms—(see CSCD 300 and 320)
Computer network programming—(see CSCD 303)
Operating systems—(see CSCD 340)
Automata (see CSCD 420) (CSCD 420 may be deferred and taken as part of the "additional electives" section of the degree.)
Discrete Math/Discrete Structures (see MATH 225 or 301 or CSED 310)

Additional Requirements for the Computational Systems Option:
Computer architecture & organization—(see CSCD 360)
Calculus—(see MATH 161 and 162)

Additional Requirements for the Software Systems Option:
Database management systems—(see CSCD 425)

Student Learning Outcomes
Students will:
• recognize the need for and will have the ability to engage in, continuing professional development,
• have the ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs,
• have the ability to apply knowledge of computing and mathematics appropriate to the discipline,
• have the ability to communicate effectively with a range of audiences,
• have the ability to analyze a problem and identify and define the computing requirements appropriate to its solution,
• have the ability to use current techniques, skills and tools necessary for computing practice.

Requirements
Core Requirements (24)
The following courses are required of all students in all options of the Master of Science in Computer Science degree program:
CSCD 500 Colloquium in Computer Science (1)—Must be taken twice, once in the first year of the program.
CSCD 580 Cognition and Computing (4)
CSCD 555 Research Methods in Computer Science (2)—Must be taken in the first year of the program.

Option Requirements: 500 level courses (12)
Computational Systems Option
CSCD 575 Computer Systems Design (4)
Two courses in a focus area approved by the department in preparation for research project/thesis (8)
The focus courses may be from Computer Science, Mathematics, or approved related discipline.

Software Systems Option
CSCD 525 Advanced Database Management Systems (4)
Two courses in a focus area approved by the department in preparation for research project/thesis (8)
The focus courses may be from Computer Science, Management Information Systems or approved related discipline.

Electives (12)
These courses must be numbered 400 or above and must be pre-approved by student's program advisor. These courses may be from Computer Science, Mathematics, Management Information Systems or other appropriate departments.

Research Requirement (6)
This may be satisfied by (1) CSCD 600 Thesis or (2) CSCD 601 Research Report. Either alternative requires that the student produce clear and concise written work. This work will be presented as part of student’s final oral examination.

Note: The courses CSCD 538 Topics in Computer Hardware and CSCD 539 Topics in Computer Science may each apply more than once; provided distinct topics are studied.

Required core credits 24 credits
Option requirement credits 12 credits
Elective credits 12 credits
Research requirement credits 6 credits
Total credits for above master's degree 54 credits

Interdisciplinary: In addition to the Master of Science in computer science and the Master of Education in computer and technology supported education the department offers numerous customized interdisciplinary master's degree programs in cooperation with other departments. Call the department office for further information.
Computer Literacy Courses

**Terms offered.** If no terms are indicated, check with department or quarterly course announcement.

**CPLA 100**  
**Computer Literacy I (1)**  
Graded Pass/No Credit. Does not count toward the 180 credit requirement.  
Prerequisites: CPLA 100 or Computer Literacy Part I.  
Course fee. Passing this course gives clearance of Computer Literacy Part I.  
Hardware, software and operating systems are presented on both Windows and Mac platforms.  
Students will explore societal issues of security, privacy, viruses and computer crime.

**CPLA 101**  
**Computer Literacy II (1)**  
Prerequisites: CPLA 100 or Computer Literacy Part I.  
Course fee. Passing the literacy exam at the end of this course gives clearance of Computer Literacy Part II.  
This course is an introduction to computer concepts.  
Prerequisites: CPLA 100 and 101 or CPLA 120.  
Students will develop knowledge and skills in word processing, presentation software and an introduction to basic Internet use are provided.

**CPLA 120**  
**Computer Applications Literacy (5)**  
Graded Pass/No Credit. Does not count toward the 180 credit requirement.  
The course includes preparation for and testing of Computer Literacy I and II so that students may satisfy the pre-university basic skills, computer literacy.

**CPLA 121**  
**Intermediate Computer Applications Literacy (5)**  
Prerequisites: CPLA 100 or 120.  
A study of popular microcomputer software including, but not limited to word processing, spreadsheet, database, desktop publishing, presentation graphics, Internet and Web tools. Course uses the Windows environment.

**CPLA 131**  
**Intermediate Word Processing (1)**  
Prerequisites: CPLA 100 and 101 or CPLA 120.  
Building upon the foundation knowledge established in CPLA 101 and expanding knowledge and facility in the use of a word processing program.

**CPLA 132**  
**Intermediate Spreadsheets (1)**  
Prerequisites: CPLA 100 and 101 or CPLA 120.  
Building upon the foundation knowledge established in CPLA 101 and expanding knowledge and facility in the use of an electronic spreadsheet program.

**CPLA 133**  
**Intermediate Presentation Software (1)**  
Prerequisites: CPLA 100 and 101 or CPLA 120.  
Building upon the foundation knowledge established in CPLA 101 and expanding knowledge and facility in the use of a presentation software program.

**CPLA 134**  
**Intermediate Database Software (1)**  
Prerequisites: CPLA 100 and 101 or CPLA 120.  
Building upon the foundation knowledge established in CPLA 101 and expanding knowledge and facility in the use of a database software program.

**CPLA 199**  
**Directed Study (1–5)**

**CPLA 215**  
**Internet and WWW Basics (2)**  
Prerequisite: Computer Literacy II clearance.  
Investigation of the Internet and The World Wide Web (WWW). Web searching and research techniques on the Web are presented. Each student will create a home page. Use of electronic mail, mailing lists, news readers and FTP will be explored. Issues associated with the Internet and WWW will be discussed including privacy and social impact. Projects utilizing the Internet and WWW are major parts of the course.

**CPLA 329**  
**Presentation Software (4)**  
Prerequisite: Computer Literacy II clearance.  
Explore several presentation software packages.  
Examples including education, business and personal uses of presentation software packages will be used for context as the abilities and techniques of presentation software is presented.

**CPLA 396**  
**Experimental Course (1–5)**

**CPLA 398**  
**Seminar (2–5)**

**CPLA 496**  
**Experimental Course (1–5)**

**CPLA 499**  
**Directed Study (1–5)**

**CPLA 504**  
**Information Systems—Computers (4)**  
Prerequisite: CPLA 120 or equivalent.  
Computers as information tools from a societal-cultural perspective; impacts of information systems in an organizational environment; on society and on the individual and the future directions in which the forces of technology and computing are tending to move us. Particular emphasis is given to applied ethical and privacy issues involving computer use.  
Students will practice small group communications with colleagues and with undergraduate computing sciences majors.

**CPLA 601**  
**Project Report (2–16)**  
A research study in lieu of a bound thesis conducted as partial fulfillment of a master’s degree under the direction of a graduate committee.
Computer Science Courses

CSCD 110
Introduction to Programming (4)
Prerequisites: CPLA 100 or CPLA 1 test with score of 80 or above, or CPLA 120 and [MATH 104 with a minimum grade of 2.5 or placement into MATH 114 or higher]. 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 editors, use, saving, compiling, running and debugging. Programming projects are required.

CSCD 132
Programming in Basic (3)
Prerequisite: Computer Literacy.
The standard BASIC language with emphasis on modular program development through user-defined subprograms and functions.

CSCD 196
Experimental Course (1–5)

CSCD 199
Directed Study (1–5)

CSCD 205
Programming Principles I Lab (1)
Prerequisite: Concurrent enrollment in CSCD 210 is required.
This course provides a hands-on introduction to the programming environment and programming concepts used in CSCD 210. Programming Principles I. Programming environment topics include compiling, saving, printing and running programs and using the debugger. Programming concepts covered will consist of a review of those presented in CSCD 210, including syntax, program structure and program design.

CSCD 210
Programming Principles I (5)
Prerequisites: Successful completion of assessment/placement exam; CSCD 110 with a minimum of 2.7 or previous programming experience; MATH 114 with a minimum grade of 2.5 or MPT into MATH 105 or higher.
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, 1D arrays - sorting and searching algorithms. Programming projects are required.

CSCD 211
Programming Principles II (5)
Prerequisites: [CPLA 101, or CPLA 2 test with score of 80 or above, or CPLA 120] and [CSCD 210 with a minimum grade of 2.7] and [MATH 105 or MATH 115 with a minimum grade of 2.5].
This course continues coverage of concepts introduced in Programming Principles I. Topics include basic sorting and searching, 2D arrays, recursion, data abstraction, polymorphism, inheritance, interfaces, inner classes, abstract classes, object cloning, file I/O, basic GUI design, exception handling and threads. Programming projects are required.

CSCD 216
3D Modeling & Animation I (4)
Prerequisites: CPLA 100, or CPLA 1 test with score of 80 or above, or CPLA 120 and sophomore standing.
This course includes the fundamental concepts and implementation of 3D animation using current 3D modeling and animation software. Topics include basics of modeling, texture mapping and animation. This course requires 3D projects.

CSCD 230
Scientific Programming in Fortran (5)
Prerequisite: MATH 106 or equivalent.
A thorough study of the FORTRAN language and computer programming, in which programs are written based on problems from scientific and engineering disciplines.

CSCD 234
Visual Basic Programming (3)
Prerequisite: CSCD 132 or 225 or 255. An exploration of the syntax and programming techniques of the Visual Basic environment. Students will study and write programs involving fundamental aspects of Visual Basic from properties of forms and controls to database access and operating system calls.

CSCD 240
C and Unix Programming (4)
Prerequisites: Either CSCD 211 or CSCD 255 with a minimum grade of 2.7; Math Proficiency with a minimum grade of 2.5.
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, 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)
Prerequisite: MATH 105 or Math Proficiency.
Learning to use the C language in the context of beginning computer science concepts and engineering practices. This course will provide students with a familiarity with the C programming language, skills and understanding of programming concepts, experience programming in a structured, modular manner consistent with accepted programming practices and basic programming principles in the context of engineering problems.

CSCD 260
Architecture and Organization I (4)
Prerequisites: CSCD 211 with a minimum grade of 2.7; a minimum grade of 2.5 in ENGR 160 and in Math Proficiency.
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 298
Seminar (1–5)

CSCD 299
Special Studies (1–5)
Prerequisite: Permission of the instructor and the department chair.
Subjects studied vary according to student and faculty interest.

CSCD 300
Data Structures (4)
Prerequisites: CSCD 211 with a minimum grade of 2.7 and a minimum grade of 2.5 in MATH 160 or in MATH 301 or in MATH 380.
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 305
C++ Programming (4)
Prerequisite: A minimum grade of 2.7 in CSCD 255 or in both CSCD 211 and CSCD 240.
This course teaches the C++ programming language. Topics include basic syntax, pointers, memory management, classes, inheritance and polymorphism, exception handling, standard template library usage, name spaces, memory management and graphical user interface (GUI) programming. Programming projects are required.

CSCD 307
Information Systems Development (4)
Prerequisites: CSCD 211 with a minimum grade of 2.7 and MATH Proficiency with a minimum grade of 2.5.
This course covers the fundamental concepts associated with the design, development and use of information systems. Topics include information technology, characteristics of IS professionals and IS career paths, information assurance, privacy, ethics and globalization. Practical exercises corresponding to both IS professionals and end-users are required.

CSCD 309
Introduction to Scientific Computing (4)
Prerequisites: MATH 200 or MATH 231 or MATH 301.
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, interpolation and optimization.

CSCD 310
Discrete Structures (4)
Prerequisites: CSCD 300 with a minimum grade of 2.7, ENGR 160 with a minimum grade of 2.5, Advancement Programming Exam clearance and a minimum grade of 2.5 in either MATH 161 or MATH 301.
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 (with a bit of discrete probability), computational complexity and graph theory.

CSCD 316
Contest Problems (1–5)
Prerequisite: CSCD 211 or concurrent enrollment.
Students participate in solving problems with computer programming. This is preparation for periodic local and regional programming contests.

CSCD 320
Algorithms (4)
Prerequisites: A minimum grade of 2.7 in CSCD 300 and CSCD 310 and in ENGL 301; 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 330
Network Programming (4)
Prerequisites: CSCD 240 with a minimum grade of 2.7, Advancement Programming Exam clearance.
This course covers fundamental concepts, protocol mechanisms and programming skills for computer networks. Included is a technical overview of telecommunication media and fundamental protocols for the Internet such as ISO/OSI layers, Ethernet, collision detection and channel allocation. In addition, there will be a comprehensive and in-depth study of working architectures and protocols such as addressing, fragmentation and reassembly, error reporting and routing. Programming skills for network specific system development such as client-server computing and API will also be introduced. Programming projects are required.
CSCD 334
Advanced Techniques in Visual Basic (4)
Prerequisite: CSCD 234 (or familiarity with Visual Basic) and either CSCD 240 or CSCD 300. Advanced programming techniques in Visual Basic such as classes, ActiveX concepts, database access, interactive web pages and API. Individual and/or group programming projects with formal documentation are required.

CSCD 340
Operating Systems (4)
Prerequisites: A minimum grade of 2.7 in CSCD 240 and in CSCD 260 and Advancement Programming Exam clearance.
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 350
Software Engineering (4)
Prerequisite: CSCD 310 with a minimum grade of 2.7 and Advancement Programming Exam clearance.
This course covers software engineering paradigms, principles and techniques. Topics include software engineering paradigms, software life cycle models, requirements specification, classical and object-oriented analysis and design, verification and validation, reuse, tools, metrics and project management. Team and individual programming projects, oral presentations and written reports are required.

CSCD 360
Architecture and Organization II (4)
Prerequisites: CSCD 260 with a minimum grade of 2.7 and Advancement Programming Exam clearance.
This course addresses computer processor design at the levels of the instruction set, the system architecture and logical gates. Knowledge of Boolean algebra and digital circuits are combined with a viewpoint of computers at the machine language level to build a complete understanding of how modern computer processors actually work, with some techniques and trade-offs that go into their design. The simulation of systems using a high-level programming language is also covered. Programming projects are required.

CSCD 370
Graphical User Interface Programming (4)
Prerequisites: CSCD 300 with a minimum grade of 2.7 and Advancement Programming Exam Clearance.
This course explores programming techniques for the production of graphical user interfaces. Event driven programming is covered in detail. Topics include event handling, windows and dialogs, GUI widgets such as menus, toolbars, buttons, sliders, combo boxes, lists and scrolling. Multi-threading as it applies such as menus, toolbars, buttons, sliders, combo boxes, lists and scrolling. Multi-threading as it applies to context free and type three grammars. It examines the theoretical development of parsing schema as well as practical applications in implementing such strategies. Programming assignments, oral presentations and written reports are required.

CSCD 379
Advanced Web Programming (4)
Prerequisites: a minimum grade of 2.7 in CSCD 378 and CSCD 211.
This course is an in-depth introduction to the development of web applications with particular emphasis on server-side web programming. Topics will include designing for accessibility, internationalization and scalability, proprietary and open source tools and techniques and web services. Programming projects are required.

CSCD 380
Information and Knowledge Management (4)
Prerequisites: CSCD 320 with a minimum grade of 2.7 and Advancement Programming Exam clearance.
This course covers modern information and knowledge management from aspects of computer science in general and database and computational intelligence specifically. Computational paradigms and fundamental methodologies are covered in a comprehensive problem-solving manner and are demonstrated in highly abstracted programming languages. Topics include database models (e.g. relational and object-oriented), knowledge representation and reasoning, search strategies (e.g. brute-force, heuristic, probabilistic) logic programming and functional programming. Programming projects are required.

CSCD 395
Internship (1–10)

CSCD 396
Experimental Course (1–5)

CSCD 397
Workshops, Short Courses, Conferences (1–5)

CSCD 398
Seminar (2–5)

CSCD 399
Directed Study (1–5)
Prerequisite: Permission of the instructor and the department chair.

CSCD 409
Introduction to Systems Modeling (4)
Prerequisites: MATH 161.
This course examines the modeling and analysis of systems in programmable environments such as Matlab or Octave. Topics include modeling constructs, data visualization, numeric differentiation and integration, closed-loop systems and optimization. A small project is required and students are encouraged to choose a project relating to their field of study.

CSCD 411
Multimedia Techniques (4)
Prerequisites: CPLA 101 or CPLA 120 or CPLA II test with a score of 80 or better.
The theory and creation of multimedia is covered. This course stresses the appropriate development of a user interface. Several programming projects and research will be required.

CSCD 414
Multimedia Programming (4)
Prerequisites: A minimum grade of 2.7 in CSCD 300 and in CSCD 411, Advancement Programming Exam Clearance and Advancement in Major.
This course studies object-oriented programming for multimedia. Several programming projects are required.

CSCD 416
3D Modeling and Animation II (4)
Prerequisites: CSCD 216 with a minimum grade of 2.7 and a minimum grade of 2.5 in either DESN 216 or DESN 368.
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 3D projects.

CSCD 417
3D Modeling and Animation III (4)
Prerequisite: CSCD 416 with a minimum grade of 2.7.
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, animation of character movement and 3D scripting. This course requires 3D projects.

CSCD 418
3D Modeling and Animation IV (4)
Prerequisite: CSCD 417 with a minimum grade of 2.7.
This course studies extensions of advanced 3D modeling, animation theory and application including further advanced 3D animation concepts. Topics addressed will include lip synchronization, facial expressions and 3D scripting. This course requires 3D projects.

CSCD 419
Multimedia Development (4)
Prerequisite: CSCD 411 with a minimum grade of 2.7 and Advancement in Major.
This is a course in multimedia project development. Using theory and research as a foundation, groups will work on real world projects. A group project is required.

CSCD 420
Automata (4)
Prerequisites: A minimum grade of 2.7 in CSCD 310 and Advancement Programming Exam Clearance or successful completion of MATH 225 or permission of instructor.
This course is a study of sequential machines—their algebraic, structural and logical properties.

CSCD 421
Automata and Languages (4)
Prerequisites: A minimum grade of 2.7 in CSCD 240 and CSCD 420; Advancement Programming Exam Clearance and Advancement in Major.
This course examines the correspondence between automata, languages and logic circuits with an emphasis on the relationships between Turing machines, computability and transducers as algebraic systems. Automata theory is applied to the first phase of compiler design. Programming assignments are required.

CSCD 422
Compiler Design (4)
Prerequisite: A minimum grade of 2.7 in CSCD 421; Advancement Programming Exam Clearance and Advancement in Major.
This course analyzes syntactic structures as applied to context free and type three grammars. It examines theoretical development of parsing schema as well as practical applications in implementing such strategies. Programming assignments, oral presentations and written reports are required.
CSCD 425
Database Management Systems (4)
Prerequisites: CSCD 360 with a minimum grade of 2.7, Advanced Programming Exam Clearance, and Advancement in Major.
This course offers an in-depth introduction to database management concepts associated with the design, implementation and maintenance of relational databases. Topics include database modeling and design, data structures and facilities provided by database management systems and representative implementations. Students will use a state-of-the-art database management system to design, load, query, maintain and administer a relational database. Individual client/server programming projects, including oral presentations and written reports are required.

CSCD 427
Database Programming (4)
Prerequisite: CSCD 425 with a minimum grade of 2.7, Advanced Programming Exam Clearance and Advancement in Major
This course covers a specific operating system installation, kernel configuration and kernel modification. The interaction between kernel space and user space will be studied and the student will design, implement and test programs communicating across that programming interface. Interprocess communication using the available system’s user level capabilities will be explored. Programming projects are required.

CSCD 433
Advanced Network Programming (4)
Prerequisites: A minimum grade of 2.7 in both CSCD 300 and CSCD 330, Advanced Programming Exam Clearance and Advancement in Major.
This course explores advanced computing concepts and programming skills for computer networks. Students engage in a comprehensive study of future and advanced networking technologies, such as multi-layering, ATM, NAT and IPv6, DNS, E-mail, file transfers, RPC, CORBA and middleware. Comprehensive projects are required.

CSCD 434
Network Security (4)
Prerequisites: A minimum grade of 2.7 in both CSCD 300 and CSCD 330, Advanced Programming Exam Clearance and Advancement in Major.
This course explores practical topics in network security. Topics include policy and mechanism; malicious code: intrusion detection, prevention and response; encryption; cryptography 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 Languages (3)
Prerequisites: CSCD 320, ENGL 205 or CMST 200/201.
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. Each student will give an oral presentation of a term report in this class.

CSCD 437
Secure Coding (4)
Prerequisites: A minimum grade of 2.7 in CSCD 300 and CSCD 240, Advanced Programming Exam Clearance and Advancement in Major.
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 overflows. C and C++ code will be examined. Written assignments, coding assignments and a team project are required.

CSCD 439
Topics in Computer Science (4)
Prerequisites: Senior standing in Computer Science; Advanced Programming Exam Clearance and Advancement in Major.
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 441
Operating Systems II (4)
Prerequisite: CSCD 340 with a minimum grade of 2.7, Advanced Programming Exam Clearance, Advancement in Major.
This course covers a specific operating system installation, kernel configuration and kernel modification. The interaction between kernel space and user space will be studied and the student will design, implement and test programs communicating across that programming interface. Interprocess communication using the available system’s user level capabilities will be explored. Programming projects are required.

CSCD 442
Operating Systems III (4)
Prerequisite: CSCD 441 with a minimum grade of 2.7, Advanced Programming Exam Clearance, Advancement in Major.
This course continues the study of the specific operating system used in CSCD 441. Emphasis will be on the interaction between the operating system and hardware devices. The students will learn the device driver programming interface and then design and implement driver programs of their own. Related topics will include interrupt handlers, scheduling, security and various kernel functions and data structures.

CSCD 443
Distributed Multiprocessing Environments (4)
Prerequisites: CSCD 340, familiarity with Unix/Linux and with the C and Java programming languages, Advancement in the Major.
Parallel processing concepts and history, followed by the study and comparison of several multi-processing environments (such as Java threads, PVM and MPI).

CSCD 450
Software Engineering I (4)
Prerequisites: CSCD 300, 350, ENGL 205 and CSCD 425, in the Major.
Software engineering paradigms, principles and techniques. Topics will include software engineering paradigms, software life cycle models, requirement specifications, classical and object-oriented analysis and design, verification and validation, reuse, tools, metrics and project management. This course is the first in the two-quarter software engineering series and topics not covered in this course may be covered in the second course. Students will develop individual and team skills by implementing a functional prototype of a client/server information system from a requirements document. Teams will be introduced to and use CASE, relational DBMS, IDE and project management software. Programming assignments, oral presentations and written reports are required.

CSCD 457
Software Engineering II (4)
Prerequisite: CSCD 450, Advancement in the Major.
Application of principles and techniques learned in CSCD 450 to team development of client-sponsored projects. Based on a requirements document provided by their client, each team will use appropriate tools and management skills to specify, design, implement, install, test and document a software solution that meets the client’s needs. Project management, software quality assurance and software configuration management plans are required. Each team will include members from the ENGL 404 Software Documentation class. Formal written documents and oral presentations are required of all teams and team members.

CSCD 461
Digital Systems Design (4)
Prerequisites: A minimum grade of 2.7 in CSCD 300 and CSCD 330, Advanced Programming Exam Clearance and Advancement in Major.
This course studies the application of digital circuit design concepts to computer-related architecture applications developed as group projects. Oral and/or written reports are submitted for evaluation.

CSCD 467
Concurrent and Real-Time Systems (4)
Prerequisites: A minimum grade of 2.7 in CSCD 300 and CSCD 330, Advanced Programming Exam Clearance and Advancement in Major.
This course includes an exploration of the design and programming of concurrent and real-time systems. Topics include concepts that are central to concurrent system development, including concurrent processes, task scheduling, interrupt service routines, deadlock and interprocess synchronization and communication. Additional topics specific to embedded systems may be covered. Implementation of application software on actual embedded systems is required.

CSCD 470
3D Computer Graphic Principles (4)
Prerequisites: CSCD 300 with a minimum grade of 2.7, Advanced Programming Exam Clearance, Advancement in the Major and [CSCD 216 highly recommended].
This course introduces the basic theoretical concepts involved in 3D computer graphics. Concepts will be illustrated using 3D animation and modeling software allowing students to understand the practical application of the theory. Programming projects will be required.

CSCD 471
Advanced 3D Computer Graphics Programming (4)
Prerequisite: CSCD 470 with a minimum grade of 2.7, Advanced Programming Exam Clearance, Advancement in the Major.
This course involves program implementation of 3D computer graphics theory elements from previous graphics courses using a commonly available cross-platform 3D graphics application program interface. Programming assignments include implementation of topics from CSCD 470 such as generation of graphics primitives, the virtual camera, perspective projection, modeling and representation of three-dimensional objects and basic lighting. Additional topics include the theory and implementation of realistic object rendering using Phong and Gouraud shading techniques, texture mapping and other advanced rendering techniques such as the production of shadows and reflections and the use of advanced rendering techniques in 3D games. Programming projects are required.
CSCD 474
Computer Games Development (4)
Prerequisites: CSCD 240 with a minimum grade of 2.7, Advanced Programming Exam Clearance, Advancement in the Major.
This course is an in-depth analysis of the source code of a commercial 3D game leading to a major modification of the code and related elements to produce a new 3D game. Topics include techniques for modification of game graphics, game artificial intelligence and game physics, as well as exploration of external applications for model production, animation and skinning and game level production. Programming projects and game modifications are required.

CSCD 476
Advanced 3D Modeling and Animation Topics (4)
Prerequisite: CSCD 418 with minimum grade of 2.7. This course involves compositing with complex animation software plug-ins. Topics include reassembling 3D animations in 2D compositing space, color depth, advanced 3D scripting and integration, 3D animations and live-action footage. Professional level 3D projects are required.

CSCD 479
Web Programming - Security (4)
Prerequisites: CSCD 379, Advancement in the Major. Explore different aspects of information security as it pertains to the Internet and web programming. Topics covered may include the human element of security, data encryption, Secure Socket Layer programming, acquiring and installing Server Certificates, web attack types and how to defend against them, Intrusion Detection Systems, SQL Injection principles and their defense strategies and attack mitigation. Programming assignments, oral presentations and/or written reports will be required.

CSCD 480
Computational Intelligence and Informatics (4)
Prerequisites: CSCD 380 with a minimum grade of 2.7, Advancement Programming Exam Clearance, Advancement in the Major. Computational frameworks and methodologies of modern computational intelligence and intelligent informatics are studied in a comprehensive problem-solving manner. Topics may include multi-agent systems, expert systems, robotics, optimization, system identification, knowledge and data discovery, OLAP, game playing, vision, cognitive modeling, natural language processing, information retrieval, neural networks, planning and scheduling, pattern recognition and classification, computational logic, knowledge representation and reasoning, uncertainty management and learning. Programming projects are required.

CSCD 481
Advanced Computational Intelligence (4)
Prerequisite: CSCD 480 with a minimum grade of 2.7, Advanced Programming Exam Clearance, Advancement in the Major. Frameworks and methodologies of modern computational intelligence are explored. Topics include cutting edge research from globally recognized academic societies. Programming projects are required.

CSCD 482
Advanced Intelligent Informatics (4)
Prerequisites: CSCD 480 with a minimum grade of 2.7, Advanced Programming Exam Clearance, Advancement in the Major. Frameworks and methodologies of modern intelligent informatics are explored in this course. Topics include cutting edge research from globally recognized academic societies. Programming projects are required.

CSCD 489
Human Computer Interface (4)
Prerequisites: CSCD 300 with a minimum grade of 2.7, Advanced Programming Exam Clearance, Advancement in the Major. 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. 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 490
Computer Ethics Senior Capstone (4)
Satisfies senior capstone university graduation requirement.
Prerequisites: ENGL 201 and senior standing. This course explores computers as tools from a societal-cultural perspective. It studies the impacts of information systems within an organizational environment, on society and on the individual and the future directions in which the forces of technology and computing are tending to move us. Written assignments and group oral presentations are required.

CSCD 494
Senior Project (4)
Prerequisites: A minimum grade of 2.7 in CSCD 351 and in CSCD 330 and (CS majors need the first course in a senior sequence, CS majors need CSCD 425, CS Theory majors need CSCD 420, 3D majors need CSCD 417 and MM majors need CSCD 414); Advanced Programming Exam Clearance, Advancement in Major.
Students apply principles and techniques learned in other courses through team development of client-sponsored projects. Based on a requirements document provided by the team’s client each team will use appropriate tools and management skills to specify, design, implement, test, install and document a solution that meets the client’s needs. Project management, quality assurance and configuration management plans are required. Written documents and oral presentations are required of all teams and team members.

CSCD 495
Internship (1–10)
Prerequisites: CSCD 300 or 414, Advancement in the major.

CSCD 497
Conferences (1–5)
Selected topics to be arranged in consultation with the requesting organization.

CSCD 498
Seminar (1–5)
Prerequisite: Permission of the instructor.

CSCD 499
Directed Study (1–5)
Prerequisite: Permission of the instructor and the department chair.

CSCD 500
Colloquium in Computer Science (1)
Prerequisite: 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, which will aid them with their own research in CS sub-disciplines and with selecting a graduate advisor.

CSCD 501
Design and Analysis of Algorithms (4)
Prerequisites: CSCD 320 and MATH 301 or CSCD 310 or equivalent.
The study of algorithms: asymptotic analysis of computing time and space requirements, Strategies for designing algorithms: divide-and-conquer, greedy method, backtracking and others. Analysis of graph algorithms. Introduction to parallel algorithms and their analysis. Further topics may be covered, as time permits, such as techniques for algebraic manipulations, lower bound theory and NP-complete problems.

CSCD 502
Theory of Computing (4)
Prerequisite: Permission of the instructor.
Graph theory; trees; automata theory; computability; unsolvability; Turing machines; recursive functions theory; category theory as applied to machine morphisms; formal language theory with possible applications to compiler design, operating systems, etc. Switching theory, formal verification methods, data structuring and complexity theory may also be studied.

CSCD 505
Cryptography (4)
Prerequisite: 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 524
Software Engineering (4)
Prerequisites: CSCD 350 or equivalent or equivalent coursework experience.
A variable-content course. A study of methods and techniques available to develop reliable and maintainable software at minimal cost and selected software development topics. Possible topics include software metrics, object-oriented design, rapid prototyping, graphical user interface design and CASE tools. Individual research projects are required.

CSCD 525
Advanced Database Management Systems (4)
Prerequisite: CSCD 425 or approved equivalent.
A variable-content course. An in-depth study of a commercial relational DBMS and selected database systems topics. Possible topics include data access patterns, data mining, distributed databases, multimedia databases, query optimization, object-oriented database, object-oriented DBMS, knowledge-based systems, design and programming of 2 and 3 Tier Applications using web services and XML. Individual research projects are required.
CSCD 538
Topics in Computer Hardware (4)
May be taken more than once, provided distinct topics are studied.
Prerequisite: 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)
May be taken more than once, provided distinct topics are studied.
Prerequisite: Graduate standing in Computer Science or permission of the instructor.
A variable content course dealing with some aspect 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 simulation and modeling, graph algorithms.

CSCD 540
Advanced Topics in Modern Operating Systems (4)
Prerequisites: CSCD 340 or equivalent.
The study of advanced topics from modern operating systems. Topics may include but are not limited to device drivers, embedded operating systems, real-time operating systems, modern operating system security designs and mechanism and performance measurement and evaluation.

CSCD 543
Distributed Multiprocessing Environments (4)
Prerequisites: CSCD 340 or equivalent and familiarity with Unix and with the C and Java programming languages.
Parallel processing concepts and history, followed by the study and comparison of several multiprocessor environments (such as Java threads, PVM and MPI). Individual research project required.

CSCD 544
Time-Critical Networking (4)
Prerequisites: 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 547
Computer Networks (4)
Prerequisites: CSCD 330 or equivalent.
Advanced topics in computer networks is the primary focus of this course. Design and performance of networks are studied in depth. Some hardware concepts such as routers, switches and physical connection media are covered. Protocol analysis and design is covered using existing protocol common in today's networks. Performance of networks is also studied including TCP/IP protocols, IPv6, possibly ATM or other circuit switched technologies. Programming assignments and hands-on labs will be expected.

CSCD 555
Research Methods in Computer Science (2)
Prerequisite: Graduate Standing
This course covers current research methods used in the computer science discipline. Topics covered include literature review, hypothesis formation, quantitative methods, paper and thesis writing and presentation skills. Other topics that may be included are research-related grant writing and professional service organizations. Writing assignments will be required. Class presentations may be required.

CSCD 570
Photo-Realistic Computer Graphics (4)
Prerequisite: CSCD 471 or equivalent.
Theory and programming techniques of global illumination for photorealistic rendering in computer graphics. Included topics: basics of ray tracing, advanced ray tracing topics including stochastic ray tracing, incorporation of other global illumination techniques including radiosity and photon tracing. Requires programming assignments.

CSCD 575
Computer Systems Design (4)
Prerequisite: CSCD 360 or equivalent.
A survey of computer system architecture including levels of machine description, instruction sets, interrupt handling, memory hierarchies, I/O subsystems and buses.

CSCD 580
Cognition and Computing (4)
Prerequisites: Complete admission to MSCS.
Students in this course will explore current topics in computational intelligence, intelligent informatics and computational aspects of brain and cognitive sciences. Fundamental topics to be discussed include, but are not limited to, search, logic, uncertainty, learning, human-computer interaction, language, brain and cognition. Popular applications such as game playing, expert systems, agents, robotics and information management are also discussed. Students are required to conduct extensive surveys and may be required to develop a well-specified research proposal.

CSCD 581
Computational Intelligence (4)
Prerequisites: Complete admission to MSCS.
Students in this course will explore current topics in computational intelligence, with an emphasis on approaches that go beyond classic artificial intelligence. Topics are typically selected from current activities in reputable academic societies and include, but are not limited to, fuzzy logic, neural networks, evolutionary computing, swarm intelligence, cybernetics, soft computing, symbiotic computing, computational theory of perception, granular computing, brain and cognitive computing, image and vision understanding, uncertainty management, computational logic and computational linguistics. Students are required to generate research results as specified in proposals and are expected to report their progress and insightful thought in the research practicum.

CSCD 582
Intelligent Informatics (4)
Prerequisites: Complete admission to MSCS.
Students in this course will explore current topics on the use of computational intelligence in informatics. Topics are typically selected from current activities in reputable academic societies and include, but are not limited to, intelligent data analysis, risk analysis, decision supports, knowledge management, information exploitation, bioinformatics, cheminformatics, business informatics, einformatics, education informatics, health informatics, laboratory informatics, neuroinformatics, geoinformatics, knowledge-based engineering and security informatics. Students are required to generate research results as specified in proposals and are expected to report their progress and insightful thought in the research practicum.

CSCD 587
Human-Computer Interface (4)
Prerequisite: CSCD 210, 225, 234 or 305 or equivalent.
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
Independent Study (2–5)
Prerequisite: Permission of the instructor and the department chair.
A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

CSCD 600
Thesis (2–16)
Graded Pass/No Credit.
A research thesis under the direction of a graduate committee.

CSCD 601
Research Report (2–16)
Graded Pass/No Credit.
A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

CSCD 696
College Teaching Internship (1–2)
Graded Pass/No Credit.
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.
Computer Science Education Courses

CSED 311
Computers in the Classroom (4)
Prerequisites: Computer Literacy I and Computer Literacy II clearance and admission to the Education Department or current teaching certificate.
An introduction to educational applications of integrated productivity software, utility programs, Computer-Assisted Instruction (CAI) software, telecommunications, Internet and World Wide Web, the process of software and hardware selection for educational purposes and methods of effectively integrating technology into the classroom.
Assignments will include computer projects using productivity software, utility software and construction of CAI software using high level authoring systems.
Ethical and equity issues for educational computing will be discussed.

CSED 312
Classroom Uses of Integrated Software (2)
Prerequisite: Junior standing.
Study of major components of an integrated software system (word processing, spreadsheet and database programs). Classroom applications are studied. No previous computer experience assumed. Additional laboratory time required.

CSED 392
Computer Technology in the Secondary School (4)
Prerequisite: Junior standing.
Technological and pedagogical considerations for integrating and using computer technology in secondary schools. Develop computer-based learning activities for individuals and groups. Practical uses of the computer as a tool in the secondary classroom.

CSED 396
Experimental Course in Computers and Education (1–5)
Prerequisite: Vary according to topic.
Selected topics to be arranged in consultation with the requesting organization.

CSED 497
Workshops, Short Courses, Conferences (1–5)
Prerequisite: Vary according to topic.
Selected topics to be arranged in consultation with the requesting organization.

CSED 498
Seminar (1–5)
Prerequisite: Vary according to topic.
Selected topics to be arranged in response to identified needs in the field.

CSED 499
Directed Study (1–5)
Prerequisite: Permission of the instructor and department chair.

CSED 539
Topics: Computers in Education (1–5)
Prerequisite: Graduate standing or permission of the instructor. (Other prerequisites assigned according to topic.)
A variable content course dealing with some aspect of computers in education.

CSED 590
Readings in Technology-Supported Education (1–2)
Two credits per negotiated area, multiple registrations permitted.
Prerequisite: Computer literacy.
Readings courses providing up-to-date knowledge and skills required by technology specialists in education
(with an emphasis on K–12). Designed to fill gaps in those knowledge and skills expected by national standards.
Topic areas are negotiated individually but may include educational research; learning theory; instructional design; equipment acquisition, maintenance and management; facilities management; methods for teaching with and about technology; and staff development methods and issues.

CSED 591
Technology and the Classroom (4)
Prerequisites: Computer literacy and a teaching certificate.
Use of technology within the classroom, factors in integrating technology into the curriculum and evaluation of software for specific classroom use.
Readings from current literature that describe the past, present and future uses of technology in education.
Readings from current literature that describe connections between technology use and research results from learning theory and instructional design.

CSED 592
Fundamentals of Computer Hardware and Networks (4)
Prerequisites: Computer literacy and a teaching certificate.
Study of the components of computer systems, peripheral devices and networks. Considerations in the selection of hardware and networks for schools.

CSED 593
Multimedia for Education (4)
Prerequisite: Computer literacy.
Study of high-level authoring languages/systems and techniques for use in developing computer/technology-based learning materials and strategies.
Considerations, including human factors, in the design of user interfaces. Use of software engineering principles in developing multimedia software.

CSED 594
Development of Technology-Delivered Learning Activities (4)
Prerequisite: CSED 591.
Technological and pedagogical considerations for developing technology-based learning activities for individuals and groups. Practical applications to traditional CAI, the use of productivity tools and the use of problem-solving software.

CSED 595
Professional Internship (2–16)
Graded Pass/No Credit.
Prerequisite: Graduate standing.

CSED 596
Experimental Course (2–5)
Prerequisite: Graduate standing or permission of the instructor. (Other prerequisites assigned according to topic of the course.)

CSED 597
Workshops (1–5)
Prerequisite: Graduate standing or permission of the instructor. (Other prerequisites assigned according to topic of the course.)
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

CSED 598
Seminar (1–5)
Prerequisite: Graduate standing or permission of the instructor. (Other prerequisites assigned according to topic of the course.)

CSED 599
Independent Study (1–6)
Prerequisite: Graduate standing or permission of the instructor.

CSED 600
Thesis (2–16)
Graded Pass/No Credit.
Prerequisite: Graduate standing.
A research thesis under the direction of a graduate committee.

CSED 601
Project Report (2–16)
Graded Pass/No Credit.
Prerequisite: Graduate standing or permission of the instructor. (Other prerequisites added according to topic.)
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.

CSED 696
College Teaching Internship (1–12)
Graded Pass/No Credit.
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.
COUNSELING, EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY

College of Education and Human Development
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BAE, BS
Minors
MED, MS

Graduate Certificate
Faculty: C. Cleanthous, D. Crews, R. Guillory, N. Jackson,
N. Marchand-Martella, R. Martella, M. Moore, D. Munson, T. Rainswater,
M. Rebar, F. Simonson, M. Slyter, K. Waldron-Soler, M. Young,
Special Faculty: A. Basham, S. Chapman, B. Leonard, V. Mehlert,
M. Slyter, K. Waldron-Soler, M. Young

UNDERGRADUATE PROGRAMS

The rapid changes of society demand that all persons have a better understanding of the human condition and professionals be trained to deal with increasingly complex problems. The outstanding faculty members of the Department of Counseling, Educational and Developmental Psychology prepare students to meet the challenges of personal, family, community and social issues.

Using the processes and principles of human development as a foundation, students learn to think critically and work skillfully in settings such as mental health agencies, day care centers, special education classrooms, support agencies for persons with developmental delays, convalescent hospitals and many other social service settings. They will be able to use psychological and developmental principles to understand conflict, to generate alternate responses, to act on educated judgment, to modify contexts to bring about desired changes while recognizing the dignity of persons, to promote human welfare and to maintain scholarly integrity. The department integrates a solid theoretical base with applied experiences in all programs.

The department’s special equipment and rooms enable students to improve the quality of their academic preparation. Students can video record, review and critique their performance in rooms with interactive video capability. Computer and space resources are made available for individual and group research projects. Faculty members regularly make themselves available to students who engage in research. Study carrels are available for use by students.

The Department of Counseling, Educational and Developmental Psychology has the following undergraduate programs: Bachelor of Science in Applied Developmental Psychology, Bachelor of Arts in Education in Child Development/Elementary and Bachelor of Arts in Education in Special Education.

General Admission Requirements for Counseling, Educational and Developmental Psychology: Students wishing to study applied developmental psychology or child development are encouraged to take general psychology and other psychology courses and complete their lower division general requirements. Transfer students should see an advisor to arrange for an evaluation of their transfer courses to receive appropriate credit for major courses and electives.

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

Bachelor of Arts in Education (BAE)

Child Development/Elementary Major (45 credits)
The Bachelor of Arts in Education for Child Development/Elementary prepares teachers for preschool, kindergarten and the elementary grades. Program focus is on developmental processes and principles applied to preschool and elementary school-aged children. This major does not meet a State of Washington endorsement.

Required Courses
CEDP 313 Child and Adolescent Development (4)
CEDP 315 Psychology of Human Relations (4)
CEDP 320 Developmental Theories and Applications (4)
CEDP 321 Introduction to Developmental Methods (4)
CEDP 322 Lab in Developmental Methods (1)
CEDP 324 Human Learning (4)
CEDP 363 Introduction to Special Education (4)
CEDP 402 Behavior Modification (4)
CEDP 431 Pediatric and Adolescent Health Psychology (4)
CEDP 460 Special Education Methods (4)
CEDP 476 Child and Family Guidance (4)
CEDP 490 Senior Capstone: Developmental Psychology Seminar (4)

Total credits for above major 45 credits

Professional Education Requirements/Elementary Education: 73-74 credits

See the Department of Education section of this catalog. Prerequisites may also apply.

Minimum total credits for above major and professional education 118 credits

Note: The above major requires the completion of a minor.

Dual Primary Endorsement Program in Special Education and Elementary Education (144 credits)
The Dual Primary 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 (kindergarten to grade 12). Students in this program complete the Washington State requirements for an endorsement in special education and in elementary education. Students who complete this program select special education as their major.

Prerequisites to EDUC 200 for students in the Dual Primary Endorsement Program in Special Education and Elementary Education:

-GPA Requirement: A minimum 2.50 GPA calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.

-Computer Literacy Requirement: CPLA 100, Computer Literacy I (1) and CPLA 101, Computer Literacy II (1), or a computer literacy test clearance.

-Speech Requirement: CMST 200, Introduction to Speech Communication (4) or an approved equivalent.

-English Requirement: ENGL 101 (5) and 201 (5) or equivalent.

-Mathematics Requirement: MATH 211 Structure of Elementary Mathematics (5) or an approved equivalent for elementary education students.

Note: Effective Fall 2005, all candidates for certification must pass the WEST-B, Praxis II, subject matter test to receive an endorsement for certification purposes. Washington Educator Skills Test-Basic (WEST-B): Refer to www.wesst.nesinc.com for information on this Reading, Mathematics and Writing basic skills test.

Disclaimer - The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

Prerequisites for Dual Endorsement Program in Special Education and Elementary Education
CEDP 321 Introduction to Developmental Methods (4)
CEDP 322 Lab in Developmental Methods (1)

Major Courses in Special Education
CEDP 363 Introduction to Special Education (4)
CEDP 410 Teaching Students with Severe Disabilities (4)
CEDP 412 Introduction to Early Childhood Special Education (4)
CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)
CEDP 421 Classroom Management in Special Education Settings (4)
CEDP 460 Special Education Methods (4)
CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)
CEDP 470 Special Education Assessment (4)
CEDP 480 Inclusionary Practices and Collaboration (4)
CEDP 481 Professionalism in Special Education (4)
CEDP 487 Assistive Technology and Related Services in Special Education (4)
CEDP 488 Special Education Practicum (3-3)
CEDP 489 Special Education Student Teaching (16)
EDUC 303 Evaluation in Education (3)
**EDUCATIONAL PSYCHOLOGY**

Courses must be taken for the elementary education endorsement and students in the Special Education Program.

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**Mathematics I** – Mathematics Requirement

- **English Requirement** (4)

- **Computer Literacy Requirement** (1)

- **GPA Requirement**

Prerequisites to EDUC 200 for students in the Special Education Program:

- Must be taken concurrently.

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Special Education prerequisite credits:

- 5 credits

Required Special Education credits:

- 73 credits

Required Elementary Education credits:

- 62 credits

Required Diversity Course:

- 4-5 credits

Minimum total credits for above major:

- 144 credits

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Special Education Major (101 credits)

The Bachelor of Arts in Education for Special Education prepares teachers for working with students with disabilities in kindergarten through twelfth grade. Program focus is on effective teaching practices used in special education for elementary and secondary school settings. Students in this major complete the Washington State requirements for an endorsement in special education. A minor is not required with this major.

Other courses are required as part of the Teacher Education Program and must be completed before beginning this program. Please see an advisor.

Student Learning Outcomes

Students will:

- demonstrate special education competencies by passing the WEST-E Praxis Exam,
- apply special education knowledge and skills by passing special education field experiences.

Prerequisites to EDUC 200 for students in the Special Education Program:

- **GPA Requirement**: A minimum 2.50 GPA calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.

- **Computer Literacy Requirement**: CPLA 100, **Computer Literacy I (1)** and CPLA 101, **Computer Literacy II (1)**, or a computer literacy test clearance.

- **Speech Requirement**: CMST 200, **Introduction to Speech Communication (4)** or an approved equivalent.

- **English Requirement**: ENGL 101 (5) and 201 (5) or equivalent.

- **Mathematics Requirement**: MATH 211, **Structure of Elementary Mathematics I (5)** or an approved equivalent for elementary education students or MATH 115.

- **Cultural/Diversity Requirement**: One of the following cultural/diversity courses must be taken for the elementary education endorsement and may also fulfill a General Education Core Requirement (GECR):

- AAET/HUMN 214 Introduction to African American Culture (5)
- CHST 101/ANTH 161 Introduction to Chicano Culture (5)
- CMST 340 Intercultural Communication (5)
- EDUC 325 Inequalities and Impacts on Educational Equity (4)
- HIST 313 Asian American History (5)
- IDST 101 Introduction to Indian Studies (4)
- SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
- SOCI 321 Sex and Gender (5)

Note: Effective 9/1/05 all candidates for certification must pass the WEST-E Praxis II subject matter test to receive an endorsement for certification purposes.

Washington Educator Skills Test-Basic (WEST-B): Refer to www.wst.nesinc.com for information on this Reading, Mathematics and Writing basic skills test.

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**Disclaimer**: The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

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Prerequisites for Special Education Major

- **CPLA 313 Child and Adolescent Development (4)**
- **CPLA 321 Introduction to Developmental Methods (4)**
- **CPLA 322 Lab in Developmental Methods (1)**

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**Major Courses in Special Education**

- **CPLA 363 Introduction to Special Education (4)**
- **CPLA 410 Teaching Students with Severe Disabilities (4)**
- **CPLA 412 Introduction to Early Childhood Special Education (4)**
- **CPLA 420 Principles of Behavior for Students with Exceptional Needs (4)**
- **CPLA 421 Classroom Management in Special Education Settings (4)**
- **CPLA 460 Special Education Methods (4)**
- **CPLA 461 Methods for Teaching Students with High Incidence Disabilities (4)**
- **CPLA 470 Special Education Assessment (4)**
- **CPLA 480 Inclusionary Practices and Collaboration (4)**
- **CPLA 481 Professionalism in Special Education (4)**
- **CPLA 487 Assistive Technology and Related Services in Special Education (4)**
- **CPLA 488 Special Education Practicum (3+3)**
- **CPLA 489 Special Education Student Teaching (16)**
- **EDUC 303 Evaluation in Education (3)**

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**Choose 1:**

- **CPLA 321 Sex and Gender (5)**

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**Special Education prerequisite credits**: 19–21 credits

**Prerequisites for special education credits**: 9 credits

**Major courses for special education credits**: 75 credits

**Minimum total credits for above major**: 101 credits

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**Special Education Major with Early Childhood Special Education Option (101 credits)**

The Bachelor of Arts in Education: Special Education Major with Early Childhood Special Education option 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. Students in this major complete the Washington State requirements for an endorsement in Early Childhood Special Education.

Other courses are required as part of the Teacher Education Program and must be completed before beginning this program. Please see an advisor.

Prerequisites to EDUC 200 for students in the Special Education Program:

- **GPA Requirement**: A minimum 2.50 GPA calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.

- **Computer Literacy Requirement**: CPLA 100, **Computer Literacy I (1)** and CPLA 101, **Computer Literacy II (1)**, or a computer literacy test clearance.

- **Speech Requirement**: CMST 200, **Introduction to Speech Communication (4)** or an approved equivalent.

- **English Requirement**: ENGL 101 (5) and 201 (5) or equivalent.

- **Mathematics Requirement**: MATH 211, **Structure of Elementary Mathematics I (5)** or an approved equivalent for elementary education students or MATH 115.

- **Cultural/Diversity Requirement**: One of the following cultural/diversity courses must be taken for the elementary education endorsement and may also fulfill a General Education Core Requirement (GECR):

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For more information, visit www.ewu.edu
CMST 340 Intercultural Communication (5)
EDUC 325 Inequalities and Impacts on Educational Equity (4)
HIST 313 Asian American History (5)
IDST 101 Introduction to Indian Studies (4)
SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
SOCI 321 Sex and Gender (5)

Note: Effective 9/1/05 all candidates for certification must pass the WEST-E Praxis II subject matter test to receive an endorsement for certification purposes.

Washington Educator Skills Test-Basic (WEST-B). Refer to www.west-nesinc.com for information on this Reading, Mathematics and Writing basic skills test.

Disclaimer - The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

Prerequisites for Early Childhood Special Education Option
CEDP 313 Child and Adolescent Development (4)
CEDP 321 Introduction to Developmental Methods (4)
CEDP 322 Lab in Developmental Methods (1)

Major Courses for Special Education
CEDP 363 Introduction to Special Education (4)
CEDP 410 Teaching Students with Severe Disabilities (4)
CEDP 412 Introduction to Early Childhood Special Education (4)
CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)
CEDP 421 Classroom Management in Special Education Settings (4)
CEDP 460 Special Education Methods (4)
CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)
CEDP 463 Methods for Teaching Infants and Young Children with Disabilities (4)
CEDP 472 Assessment of Infants and Young Children with Disabilities (4)
CEDP 480 Inclusionary Practices and Collaboration (4)
CEDP 481 Professionalism in Special Education (4)
CEDP 487 Assistive Technology and Related Services in Special Education (4)
CEDP 488 Special Education Practicum (3-5)
CEDP 489 Special Education Student Teaching (16)
EDUC 303 Evaluation in Education (5)

Minimum total EDUC 200 prerequisite credits 19–21 credits
Total required special education prerequisite credits 9 credits
Total required special education credits 73 credits
Minimum total credits for above major 101 credits

Bachelor of Science (BS)
The Bachelor of Science in Applied Developmental Psychology prepares students for entry-level work and graduate study in a variety of developmental and human service careers.
The program covers basic areas of human developmental psychology across the life span with a special focus on processes and principles of developmental change. Elective packages may be chosen to focus preparation toward attainment of individual student objectives such as child development interventions, pre-counseling, graduate study and others.

Applied Developmental Psychology Major (66–69 credits)

Student Learning Outcomes
Students will:
• complete two quarters of field work in a community setting that provides human service, participate in a community service project as a group in CEDP 490, Capstone in Developmental Psychology.

Required Courses
CEDP 313 Child and Adolescent Development (4)
CEDP 314 Adult Development (4)
CEDP 315 Psychology of Human Relations (4)
CEDP 316 Psychology of Adjustment (5)
CEDP 319 Psychological and Behavioral Assessment (4)
CEDP 320 Developmental Theories and Applications (4)
CEDP 321 Introduction to Developmental Methods (4)
CEDP 322 Lab in Developmental Methods (1)
CEDP 324 Human Learning (4)
CEDP 402 Behavior Modification (4)

Take four credits of Field Study each quarter for two quarters in a row: eight credits
CEDP 492 Field Study in Child Issues and Problems (4)
CEDP 493 Field Study in Adolescent Issues and Problems (4)
CEDP 494 Field Study in Adult Issues and Problems (4)

Senior Capstone: Choose 1:
ITGS 400 Interdisciplinary Senior Capstone (4)
CEDP 490 Senior Capstone: Developmental Psychology Senior Seminar (4)
CEDP 491 Senior Thesis (4) (By faculty invitation only.)

Electives: Choose four courses or the Pre-Counseling Track:
CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)
CEDP 444 Introduction to the Counseling Profession (4)
CEDP 460 Special Education Methods (4)
CEDP 468 Tests, Measurements and Evaluation (5)
CEDP 476 Child and Family Guidance (4)
CEDP 483 Group Dynamics (5)
PSYC 302 Abnormal Psychology (5)

Pre-Counseling Track: four courses
CEDP 444 Introduction to the Counseling Profession (4)
CEDP 468 Tests, Measurements and Evaluation (5)
CEDP 483 Group Dynamics (5)
(Plus 1 course from the list of electives)

Required program credits 50 credits
Elective credits 16–19 credits
Minimum total credits for above major 66 credits

Minors

Counseling, Educational and Developmental Psychology Minor (15 credits)
Choice of 15 upper-division credits in Counseling, Educational and Developmental Psychology in consultation with an advisor. (CEDP 302 cannot be included.)

Total credits for above minor 15 credits

Early Childhood Special Education Minor (16 credits)
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. This minor does not meet an endorsement.

Required Courses
CEDP 363 Introduction to Special Education (4)
CEDP 412 Introduction to Early Childhood Special Education (4)
CEDP 460 Special Education Methods (4)
CEDP 463 Methods for Teaching Infants and Young Children with Disabilities (4)

Total credits for above minor 16 credits

Special Education Minor (16 credits)
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. This minor does not meet an endorsement.

Required Courses
CEDP 363 Introduction to Special Education (4)
CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)
CEDP 460 Special Education Methods (4)

Choose 1 of the following: four credits
CEDP 410 Teaching Students with Severe Disabilities (4)
CEDP 412 Introduction to Early Childhood Special Education (4)
CEDP 421 Classroom Management in Special Education Settings (4)
CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)
CEDP 480 Inclusionary Practices and Collaboration (4)
CEDP 487 Assistive Technology and Related Services in Special Education (4)

Required program credits 12 credits
Elective credits 4 credits
Total credits for above minor 16 credits

GRADUATE PROGRAMS
The degree programs available through the Department of Counseling, Educational and Developmental Psychology are: Master of Science in applied psychology with emphases in mental health counseling and school counseling, Master of Science in school psychology and a Master of Education in special education. Each degree program addresses the changing nature of society and professional requirements.

Projections for the next decade regularly point to the changing nature of our society and the need for human service occupations to help people adjust and adapt to change. Although the rate of population growth will remain fairly stable, the composition of the population will change. The number of senior citizens will increase. More preschool children nationally will be enrolled
in day care programs. Universal health care including mental health care and illness prevention will be in place. Increased urbanization and a diverse work force means people will be in physical and psychological contact with a greater number of people; consequently, intra- and interpersonal skills will become even more important.

A trend in human service occupations dealing with specific personal problems has already become evident. Public and private agencies provide services to people who may need help with specific problems. Teachers and school counselors are challenged to provide services to students who vary widely in age, abilities and adjustment. The faculty of the department are actively engaged in research and participation on national boards and professional organizations. Faculty members consistently receive excellent evaluations from students.

Admission Requirements/Preparation

Students applying should follow the procedures for general admission to the graduate school. In addition, the following special requirements should be met:

1. A student is eligible for consideration for admission to the Department of Counseling, Educational and Developmental Psychology programs by having obtained a 3.0 GPA for the last 90 quarter or 60 semester graded credits.

2. Completion and submission of the Graduate Record Examination (GRE) must be accomplished in time for scores to reach the department by the deadline: February 1 for Mental Health Counseling and School Counseling, and March 1 for School Psychology. The department accepts scores on tests taken within five years of application. The GRE exam is not required for the Special Education program.

3. The Graduate Studies Office application must be submitted and can be obtained from that office or their website. However, if applying to any of the graduate programs in the Department of Counseling, Educational and Developmental Psychology, the applicant must obtain a supplemental application packet from the department. This application packet cannot be obtained online.

4. Applicants who have submitted all requested application materials, postmarked by the deadline date (see information for each program below) may be invited for a personal interview or a review after the deadline date.

5. Notes Regarding Application Deadlines:

   * When applying to a graduate program, please request that materials be sent in time for them to arrive by the deadline date.
   * Scores from any required exams, e.g., GRE, WEST-B, etc., must reach the University by the application deadline date.
   * Completed applications, with all application materials submitted will be given priority review after the deadline date.
   * Individuals whose application materials are not postmarked by the application deadline will be reviewed only at the discretion of the admissions committee.

6. Application Requirements/Deadlines:

   Mental Health Counseling/School Counseling: February 1

   - (2) Graduate Studies Office Applications
   - (2) Official Transcripts
   - (1) Department Application
   - (2) Letters of Recommendation
   - (1) Cover Letter
   - (1) Personal Statement
   - GRE Scores (within 5 yrs. of application)

   School Psychology: March 1

   - (2) Graduate Studies Office Applications
   - (2) Official Transcripts
   - (1) Department Application
   - (3) Letters of Recommendation
   - (1) Cover Letter
   - (1) Personal statement
   - (1) Resume
   - GRE Scores (within 5 yrs. of application)

   Special Education: May 1

   - (2) Graduate Studies Office Applications
   - (2) Official Transcripts
   - (1) Department Application
   - (2) Letters of Recommendation
   - (1) Cover Letter
   - (1) Personal statement
   - (1) Resume
   - GRE Scores (within 5 yrs. of application)
   - Pass WEST-B or currently certified in Washington State

Financial Aid

- A limited number of graduate assistantships are awarded to students of outstanding promise. Duties assigned graduate assistants involve 20 hours per week in tasks which meet the needs of the school and the student.
- Loans, work-study jobs and scholarships are available to eligible students through the University's Office of Financial Aid.
- Some fellowships and financial assistance may be available through the College of Education and Human Development.
- Apply for financial aid no later than February 15. Application and financial files should be completed as soon after January 1st as possible for the following year. Do not wait until admission is granted.

Inquiries and application materials should be directed to:

Financial Aid and Scholarship Office
Eastern Washington University
102 Sutton Hall
Cheney WA 99004-2447

Master of Education in Special Education

N. Marchand-Martella
135 L. Martin Hall
509.359.2824

The Master of Education in Special Education is designed for students wishing preparation as teachers or professionals in the field of special education. Classes and experiences are 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 endorsement in special education. The program is organized around a cohort field-based model that is one calendar year in length with courses offered primarily during the day or courses offered primarily in the summers and evenings. Practical application is stressed and students are provided early and continuous skill practice with personalized feedback and coaching by university faculty and other professionals in the field of special education.

Note: Students admitted to the Special Education Program will be required to have on file a completed, current FBI fingerprint check. Presently the cost is $60-70 (Cost includes processing through the public school system.)

Prerequisites: Applicants who have not yet completed a teacher education program must receive a passing score on the Washington Educator Skills Test-Basic (WEST-B) prior to being admitted to this graduate program.

Applicants who have not yet completed a teacher education program may need to complete additional certification requirements.

Student Learning Outcomes

Students will:

- complete one project on a topic of interest in the field of special education and defend this project at the end of their program.
- complete three quarters of practica and internship work in public school classrooms involving students with special needs; thus, over 500 hours of experience with diverse populations will be achieved.

Course Requirements and Credit Hours

Students entering the program should have undergraduate preparation in education, psychology or closely-related areas. These course requirements assume appropriate undergraduate preparation and will require additional course work to remedy deficiencies.

CEDP 515 Advanced Educational Psychology (4)
CEDP 520 Tactics of Psychological Research (4)
CEDP 521 Foundations of Special Education (4)
CEDP 522 Teaching Exceptional Students I (4)
CEDP 523 Assessing Exceptional Students (4)
CEDP 531 Designing Management Programs (4)
CEDP 532 Teaching Exceptional Students II (4)
CEDP 533 Collaborative Program Development For Exceptional Students (4)
CEDP 534 Teaching Exceptional Students III (4)
CEDP 538 Journal Reading in Special Education (3)
CEDP 681 Research Project (6)
CEDP 695 Practicum in Special Education (5)
CEDP 697 Internship in Special Education (12)

Choice of one: Historical, Philosophical and Social Foundations of Education: EDUC 505, 506 or 507 (4)

Successful completion of an oral examination which reviews the research project and content areas is required.

Minimum total credits for above master's degree 66 credits

www.ewu.edu
Master's Degree Program in Counseling

The Department of Counseling, Educational and Developmental Psychology offers a nationally recognized program of studies in counselor education. The program is made up of a theoretical, applied and research-based core curriculum aimed at developing professional counselors who meet national, regional and state certification standards. The program offers two emphases: Master of Science in Applied Psychology: Mental Health Counseling emphasis; and Master of Science in Applied Psychology: School Counseling emphasis. 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 Applied Psychology: Mental Health Counseling emphasis and Master of Science in Applied Psychology: School Counseling emphasis.

Selection Criteria

In addition to general university and departmental requirements, it is desirable to have a BA or BS degree in a behavioral science or human services area. It is not necessary to have a teaching certificate to enter the School Counseling track. Course work in adjustment, counseling techniques, evaluation, group dynamics, personality theory and abnormal psychology is recommended.

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas are identified in the CACREP accreditation standards as follows:

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

The precise course titles vary from time to time.

A FBI fingerprint check will be required of all counseling students at the beginning of their first quarter in the program. The fee for this check is presently $30–$40 for students admitted to the Mental Health Counseling track and $60–$70 for students admitted to the School Counseling track. (School Counseling students pay a higher fee because of processing through the public school system.) The results will be assessed before advancing students to candidacy. Students will be required to apply for professional affiliations with the American Counseling Association (ACA) for Mental Health Counseling and the National Education Association (NEA) for School Counseling with affiliation insurance liability coverage required within the first quarter of study in the graduate program. Membership applications for the affiliation and insurance programs will be made available in the professional classes offered fall quarter.

Prerequisites: Students should complete the equivalent of the following courses. CEDP 444 Introduction to the Counseling Profession; CEDP 468 Tests, Measurement and Evaluation; and CEDP 483 Group Dynamics.

Student Learning Outcomes

Students will:

• assess community needs, design, implement and evaluate mental health programs and systems-Mental Health Counseling Emphasis,
• provide accurate assessment, diagnosis (where appropriate) and treatment planning for a diverse client population-Mental Health Counseling Emphasis,
• describe the ethical and legal considerations that govern the practice of mental health counseling-Mental Health Counseling Emphasis,
• utilize the American School counseling Association's National Model (a framework for school counseling programs) to develop an individual school's comprehensive program-School Counseling Emphasis,
• describe and apply the counseling theories and techniques that have proven to be the most applicable to the K-12 school population-School Counseling Emphasis,
• describe and utilize the laws and ethics that govern the school counseling profession-School Counseling Emphasis.

www.ewu.edu

Master of Science in Applied Psychology: Mental Health Counseling Emphasis

Mark Young, Program Director
Suite 425, Riverpoint One
509.359.7872

The Master of Science in Applied Psychology: Mental Health Counseling emphasis is designed for students wishing preparation as counselors or therapists in settings such as: mental health centers, hospitals, residential treatment centers, employment services and vocational rehabilitation services. Mental health counselors are also frequently found in the juvenile correction facilities, community colleges, pastoral services and business and industry.

Classes and experiences are organized around four objectives: 1) a thorough preparation in foundation skills and principles; 2) a functional mastery of techniques in various therapy modes; e.g., cognitive, affective, behavioral; 3) coverage of principles, issues and trends in the psychology of counseling; and 4) self awareness as it relates to the counseling process. Practical application is stressed. Students are provided early and continuous skill practice with personalized feedback and coaching. Continuous opportunities for expanding awareness of the self of the counselor will be provided.

The program is both extensive and comprehensive. It is nationally accredited by CACREP and fulfills certification for mental health counselors. Graduates will complete the NBCC exam for National Counselor Certification.

Several other programs at EWU offer preparation for state counselor certification, including offerings by the Department of Psychology.

Mental Health Counseling

Course Requirements and Credit Hours

CEDP 506 Counseling Development and Transition Across the Lifespan (4)
CEDP 520 Tactics of Psychological Research (4)
CEDP 535 Introduction to Mental Health Counseling (4)
CEDP 539 Special Topics: Research Writing (3)
CEDP 542 Career Counseling (4)
CEDP 544 Counseling Theory and Techniques (4)
CEDP 545 Advanced Appraisal Techniques (4)
CEDP 546 Group Counseling (4)
CEDP 548 Counseling Children and Adolescents (4)
CEDP 569 Family Systems and Parent Education (4)
CEDP 575 DSM Treatment Issues for Counselors (4)
CEDP 576 Professional Issues in Mental Health Counseling (4)
CEDP 581 Consulting Approaches and Applications (2)
CEDP 590 Multi-Cultural Issues (3)
CEDP 591 Addictive Behavior Counseling (4)
CEDP 592 Crisis Intervention and Trauma Counseling (4)
CEDP 598 Advanced Seminar: Comprehensive Exam Review (3)
CEDP 601 Research Project (3)
CEDP 605 Practicum (12)
CEDP 697 Internship Mental Health (20)

Successful performances on both a written comprehensive examination of conceptual attainments and an oral interview of practical applications are required.

Minimum total credits for above master's degree 98 credits

Master of Science in Applied Psychology: School Counseling Emphasis

Marty Slyter, Program Director
Suite 425, Riverpoint One
509.359.7439

The Master of Science in Applied Psychology: School Counseling emphasis is designed for students wishing preparation as counselors in school settings, primarily public schools.

Classes and experiences are organized to provide thorough grounding in the skills and knowledge generally recognized by the counseling profession. The program is accredited by CACREP and exceeds the Washington State requirement for ESA-School Counselor Certification.

Practical application is stressed and students are provided early and continuous skill practice with personalized feedback and coaching. Continuous opportunities for expanding awareness of the self of the counselor will be provided.
School Counseling
Course Requirements and Credit Hours
CEDP 506 Counseling Development and Transition Across the Lifespan (4)
CEDP 508 Classroom Management for the School Counselor (4)
CEDP 520 Tactics of Psychological Research (4)
CEDP 539 Special Topics: Research Writing (3)
CEDP 540 Professional School Counseling (4)
CEDP 542 Career Counseling (4)
CEDP 544 Counseling Theory and Techniques (4)
CEDP 545 Advanced Appraisal Techniques (4)
CEDP 546 Group Counseling (4)
CEDP 548 Counseling Children and Adolescents (4)
CEDP 569 Family Systems and Parent Education (4)
CEDP 581 Consulting Approaches and Applications (2)
CEDP 582 The Law for School Counselors (2)
CEDP 590 Multi-Cultural Issues (3)
CEDP 591 Addictive Behavior Counseling (4)
CEDP 592 Crisis Intervention and Trauma Counseling (4)
CEDP 598 Advanced Seminar: Comprehensive Exam Review (5)
CEDP 601 Research Project (3)
CEDP 695 Practicum (12)
CEDP 697 Internship (15)
Approved elective (4) credits

Successful performances on both a written comprehensive examination of conceptual attainments and an oral interview of practical applications are required.

Minimum total credits for above master's degree 95 credits

Master of Science: School Psychology
(Joint Program between the Departments of Counseling, Educational and Developmental Psychology and Psychology)

Mahlon Dalley, Program Director
153E Martin Hall
509.359.6731

This program is a fully accredited National Association of School Psychologists (NASP) program. We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Course work, practica and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social-behavioral intervention plans (i.e., instructional and behavioral analysis, consultation and counseling); and research (i.e., methods and statistics). Knowledge and skills are developed through integrated course work, field experiences and internship. The program duration is three years.

Note: Students admitted to the School Psychology program will be required to have on file a completed, current FBI fingerprint check throughout their program.

Prerequisites
A bachelor’s degree in psychology or its equivalent is required. Successful completion of undergraduate course work in child or life-span development, learning, research, measurement and statistics is required. Faculty will evaluate each applicant on an individual basis to determine prerequisite needs.

Student Learning Outcomes
Students will:
- know the laws and procedures governing school psychology practice, know general principles of measurement, have skill in the precise administration of specific measurement instruments and understand educational systems and the role of the school psychologist within these systems;
- understand a problem-solving model and use the model effectively to gather information for the purpose of making decisions in a multi-dimensional matrix that includes the individual student and the student's interactions with environments that establish and maintain academic and social behaviors.

Course Requirements and Credit Hours
CEDP 503 Applied Learning Theory and Behavior Modification (4)
CEDP 504 Theories of Human Development (4)
CEDP 510/PSYC 510 Professional School Psychology I (4)
CEDP 511/PSYC 511 Professional School Psychology II (4)
CEDP 512/PSYC 512 Professional School Psychology III (4)
CEDP 520 Tactics of Psychological Research (4)
CEDP 522 Teaching Exceptional Students I (4)
CEDP 523 Assessing Exceptional Students (4)
CEDP 524 Research and Statistics Lab (2)
CEDP 554 PSYC 565 Developmental Psychopathology (4)
CEDP 557 School Psychology Consultation (4)
CEDP 560 Family Systems and Parent Education (4)
CEDP 589 Multicultural Assessment: Issues in the Schools (4)
CEDP 592 Crisis Intervention and Trauma Counseling (4)
CEDP 600 or 601 Thesis or Research Project (6)
or PSYC 600 or 601 Thesis or Research Project (6)
CEDP 697 or PSYC 695 School Psychology Internship (15)
PSYC 522 Advanced Statistics (5)
PSYC 531 Psychological Groups for Children and Adolescents (4)
PSYC 534 Human Neuropsychology (4)
PSYC 543 CEDP 543 School-Based Individual Intervention (4)
PSYC 554 Cognitive Assessment (4)
PSYC 556 Personality and Behavioral Assessment (4)
PSYC 558 CEDP 695 Practicum: School Psychology (12)
PSYC 559 Cognitive Assessment Lab (3)

Successful completion of the National School Psychology Certification Examination and an oral examination that reviews the thesis/research project and contents is required.

Minimum total credits for above master's degree 115 credits

School Psychology Post Master's (EWU-WSU) — Certificate Only Program
Jaime Seaburg, Co-Director
Riverpoint
509.358.7690

This collaborative program is designed for educators and mental health professionals who currently hold a master’s degree in their respective field and who aspire to obtain a State of Washington ESA Certification to become a school psychologist. EWU and WSU jointly administer and instruct the courses in the program, which is based in Spokane. This program is designed to reflect the scientist-practitioner model emphasizing comprehensive school psychological services that apply developmental, social, cognitive and behavioral orientations.

Classes are offered during the summer session and during evenings and/or weekends throughout the regular academic year. Students are admitted as a cohort at the beginning of summer session and continue through fall and spring sessions. The program of study is determined by evaluation of previous master's-level academic course work as it compares to the course requirements for WAC training standards and NASP accreditation standards for School Psychologist training (see curriculum for the School Psychology program at EWU). Program faculty will verify successful completion of certificate requirements to the EWU Certification Officer and the EWU Graduate Studies Office.

The number of total credits for each student will vary depending upon the candidate’s previous graduate course work from an accredited university. Because the EWU-WSU Joint School Psychology Certificate-only student has already earned a master’s degree in a related field such as counseling, psychology, or education, they will have already taken many classes similar to what the EWU school psychology student takes in the three-year School Psychology Program. Prior courses will be evaluated according to EWU, WAC and NASP standards for the School Psychology Program. These courses should include such areas as social bases for behavior (e.g., multicultural or social psychology), foundations of education and educational intervention, statistics, research methods, child and adolescent development, assessment, counseling/psychotherapy and human learning. If candidates have not taken these courses, they will be required to do so as part of their certificate-only program of study. Candidates who have previously taken such course work will be required to take approximately 9–12 semester credit hours from WSU or approximately 14–20 quarter credit hours from EWU. These credits represent the professional aspects of school psychology, practica and internship and would be distributed as follows:
- EdPsy 521 (WSU): Topics/Ed Psychology: School Psychology Professional Practice (three semester credits)
- EdPsy 597 (WSU): Educational Psychology Internship: School Psychology (three to six semester credits) or CEDP 697/PSYC 695 (EWU), School Psychology Internship (six to 12 quarter credits)
- EdPsy 600 (WSU): Special Projects/Independent Study: School Psychology Practicum (three semester credits) or CEDP 695/PSYC 558 (EWU), School Psychology Practicum (four quarter credits)

www.ewu.edu
Each of the universities will be responsible for offering approximately half of the required courses. The courses that will be taught by each university will be distributed as to the best utilization of resources and based on equal distribution.

Twelve hundred clock hours of internship and a comprehensive exam is required for School Psychologist Certification in the State of Washington and for NASP Certification. The internship may be reduced in length if the program faculty determine that previous internship experience(s) provided the candidate with knowledge and skills otherwise gained from the required internship (WAC 180-78A-195). The internship may not be reduced by more than 600 clock hours. Internships will occur in school settings, under the direct supervision of a certified School Psychologist.

Counseling, Educational and Developmental Psychology Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

Note: The faculty in the Department of Counseling, Educational and Developmental Psychology have given information on which quarters each course will be offered. Since changes may and do occur, please work with an advisor in the department when planning your schedule.

CEDP 201
Life Span Development (4)
WINTER/SPRING
[ satisfies the GECC for social sciences, list 2, anthropology, geography, psychology and sociology. ]
A broad overview of human development from birth to death. Topics covered include the biological, cognitive, learning, cultural and socio-emotional influences on development. Designed for the non-major.

CEDP 210
Career Development (2)
A resource course designed to provide information and assistance with academic and career decisionmaking. Standardized interest inventories are used as part of the information-gathering process. Open to students of any level.

CEDP 302
Educational Psychology (5)
FALL/WINTER/SUMMER
Prerequisites: EDUC 201, CEDP 201 recommended.
Principles of learning and development as applied to improvements in classroom instruction.

CEDP 313
Child and Adolescent Development (4)
FALL/WINTER/SUMMER
Prerequisites: English proficiency required; Math proficiency recommended.
Mental, physical, social and emotional development from infancy through adolescence.

CEDP 314
Adult Development (4)
FALL/SPRING
Prerequisites: English proficiency required; Math proficiency recommended.
Covers the processes, evidence, theories and socio-cultural influences on adults.

CEDP 315
Psychology of Human Relations (4)
FALL/WINTER/SUMMER
Prerequisites: English proficiency required; Math proficiency recommended.
Helps develop your understanding and skill in interpersonal relationships needed for professional consultation and/or counseling.

CEDP 316
Psychology of Adjustment (5)
FALL/WINTER/SUMMER
Prerequisites: English proficiency required; Math proficiency recommended.
A psychological approach to human behavior, growth and change.

CEDP 319
Psychological and Behavioral Assessment (4)
FALL/WINTER/SUMMER
Prerequisites: CEDP 313, 314.
This course familiarizes students with basic methodologies for examining behavior change and status reports in various settings.

CEDP 320
Developmental Theories and Applications (4)
FALL/WINTER/SUMMER
Prerequisites: English proficiency required; Math proficiency recommended.
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.

CEDP 321
Introduction to Developmental Methods (4)
FALL/WINTER/SUMMER
Prerequisites: CEDP 313, 315, 319 or permission of the instructor.
This course provides an introduction to research methods used by developmental psychologists.

CEDP 322
Laboratory in Developmental Methods (1)
FALL/WINTER/SUMMER
Prerequisites: CEDP 313, 315 or permission of the instructor.
Direct and simulated experiences in methods pertinent to applied developmental research.

CEDP 324
Human Learning (4)
FALL/WINTER
Prerequisites: CEDP 313, 315, or permission of the instructor.
A study of human learning emphasizing conditions for acquisition, learning structures, learning sets, levels of learning and measurement.

CEDP 363
Introduction to Special Education (4)
FALL/WINTER/SUMMER
Overview of definitions, causes, characteristics and educational approaches concerning students with disabilities and exceptional students.

CEDP 390
Psychology in the Secondary Schools (3)
FALL/WINTER/SUMMER
The teaching of psychology in the secondary schools. Program methods and materials.

CEDP 399
Special (Individual) Studies (1–5)
FALL/WINTER/SUMMER
Subjects vary according to faculty and student interest.

CEDP 402
Behavior Modification (4)
WINTER/SUMMER
Prerequisites: CEDP 313, 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.

CEDP 404
Psychology of the Gifted/Talented Child (3)
SPRING
Prerequisites: CEDP 302 or permission of the instructor.
Giftedness and talent from a psychological perspective. Seminar format covers issues of development, measurement, theories, prediction and special needs.

CEDP 410
Teaching Students with Severe Disabilities (4)
FALL/WINTER/SUMMER
Prerequisites: CEDP 363.
Overview of characteristics, educational and social issues related to working with students with severe disabilities.
CEDP 412
Introduction to Early Childhood Special Education (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: CEDP 363.
Overview of trends and services related to providing intervention for young children with disabilities (ages 0–8) and their families.

CEDP 420
Principles of Behavior for Students with Exceptional Needs (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: CEDP 363.
Overview of principles of behavior change and how they apply to students with exceptional needs.

CEDP 421
Classroom Management in Special Education Settings (4)
FALL/WINTER/SPRING
Prerequisites: CEDP 363, 365, 420.
Covers fundamental knowledge and experiences for assessing and developing effective management strategies in special education classrooms.

CEDP 431
Pediatric and Adolescent Health Psychology (4)
Prerequisite: CEDP 402 or permission of the instructor.
An examination of health factors affecting developmental outcomes. There will be an emphasis on the health aspects of development and how to maintain and improve health-related behaviors in children and adolescents.

CEDP 444
Introduction to the Counseling Profession (4)
FALL/WINTER/SUMMER
Prerequisite: CEDP 315, 316, 320 or permission of the instructor.
This course provides students with an introduction to the counseling profession, its specializations, history and ethics issues. Content includes communication skills, blocks to personal effectiveness and sequential stage model of problem solving for helpers.

CEDP 445
Psychology of Work and Leisure (4)
Prerequisite: CEDP 316 or permission of the instructor.
Personal development and individual differences, including abilities, interests, aptitudes and personality related to the world of work and leisure.

CEDP 453
Principles of Learning in Direct Instruction (2)
Prerequisite: CEDP 363 or permission of the instructor.
Analyzes basic principles and procedures of direct instruction systems. Emphasizes skills development curriculum materials for direct instruction.

CEDP 460
Special Education Methods (4)
FALL/WINTER/SUMMER
Prerequisite: CEDP 420 or permission of the instructor.
Overview of the primary instructional and behavior management techniques needed to work successfully with persons with special needs.

CEDP 461
Methods for Teaching Students with High Incidence Disabilities (4)
WINTER/SUMMER
Prerequisite: CEDP 420.
Covers how to use Direct Instruction programs with students at-risk for school failure and those with special needs.

CEDP 462
Methods for Teaching Students with Severe Disabilities (4)
WINTER/SUMMER
Prerequisite: CEDP 363, 460.
Covers instructional techniques used to teach skills to students with severe disabilities.

CEDP 463
Methods for Teaching Infants and Young Children with Disabilities (4)
SPRING
Prerequisites: CEDP 363, 412, 460.
Covers intervention strategies for teaching infants and young children with disabilities in home- and center-based programs.

CEDP 468
Tests, Measurements and Evaluation (5)
FALL/WINTER/SUMMER
Prerequisites: CEDP 316, 319, 320 or permission of the instructor.
This course offers a survey of psychological testing and its use in the fields of counseling and education. Course content includes a review of relevant statistics principles, validity and reliability, a survey of widely used testing instruments and ethical issues related to testing, including confidentiality, test selection and testing bias.

CEDP 470
Special Education Assessment (4)
FALL/WINTER/SUMMER
Prerequisite: CEDP 363.
Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for students with special needs.

CEDP 477
Assessment of Students with Severe Disabilities (4)
Prerequisites: CEDP 363, 410, 460.
Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for students with severe disabilities.

CEDP 478
Assessment of Infants and Young Children with Disabilities (4)
WINTER
Prerequisites: CEDP 363, 412, 460.
Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for infants and young children with disabilities and their families.

CEDP 480
Inclusionary Practices and Collaboration (4)
FALL/WINTER/SUMMER
Prerequisites: CEDP 363, 460.
Covers information and skills needed to collaborate effectively with students, educators, parents and agencies to implement appropriate special education programs.

CEDP 481
Professionalism in Special Education (4)
FALL/WINTER/SUMMER
Prerequisite: To be taken at the end of program.
Covers professional issues and principles required to obtain a teaching certificate and position working with students with disabilities.

CEDP 483
Group Dynamics (5)
FALL/WINTER/SUMMER
Prerequisites: CEDP 315, 444 or permission of the instructor.
Introduces the principles formed through the scientific study of small-group dynamics and considers the issues and problems arising in the study of groups. (Cross-listed PSYC 483)

CEDP 486
Sexism in Counseling (1–3)
Current issues in the counseling profession and analysis of counseling attitudes and behaviors related to sex bias or sex stereotyping.

CEDP 487
Assistive Technology and Related Services in Special Education (4)
WINTER/SUMMER
Prerequisite: CEDP 363, 460.
Covers the use of technology and assistive devices used to aid students with disabilities.

CEDP 488
Special Education Practicum (3)
FALL/WINTER/SUMMER
Prerequisites: CEDP 363, 3 credits to be completed when taking CEDP 420 and 460 and 3 credits to be completed when taking CEDP 421 and 461/462/463.
Students observe and demonstrate effective teaching practices in a special education setting.

CEDP 489
Special Education Student Teaching (16)
FALL/WINTER/SUMMER
Graded Pass/No Credit.
Provides the student with teaching experience in a special education setting.

CEDP 490
Senior Capstone: Developmental Psychology Seminar (4)
WINTER/SUMMER
(Satisfies senior capstone university graduation requirement.)
The course is designed to help students make the transition from the academic world to the world of work and civic life or to a higher level of academic achievement. The primary goal for the student’s successful transition will be accomplished via the process of application. The course is designed also as an end-of-program assessment tool. The basic assumption is that the developmental course work has equipped the students with the knowledge of developmental theories, counseling strategies, research methods and assessment procedures. This capstone will test the student’s ability to apply the course work to real-world situations. The course objectives are organized to facilitate the process of application.
CEDP 491
Senior Thesis (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Senior capstone university graduation requirement.
Prerequisite: Invitation of the instructor/advisor.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 492
Field Study in Child Issues and Problems (4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: CEDP 313, 324, some senior, major courses and faculty advisement.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 493
Field Study in Adolescent Issues and Problems (4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: CEDP 313, 324, some senior, major courses and faculty advisement.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 494
Field Study in Adult Issues and Problems (4)
FALL/WINTER/SPRING/SUMMER
Prerequisites: CEDP 313, 324, some senior, major courses and faculty advisement.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 495
Experiential Learning (1–12)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.
Prerequisite: Permission of the instructor (interview required).
Individual learning and career development course with an off-campus internship contract coordinated through the Internship Program.

CEDP 496
Experimental Course (1–5)
FALL/WINTER/SPRING/SUMMER

CEDP 497
Workshops, Short Courses, Conferences (1–10)
FALL/WINTER/SPRING/SUMMER

CEDP 498
Seminar (1–5)
FALL/WINTER/SPRING/SUMMER
Subjects vary according to faculty and student interest.

CEDP 499
Directed Study (1–10)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.
Prerequisites: Permission of the instructor and the department chair.

Students who are admitted to a graduate program in the Department of Counseling, Educational and Developmental Psychology or with prior approval of the instructor may register for the following classes. For specific prerequisites see individual course descriptions.

CEDP 501
Advanced Communication Theory (5)
This course focuses on the process of communication. 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. (Cross-listed CMST 501)

CEDP 502
Theories of Learning (4)
An objective and comprehensive study of the major theories of learning with an emphasis on lifespan development related to applied human services.

CEDP 503
Applied Learning Theory and Behavior Modification (4)
WINTER
Applied learning theory, methodology and research paradigms will be defined and their inter-theory, inter-subject, inter-problem-solving relevance demonstrated.

CEDP 504
Theories of Human Development (4)
WINTER
Major theories of human development in which developmental processes and issues emphasized by different theories are described and compared.

CEDP 505
Skinner: Humanistic Roots of Radical Behaviorism (4)
This course is designed to provide a solid understanding of radical behaviorism, while dispelling various popular myths.

CEDP 506
Counseling Development and Transition Across the Lifespan (4)
FALL
Major theories of human development, in which developmental processes and issues emphasized by different theories are described and compared.

CEDP 507
Problems in Child Development (4)
FALL/SUMMER
Prerequisite: Admission to the graduate counseling program, school psychology.
Overview of the historical and legal foundations of child development, Special problems of this development period.

CEDP 508
Classroom Management for the School Counselor (4)
WINTER
Prerequisite: Admission to the graduate counseling program, school counseling track.
This course will provide an understanding of the role of the teacher in managing classroom behavior, how to establish positive teacher-student and peer relationships that help meet students’ basic psychological needs and build a community of support within the classroom.

CEDP 509
Professional School Psychology I (4)
FALL
Prerequisite: 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. (Cross-listed PSYC 510)

CEDP 511
Professional School Psychology II (4)
WINTER
Prerequisite: 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. (Cross-listed PSYC 511)

CEDP 512
Professional School Psychology III (4)
SPRING
Prerequisite: CEDP 510 or PSYC 510, CEDP 511 or PSYC 511.
This course is the third in the series of professional school psychology and focuses on professional practice and ethical issues in the field. Best practices in school psychology and considerations of NASP, AERA and APA ethical guidelines and codes of conduct will be covered. The course includes pre-practicum observations in applied settings. (Cross-listed PSYC 512)

CEDP 515
Advanced Educational Psychology (4)
SPRING/SUMMER
The relevance of psychological theory to educational practice as applied to teaching, learning, development and evaluation.

CEDP 518
Problems in Child Development (4)
WINTER/ALTERNATE SUMMERS
Special problems in child development.

CEDP 519
Problems of Adolescence (4)
SPRING/ALTERNATE SUMMERS
Special problems of this development period.

CEDP 520
Tactics of Psychological Research (4)
FALL/WINTER/ALTERNATE SUMMERS
A critical analysis of research methodologies in psychology. Emphasis is placed on developing student skills in asking and answering sound research questions.

CEDP 521
Foundations of Special Education (4)
FALL/ALTERNATE SUMMERS
Prerequisite: Admission to the graduate program in special education.
Overview of the historical and legal foundations of special education, as well as an in-depth study of the characteristics of exceptional individuals.

CEDP 522
Teaching Exceptional Students I (4)
FALL/ALTERNATE SUMMERS
Prerequisite: Admission to the graduate program in special education.
Instructional methods derived from the effective teaching research including management of time, instructional design, presentation of information, academic monitoring, error correction procedures and curricular modifications.

CEDP 523
Assessing Exceptional Students (4)
FALL/ALTERNATE SUMMERS
Prerequisite: Admission to the graduate program in special education.
Overview of the pre-referral to placement process and an in-depth examination of the primary standardized assessment instruments and procedures for determining eligibility for special education.

CEDP 524
Research and Statistics Lab (2)
SPRING/ALTERNATE SUMMERS
Prerequisite: Admission to the graduate program in school psychology.
This course focuses on the collection and analysis of data typically used in school settings with
particular emphasis on the data that is required for the implementation of a response to intervention model for the early identification of at-risk students, the design and implementation of appropriate interventions to address academic and behavioral problems and the evaluation of the effectiveness of interventions on a school-wide and individual basis.

CEDP 530
Tactics in Psychological Research: Group Design (4)
Prerequisite: CEDP 520 or permission of the instructor. A critical analysis of research methodologies in psychology. Emphasis is placed on developing student skills in asking and answering sound research questions with group design methods.

CEDP 531
Designing Management Programs (4)
WINTER
Prerequisites: CEDP 520 and admission to the graduate program in special education. In-depth study of school-wide practices, classroom management techniques and individualized interventions for promoting positive social behavior.

CEDP 532
Teaching Exceptional Students II (4)
WINTER/ALTERNATE SUMMERS
Prerequisites: CEDP 522 and admission to the graduate program in special education. Instructional methods and strategies for teaching reading and language arts to students with exceptional needs.

CEDP 533
Collaborative Program Development for Exceptional Students (4)
WINTER/ALTERNATE SUMMERS
Prerequisites: CEDP 520 and admission to the graduate program in special education. Designing collaborative programs with focus on participation on multidisciplinary teams, development of instructional and transitional programs, supervision of support staff and consultation with parents and teachers.

CEDP 534
Teaching Exceptional Students III (4)
SPRING/ALTERNATE SUMMERS
Prerequisites: CEDP 522 and 532 and admission to the graduate program in special education. Instructional methods and strategies for teaching math and content areas to students with exceptional needs as well as consultation and coaching techniques.

CEDP 535
Introduction to Mental Health Counseling (4)
FALL
Prerequisite: Program admission or permission of the instructor. An introduction to the profession of Mental Health Counseling. The course will emphasize historical, philosophical, professional, ethical and public policy perspectives. It will focus on the role of the counselor and the various clientele. Students will be introduced to the role of diagnosis in the counseling process as well as to the organization and administration of mental health practice.

CEDP 538
Journal Reading in Special Education (3)
SUMMER
Prerequisite: Admission to the graduate program in special education. Provides students with skills in reading and analyzing research-based articles in special education journals.

CEDP 539
Special Topics (1–5)
FALL/WINTER/SPRING/SUMMER
Pass/No Credit grading allowed for program requirements.

CEDP 540
Professional School Counseling (4)
FALL
Prerequisites: Program admission or permission of the instructor and a completed current FBI fingerprint check. The development of the school counseling profession; counseling functions within systems; the structure and management of counseling programs.

CEDP 543
Group Processes (4)
Prerequisites: Permission of the instructor and a completed current FBI fingerprint check. The purposes of this course are to enable the student to observe and analyze group interaction and to relate resulting data to existing counseling theory and techniques and to influence in purposeful ways the group interaction in which one participates.

CEDP 542
Career Counseling (4)
SPRING
Prerequisites: Program admission to a Department of Counseling, Educational and Developmental Psychology graduate program, permission of the instructor, completed current FBI fingerprint check and successful completion of one quarter of CEDP 605 or equivalent. Career development theory; educational and vocational information; career decision-making processes; components of school or community career programs.

CEDP 543
School-based Individual Interventions (4)
Prerequisites: Admission to the graduate program in school psychology. A general introduction to the theory and process of providing individual psychotherapeutic services to children and adolescents in the schools. Particular attention will be paid to ethical issues and the importance of providing culturally sensitive interventions. (Cross-listed PSYC 543)

CEDP 544
Counseling Theory and Techniques (4)
FALL
An introduction to principles of counseling and a survey of contemporary theories and techniques.

CEDP 545
Advanced Appraisal Techniques (4)
SPRING
Prerequisite: CEDP 468 or equivalent. The administration, scoring and interpretation of standardized tests and batteries used in counseling. (Two sections are offered: one for Mental Health Counseling and one for School Counseling.)

CEDP 546
Group Counseling (4)
Prerequisites: Permission of the instructor and a completed current FBI fingerprint check. Factors that lead to group change; membership, goals, productivity and organization. Students will participate in and serve as leaders of groups.

CEDP 548
Counseling Children and Adolescents (4)
WINTER/SPRING
Prerequisites: Permission of the instructor and a completed current FBI fingerprint check. Counseling principles and techniques as applied to children and adolescents will be presented and analyzed.

CEDP 549
ESA Peer Review (3)
ALTERNATE FALL OR SUMMER
Prerequisite: Admission to a Department of Counseling, Educational and Developmental Psychology graduate program or permission of the instructor. The major emphases of this course are on upgrading the knowledge and skills of practicing counselors and providing a forum for peer review based on contemporary standards of practice. Required peer review course for continuing ESA Certification.

CEDP 554
Developmental Psychopathology (4)
WINTER
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. (Cross-listed PSYC 545)

CEDP 555
Contemporary Applications and Reading in Behaviorism (4)
Prerequisites: CEDP 502, 503 and 505 or permission of the instructor. This course will provide the student with advanced information on contemporary behaviorism. Multiple perspectives and applications will be explored, from clinical behavior analysis to stimulus equivalence.

CEDP 556
Professional School Psychology (5)
Prerequisite: Program admission. This course focuses on the history and foundations of school psychology, legal and ethical issues, professional issues, professional issues and standards and the roles and functions of the school psychologist.

CEDP 557
School Psychology Consultation (4)
SPRING
Prerequisite: 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. Behavioral consultation is discussed as an alternative system for delivering pre-referral, assessment and intervention services to students, families and school personnel.

CEDP 558
Special Topics in Exceptionality (4)
In-depth exploration of empirically-based research and current issues related to working effectively with students with high incidence disabilities.

CEDP 560
Family Systems and Parent Education (4)
WINTER
Prerequisite: Appropriate undergraduate work in education or psychology or permission of the instructor. The foundations of family systems theory. Examines the interaction between parents, development of the child and the relationship of the family to the school and community. Approaches to child rearing, management and discipline will be considered. Special consideration is given to parent education classes and recent literature in parent counseling.

CEDP 570
Theories of Family Counseling and Therapy (3)
An introduction to theory, perspectives, procedures and historical development of family counseling and therapy. (Cross-listed SOWK 570)
CEDP 571
Family Counseling and Therapy Intervention Techniques (3)
FALL
Prerequisite: CEDP 570 or SWRK 570. Laboratory in family assessment and change techniques. Students assess simulated or actual family situations, plan intervention strategies and apply family therapy techniques in the laboratory setting. (Cross-listed SWRK 571)

CEDP 575
DSM Treatment Issues for Counselors (4)
FALL
The examination of current issues related to the classification and diagnosis of abnormal behavior and psychological states and their relationship to treatment. Dimensional, categorical and functional approaches to classification are reviewed, with emphasis on current forms of child and adult psychopathology found in the DSM-IV-R. Diagnostic topics include historical influences, cultural variation, symptomology, etiology, developmental patterns and treatment approaches to various diagnostic categories.

CEDP 576
Professional Issues in Mental Health Counseling (4)
SPRING
Prerequisites: CEDP 544, 545. 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.

CEDP 580
Professional Ethics and Law (4)
FALL/WINTER/SPRING/SUMMER
Introduction to and study of the professional codes of ethics pertaining to delivery of psychological/counseling services; survey of pertinent laws; study and discussion of applications and issues for delivery of psychological services in various settings.

CEDP 581
Consulting Approaches and Applications (2)
SPRING
Application of psychological skills to organizations and systems; systems analysis and intervention.

CEDP 582
The Law for School Counselors (2)
FALL
Prerequisite: Admission to the graduate counseling program, school counseling track. This course provides students with an understanding of the current issues, policies, laws, legislation, ethical and legal considerations related specifically to the practice of school counseling. Students will utilize current resources available to school counselors in order to recognize the most pertinent legal and ethical areas concerning school counselors today.

CEDP 589
Multicultural Assessment: Issues in the Schools (4)
FALL
Prerequisite: Admission to the graduate program in school psychology or permission of instructor. This course prepares students for culturally competent practice particularly as it relates to the six domains of the delivery of psychological services in school settings. The focus of the course is on assessment as a means of informing interventions for academic or behavioral problems exhibited by students in schools.

CEDP 590
Multi-Cultural Issues (3)
WINTER
Prerequisite: Admission to a Department of Counseling, Educational and Developmental Psychology graduate program or permission of the instructor. This course will introduce students to the impact of their culture on their own life space, create an increased sensitivity to other cultures and discuss and develop appropriate multicultural counseling techniques in diverse settings.

CEDP 591
Addictive Behavior Counseling (4)
FALL
Prerequisite: Admission to a Department of Counseling, Educational and Developmental Psychology graduate program, CEDP 444, successful completion of at least two quarters of CEDP 695 or equivalent and first year courses CEDP 502, 504, 541 and 546, or permission of the instructor. This course is designed to provide students with an overview of the theory, issues and skills of crisis counseling including: models for working with children and adolescents, working with victims of violence and their abusers, issues of health-related, school and mental health crises and the ethical, legal and diversity factors of crisis intervention.

CEDP 592
Crisis Intervention and Trauma Counseling (4)
SPRING
Prerequisite: Admission to a Department of Counseling, Educational and Developmental Psychology graduate program in counseling, successful completion of at least two quarters of CEDP 695 or equivalent and first year courses CEDP 502, 504, 541 and 546, or permission of the instructor. An introduction to advanced and nontraditional counseling techniques. This course explores the skills, theoretical and assessment aspects of creative arts in counseling. Creative counseling techniques and treatment approaches with a variety of populations will be considered.

CEDP 593
Specialized Counseling Techniques (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Admission to a Department of Counseling, Educational and Developmental Psychology graduate program in counseling, successful completion of three quarters of CEDP 695 or equivalent, concurrent enrollment in CEDP 697, first year courses including CEDP 502, 504, 541 and 546, or permission of the instructor. An introduction to advanced and nontraditional counseling techniques. This course explores the skills, theoretical and assessment aspects of creative arts in counseling. Creative counseling techniques and treatment approaches with a variety of populations will be considered.

CEDP 596
Experimental Course (1–5)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.

CEDP 597
Workshops (1–15)
FALL/WINTER/SPRING/SUMMER
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

CEDP 598
Seminar (3)
FALL/WINTER/SPRING/SUMMER
Advanced Counseling Seminar will be graded Pass/No Credit only. Current problems in applied psychology. The subject matter will vary according to the needs and interests of students.

CEDP 599
Independent Study (1–5)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.

CEDP 600
Thesis (1–15)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.

CEDP 601
Research Project (1–15)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.

CEDP 605
Addictive Behavior Counseling (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Admission to the graduate program, successful completion of at least two quarters of CEDP 695 or equivalent and first year courses CEDP 502, 504, 541 and 546, or permission of the instructor.

CEDP 609
Practicum (Specialized Areas) (1–9)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.

CEDP 610
Internship: Community College Teaching (1–15)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.

CEDP 611
Internship (Specialized Areas) (1–15)
FALL/WINTER/SPRING/SUMMER
Graded Pass/No Credit.

CedP 598 Seminar (3)
Prerequisite: Admission to the graduate program in school psychology or permission of instructor. This course prepares students for culturally competent practice particularly as it relates to the six domains of the delivery of psychological services in school settings. The focus of the course is on assessment as a means of informing interventions for academic or behavioral problems exhibited by students in schools.

CREATIVE WRITING
See ENGLISH.
CRIMINAL JUSTICE
College of Social and Behavioral Sciences
Pui-Yan Lam, Chair
314 Patterson Hall
509.359.2335
BA
Minor
Faculty: L. Schaible, R. Schneider

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 course work in the core disciplines that provide the theoretical and methodological roots of contemporary criminological inquiry as well as applied course work in Criminal Justice. The program is designed to provide an academic foundation appropriate for an educated citizen as well as particular specializations and certifications 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 course work in an approved area of specialization or an interdisciplinary certificate.

All 300 and 400 level CRIM courses have a prerequisite of sophomore standing or above.

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

Bachelor of Arts (BA)

Criminal Justice Major (74–75 credits minimum)

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

Student Learning Outcomes
Students will:
• be able to understand and apply various methodological and theoretical approaches for conducting research and evaluation with regard to criminal justice practices and policies,
• 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,
• 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,
• demonstrate an awareness of the systems, processes and relationships between components which comprise the criminal justice system (Courts/Law, Law Enforcement and Corrections).

Required Courses:
Introduction
CRIM 300 Introduction to Criminal Justice (5)

Foundation Courses
CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)
CSBS 320 Introductory Statistics for the Social Sciences (5)
CSBS 330 Integrated Social Science Methods (5)

Disciplinary Core Courses
CRIM 382 Criminal Justice Organization and Administration (5)
CRIM 490 Criminal Justice Senior Capstone (5)
GOVT 306 Basic Concepts of Criminal Law (5)
PHIL 212 Introductory Ethics (5)
PSYC 302 Abnormal Psychology (5)
SOCI 301 Crime and Society (5)
SOCI 458 Sociology of Institutional Corrections (5)

Specialty Tracks:
Law Enforcement: Choose minimum of 20 credits.

Required Courses
CRIM 468 Police Systems and Practices (5)
CRIM 495 Internship in Criminal Justice (6)
GOVT 302 Criminal Procedure (5)

Choose minimum of 4 credits from below:
ADST 300 Survey of Alcohol/Drug Problems (4)
CRIM 304 Forensic Inquiry (5)
CRIM 307 Forensic Photography (2)
CRIM 404 Forensic Identification (4)
CRIM 491 Criminal Justice Education and Training (5)
SOCI 363 Sociology of Deviance (5)

Pre-Graduate Criminology: Choose minimum of 19 credits.

Required Courses
SOCI 363 Sociology of Deviance (5)
SOCI 455 Criminology (5)

Choose minimum of 9 credits from below:
CRIM 302 Criminal Justice Systems and Development (4)
CRIM 416 Comparative Criminal Justice Systems (5)
CSBS 321 Computer Aided Data Analysis (4)
GEOG 328 Geographic Information Systems (5)
GOVT 305 Jurisprudence (5)
PSYC 425 Psychology and the Legal System (5)

Corrections: Choose minimum of 20 credits.

Required Courses
CRIM 495 Internship in Criminal Justice (6)
SOCI 459 Sociology of Community Corrections (5)

Choose minimum of 9 credits from below:
CEDP 313 Child and Adolescent Development (4)
CRIM 485 Correctional Counseling: Group Methods (5)
CRIM 491 Criminal Justice Education and Training (5)
PSYC 425 Psychology and the Legal System (5)
SOCI 452 Juvenile Delinquency (5)

Minimum total credits for above major: 74 credits

There may be courses taught at times that could be used as a substitute for courses listed under Specialty Tracks. Please consult your advisor to determine if a course is appropriate.

ANTH 496 Experimental Course (1–5)
CRIM 299 Individual Study (1–5)
CRIM 307 Special Topics in Criminal Justice (1–5)
CRIM 399 Individual Study (1–5)
CRIM 496 Experimental Course (1–5)
CRIM 499 Individual/Independent Study (1–5)

Note: Students may incorporate one of the CSBS certificate options as one of the specialty tracks. CSBS Certificate Programs currently proposed include Children’s Studies, Conflict Management, Geographic Information Systems and Gender Studies.

Students working with their advisor may also craft their own specialization track with approved university courses and with the approval of the Department Chair.

Minor

Criminal Justice Minor (30 credits)

Required Courses
CRIM 300 Introduction to Criminal Justice (5)
CRIM 382 Criminal Justice Organization and Administration (5)
CSBS 330 Integrated Social Science Methods (5)
SOCI 301 Crime and Society (5)

Electives
Select courses from any other CRIM prefix courses.

Required credits: 20 credits
Elective credits: 10 credits
Total credits for above minor: 30 credits

www.ewu.edu
**Criminal Justice Courses**

**Terms offered** If no terms are indicated, check with department or quarterly course announcement.

**CRIM 299**
**Individual Study (1–5)**
Prerequisite: Permission of the instructor. Individual study in criminal justice. Topics are mutually agreed upon by the instructor and student.

**CRIM 300**
**Introduction to Criminal Justice (5)**
This course is taught from the perspective of the criminologist and emphasizes the interaction within and between the systems of law enforcement, the courts and treatment.

**CRIM 302**
**Criminal Justice Systems and Development (4)**
A survey and analysis of the origins and development of the contemporary criminal justice system in America.

**CRIM 304**
**Forensic Inquiry (5)**
For majors only. Scientific methods of inquiry used in forensic investigations. Includes methodologies from social science, natural science, law and criminal justice.

**CRIM 305**
**Controversial Criminal Justice Topics (4)**
May be taken under two separate titles. A variety of controversial topics which exist in the criminal justice system. Examples may include vice, police unions, capital punishment and prisoners’ rights.

**CRIM 307**
**Special Topics in Criminal Justice (1–5)**
An open topics course on contemporary criminal justice practice.

**CRIM 320**
**Instrumental Detection of Deception (4)**

**CRIM 328**
**Criminal Justice Organization and Administration (5)**
Basic organization and management of criminal justice agencies. Discusses line, personnel and auxiliary functions.

**CRIM 399**
**Individual Study (1–5)**
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor. Individual study in criminal justice. Topics are mutually agreed upon by the instructor and student.

**CRIM 404**
**Forensic Identification (4)**
Limited to 15 students. This course is an advanced laboratory course in forensic facial reconstruction, forensic osteology and computer applications to forensic identification.

**CRIM 416**
**Comparative Criminal Justice Systems (5)**
A comparative approach to understanding the different criminal justice systems found throughout the world.

**CRIM 460**
**Penology (5)**
Course fee. CJ majors have priority. Prerequisite: Acceptable background security check. 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)**
Prerequisite: 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)**
Examines group methods used with criminal offenders, both juvenile and adult. Includes treatment programs, evaluation and therapeutic environments.

**CRIM 490**
**Criminal Justice Senior Capstone (5)**
Satisfies senior capstone university graduation requirement.
Prerequisites: Senior standing; must be taken prior to internship.
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 addresses 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. Criminal Justice students will gain an appreciation for the eclectic nature of the profession through in-depth analysis of current issues and designing a resolution mechanism. The characteristic of a “criminal justice system” is discussed from the perspective of individual mission of each element of the “system” to identify the presence or absence of commonality—except for constituency. The distinctive division of labor between corrections, police administration and the courts are described in effort to identify the decision-making processes to further amplify their interdependence and interrelatedness. Through examination of dilemmas faced by the system students will develop an appreciation for and understanding of the system from the macro perspective. The purpose of this course is to bring together the different elements of the system through examining how each of these elements address common, relevant and timely issues.

**CRIM 491**
**Criminal Justice Education and Training (5)**
Presents a laboratory approach for preparation of the professional training officer. Methods include instruction in preparation and delivery of lectures; process learning; dramatic methods; simulations and commercial sources of instructional information.

**CRIM 495**
**Internship (6–12)**
SUMMER
Prerequisites: 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)**

**CRIM 497**
**Workshops, Short Courses, Conferences (5)**

**CRIM 498**
**Seminar (5)**
For majors only. Prerequisites: 1) ENGL 205, 2) 40 major credits and 3) permission of the instructor.

**CRIM 499**
**Individual/Independent Study (1–5)**
Not open to students with a GPA below 3.0. Prerequisite: Permission of the instructor. For individual/independent study in criminal justice. Topics are mutually agreed upon by the instructor and the student.
DENTAL HYGIENE, DENTISTRY

College of Science, Health and Engineering
Rebecca Stolberg, Department Chairperson, Dental Hygiene
Health Sciences Building
310 N. Riverpoint Blvd.
509.368.6510

Art DiMarco, Coordinator, Regional Initiatives in Dental Education
509.368.6518

BS  
MS

Advisors: M. Heidel, L. Al-Tassan
Faculty: L. Bilich, A. DiMarco, S. Jackson, A. Nickerson, J. Nord, R. Stolberg

UNDERGRADUATE PROGRAM

The Department of Dental Hygiene functions within the University setting and offers a baccalaureate degree in dental hygiene which combines a strong liberal arts background with a professional education. General education courses, basic, dental and dental hygiene science courses are integrated into the practice of dental hygiene.

Students interested in majoring in dental hygiene should request current information on application procedures and seek advising early in their university program. During the first year(s) of study, students complete dental hygiene prerequisite courses and some General Education Core Requirements. During the final year of prerequisites (either fall or winter quarter), students must declare Dental Hygiene as their major and formally apply for admission to the Dental Hygiene Department, which begins its session the following fall quarter. Applications are available from the department’s website.

General Admissions Requirements for Dental Hygiene: All students enrolling in dental hygiene courses must hold a current Health Care Provider CPR Certification. In addition to the $50.00 university admission fee, there is an additional $40.00 student Department application fee.

All students are urged to maintain contact with department advisors during their prerequisite year(s) because admission criteria are revised periodically. Since enrollment is limited and the admission process is competitive, no assurance can be given that all applicants admitted to the University and successfully completing the prerequisite coursework will be admitted to the dental hygiene department.

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, which will evaluate transfer course work and, upon request, send a copy of the transcript evaluation to the Dental Hygiene Program.

Once admitted to EWU, transfer students should contact the Dental Hygiene Department and arrange to meet with a department advisor for curricular planning and to declare their major.

Applications to the dental hygiene department will not be processed until students have been formally admitted to the University and a copy of their transcript evaluation has been sent from Admissions to the Dental Hygiene Department.

Attention High School Students: Those students interested in dental hygiene should complete one year of high school chemistry, biology and algebra.

Placement Record for EWU Dental Hygiene Graduates: EWU dental hygiene graduates have an excellent placement record in Spokane and nationwide. The program has a 46-chair clinic located on the Riverpoint Campus in Spokane. The clinic provides dental services to the general public by students under direct faculty supervision.

Mission: The Department’s mission is to educate baccalaureate dental hygienists to assume positions of responsibility in multiple settings. The faculty of the department are committed to creating a quality educational environment that will facilitate the development of responsible professionals who can function effectively in a constantly changing society.

Department Goals for Dental Hygiene: The following goals direct the design, purpose and philosophy of the Department of Dental Hygiene at Eastern Washington University.

1. The Dental Hygiene Department will provide all students the skills necessary to function in a constantly changing society, an obligation of Washington’s only baccalaureate dental hygiene program.

2. The Dental Hygiene faculty are supported throughout their careers.

3. Dental Hygiene Students, faculty and staff impact the university, the region and the world.

4. The Dental Hygiene Department will grow resources to enhance the dental hygiene academic quality.

While the dental hygiene program consists of a minimum of one year of pre-dental hygiene courses followed by a three-year professional curriculum most students take two years to complete the pre-dental hygiene courses.

The professional segment of the three-year curriculum includes emphasis on dental sciences, community dental health, health research theory and clinical practice in traditional and expanded functions. Dental clients are treated at the EWU clinic and at the Veterans’ Administration Medical Center, Community Health Association of Spokane (CHAS) and Spokane Falls Family Clinic. The program is fully accredited by the Commission on Dental Accreditation of the American Dental Association and leads to a specialized Bachelor of Science in Dental Hygiene degree. It is the only traditional baccalaureate dental hygiene program in Washington State.

Degree Completion: Expanded degree possibilities are available in Seattle, Tacoma, Vancouver, Columbia Basin and Yakima, WA for dental hygienists from two-year institutions who desire a baccalaureate degree. Transcripts and inquiries should be directed to the chair of the dental hygiene program, Eastern Washington University.

Dental Hygiene Prerequisites (49-50 credits)

- BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 335 Elementary Medical Microbiology (5)
- CHEM 161 General Chemistry for the Health Sciences (5)
- CHEM 162 Organic Chemistry for the Health Sciences (5)
- CHEM 163 Biochemistry for the Health Sciences (5)
- FNFT 356 Nutrition (5)
- PSYC 100 General Psychology (5)

Select one course from the following:

- CMST 300 Introduction to Speech Communication (4)
- CMST 210 Interpersonal Communication (5)
- CMST 250 Small Group Communication (5)
- CMST 312 Nonverbal Communication (5)
- CMST 331 Interviewing (5)
- CMST 340 Intercultural Communication (5)
- CMST 440 International Communications (5)

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

www.ewu.edu
**Bachelor of Science (BS)**

**Dental Hygiene Major (102 credits)**

**Student Learning Outcomes**

**Students will:**
- initiate and assume responsibility for health promotion and disease prevention activities for diverse populations,
- acquire and synthesize information in a critical, scientific and effective manner,
- promote healthy lifestyles and provide planned educational services using appropriate interpersonal communication skills and educational strategies,
- assess, plan, implement and evaluate preventive, therapeutic and restorative treatment using methods consistent with medico/dentolegal principles, law and evidence,
- discern and manage the ethical issues of dental hygiene practice in a rapidly changing environment.

**Required Courses**

DNHY 300 Head and Neck Anatomy (3)
DNHY 301 Dental Anatomy (3)
DNHY 302 Histology/Embryology (5)
DNHY 310 Radiography (3)
DNHY 311 Radiography (2)
DNHY 320 Pharmacology for the Dental Hygienist (3)
DNHY 321 Pain Control (3)
DNHY 330 Pre Clinical Dental Hygiene I (4)
DNHY 331 Pre Clinical Dental Hygiene II (5)
DNHY 332 Pre Clinical Dental Hygiene III (4)
DNHY 341 Management of Medically Compromised Patients (3)
DNHY 350 Clinical Dental Hygiene I (4)
DNHY 351 Clinical Dental Hygiene II (5)
DNHY 352 Clinical Dental Hygiene III (5)
DNHY 360 Preventive Dentistry (2)
DNHY 380 Introduction to Restorative Duties I (3)
DNHY 381 Principles of Restorative Duties II (3)
DNHY 421 Periodontology I (3)
DNHY 422 Periodontology II (2)
DNHY 430 Oral and General Pathology (3)
DNHY 450 Clinical Dental Hygiene IV (3)
DNHY 451 Clinical Dental Hygiene V (5)
DNHY 452 Clinical Dental Hygiene VI (5)
DNHY 453 Clinical Dental Hygiene VII (5)
DNHY 460 Community Dental Health I (2)
DNHY 461 Community Dental Health II (2)
DNHY 470 Research Methods (3)
DNHY 480 Restorative Clinic I (5)
DNHY 481 Restorative Clinic II (2)
DNHY 482 Restorative Clinic III (2)
DNHY 490 Dental Hygiene Capstone (4)

**Suggested Elective Courses:**

DNHY 475 Teaching Practicum I (1)
DNHY 476 Teaching Practicum II (1)
DNHY 477 Teaching Practicum III (1)

**Minimum credits for above major** 102 credits

**Note:** The above major will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.

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**GRADUATE PROGRAM**

The philosophy of the MS in DH program is one of commitment to the education and development of oral health professionals who go beyond academic excellence, who are productive, self-sufficient citizens of society, who are responsive to the global community and who maintain high ethical standards in their personal and professional lives. In order to achieve these goals, our faculty demand of themselves excellence in academic endeavors, continuous education in teaching theory, knowledge of scientific advancements in dental care and advanced clinical skills. Our goal is to produce graduates who are prepared to meet the current and future health care demands of today’s challenging health care system.

In addition to the minimum university graduate admission requirements stated elsewhere in this catalog, these are the admission requirements for the graduate Dental Hygiene Program:

1. Cumulative undergraduate GPA of 3.0 or higher
2. BS in dental hygiene or related area from an accredited dental hygiene program in the U.S. or Canada
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
5. Submission of GRE scores
6. Submission of an essay on a topic provided by the Department of Dental Hygiene
7. Clearance of a criminal background check
8. Current health care provider CPR certification

In addition to the $50 university graduate application fee, there is an additional $50 departmental application fee. Applications to the Dental Hygiene Department will not be considered until they have been processed in the university Graduate Studies Office and a copy of the transcript evaluation has been sent from Graduate Studies to the Dental Hygiene Department.

**Mission Statement**

The mission of the Master of Science in Dental Hygiene Program is to educate and graduate dental hygienists who are technically, intellectually and ethically prepared for the upcoming challenges facing the dental profession. We are committed to excellence in dental hygiene education. Our purpose is to develop a program that encourages the development and use of critical thinking skills, the desire to participate in and contribute to life-long learning and translational research opportunities, the ability to be community leaders and outstanding citizens and the skills to be health care professionals who can provide comprehensive care to diverse populations in a variety of settings. This program will strive to create in hygienists the perpetual self-learning capacity to live up to their 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 will 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 are able to initiate and assume responsibility for health-promotion and disease-prevention activities for diverse populations in a variety of settings and who appreciate a multidisciplinary team function.
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 master’s degree program that is sufficient enough in scope and depth to provide graduates with a high quality professional education that fosters their 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 doctoral education.
6. To enhance dental hygiene’s body of evidence through support of faculty translational research programs that contribute to the art and science of dental hygiene, to dental hygiene practice and to the improvement of oral health delivery systems.
Master of Science (MS)

Dental Hygiene Major (62-67 credits)

Student Learning Outcomes

Students will:

- be technically, intellectually and ethically prepared for the upcoming challenges facing the dental profession,
- possess critical thinking skills, that help them to be community leaders and outstanding citizens,
- possess skills needed to be health care professionals who can provide comprehensive care to diverse population groups in a variety of settings,
- have the perpetual self-learning capacity to live up to their full potential and to contribute to making our community, our profession and our world a better place to live.

Required Courses

DNHY 501 Advanced Dental Hygiene Practice with Lab (2)
DNHY 505 Healthcare Leadership (5)
DNHY 520 Translational Research (3)
DNHY 525 Theoretical Foundations of Advanced Dental Hygiene Practice (5)
DNHY 530 Advanced Dental Hygiene Research/Technical Writing (5)
DNHY 600 Thesis (2-3)
DNHY 605 Components of Program Development (5)
DNHY 610 Educational Methodology (3)
DNHY 615 Advanced Educational Theory and Methods (5)
DNHY 625 Clinical Administration and Teaching (3)
DNHY 635 Practicum I (5)
DNHY 645 Practicum II (5)

Suggested Elective Courses

At least six elective courses are required. All electives must be approved by the program director. Suggested and approved courses include:

- Health Services Administration Program:
  - HSAD 500 U.S. Health Care Systems (4)
  - HSAD 510 Health Law (4)
  - HSAD 520 Healthcare Reimbursement (4)
  - HSAD 530 Seminar on Business and Health (4)
  - HSAD 598 Seminar in Health Services Administration (4)

- Economics Department:
  - ECON 424 Economics of Poverty and Discrimination (5)
  - ECON 427 Economics of Women and Work (5)
  - ECON 445 Insurance and Risk (5)
  - ECON 452 Health Economics (5)
  - ECON 515 Economics for Managers (4)

- Education Department:
  - COIN 571 Survey of Post-Secondary Education (4)
  - COIN 572 Strategies for Teaching Adults (4)
  - COIN 581 Workshop in College Teaching (3)
  - EDUC 505 Current Issues in Education (4)
  - EDUC 506 Educational Sociology (4)
  - EDUC 530 Foundations of Educational Communication and Information Technology (4)

Required credits: 48 credits
E elective credits: 24 credits
Total credits for above master’s degree: 62 credits

Dental Hygiene Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

DNHY 300
Head and Neck Anatomy (3)
SPRING
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
A detailed study of head and neck anatomy, including bones, musculature, blood, lymphatic and nerve supply.

DNHY 301
Dental Anatomy (3)
FALL
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
A detailed anatomical study of human teeth, their eruption, exfoliation and occlusion.

DNHY 302
Histology/Embryology (3)
FALL
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
A detailed study of oral histology and embryology. Development of the face and oral cavity; microscopic anatomy of the oral cavity.

DNHY 310, 311
Radiography (3, 2)
FALL(310)/WINTER(311)
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
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 on dental clients. Techniques for advanced skills and panoramic radiography emphasized in 311.

DNHY 320
Pharmacology for the Dental Hygienist (3)
WINTER
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
Principles of pharmacological and therapeutic action of drugs used in dentistry.

DNHY 321
Pain Control (3)
FALL
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
This course is designed to give the student an understanding of the history, theory and use of nitrous oxide sedation and dental local anesthetic agents.

DNHY 330
Pre-Clinical Dental Hygiene I (4)
FALL
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
This is the first of three courses introducing clinical dental hygiene treatment. Material covered in the course emphasizes the importance of infection control and explanation of procedures to prevent infection. Also included is evaluating the oral and physical condition of the client.

DNHY 331
Pre-Clinical Dental Hygiene II (5)
WINTER
Prerequisite: DNHY 330.
This course is the second of three courses introducing clinical dental hygiene treatment. Material covered emphasizes the importance of infection control and explanation of procedures to prevent infection. Also included is evaluating the oral and physical condition of the client.

DNHY 332
Pre-Clinical Dental Hygiene III (4)
SPRING
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
The third of three courses focusing on the introduction to clinical dental hygiene treatment, continuing emphasis on those topics covered in 330 and 331 and introducing the removal of deposits from the dentition.

DNHY 341
Management of the Medically Compromised Patient (5)
FALL
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
This course introduces dental hygiene management of the medically compromised patient. Emphasis will be placed on understanding the concept of total client care and management of the medically compromised patients that are either electing or requiring dental care for optimal health and function.

DNHY 350
Clinical Dental Hygiene I (4)
FALL
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
This is the first course involving supervised experience in clinical procedures for dental hygiene.

DNHY 351
Clinical Dental Hygiene II (5)
WINTER
Prerequisite: DNHY 350.
This is the second course involving supervised experience in clinical procedures for dental hygiene.

DNHY 352
Clinical Dental Hygiene III (5)
SPRING
Prerequisite: DNHY 351.
This is the third course involving supervised experience in clinical procedures for dental hygiene.

DNHY 360
Preventive Dentistry (2)
SPRING
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
Course emphasis is placed upon gaining a working knowledge of all aspects of preventive dentistry, including self care, fluorides, dental caries and soft deposits.
DNHY 380
Introduction to Restorative Duties I (3)
WINTER
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
Introducing dental materials with technique, laboratory and clinical experience in the restorative duties that can be legally assumed by the dental hygienist.

DNHY 381
Principles of Restorative Duties II (3)
SPRING
Prerequisite: Admission into Dental Hygiene program or waiver by instructor.
This course is a comprehensive lecture/lab course which provides the dental hygiene student an opportunity to acquire didactic and lab knowledge and the skills associated with dental materials and restorative expanded functions.

DNHY 421
Periodontology I (3)
WINTER
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
A detailed study of the various periodontal diseases, with emphasis on histological and clinical recognition as well as treatment of the diseases.

DNHY 422
Periodontology II (2)
FALL
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
Continued study of the recognition and treatment of periodontal diseases, especially as they relate to dental hygiene practice.

DNHY 423
Perio Track (2)
WINTER
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
This course explores advanced periodontal procedures beyond those required in the major. The student will explore periodontal treatment through a combination of clinical and didactic experiences.

DNHY 430
Oral and General Pathology (3)
SPRING
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
A histopathological study of oral lesions, pathogenic conditions of particular significance to dentistry and principles of general pathology.

DNHY 450
Clinical Dental Hygiene IV (3)
SUMMER
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
The fourth of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

DNHY 451
Clinical Dental Hygiene V (5)
FALL
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
The fifth of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

DNHY 452
Clinical Dental Hygiene VI (5)
WINTER
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
The sixth of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

DNHY 453
Clinical Dental Hygiene VII (5)
SPRING
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
The last of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

DNHY 460
Community Dental Health I (2)
FALL
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
A survey of various community dental health programs, with field experience in dental health instruction in schools, nursing homes, community centers and hospitals.

DNHY 461
Community Dental Health II (2)
WINTEWER
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
A survey of various community dental health programs, with field experience in dental health instruction in schools, nursing homes, community centers and hospitals.

DNHY 462
Advanced Community Dental Health (2)
FALL
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
This elective course will provide application of community dental health in the public sector.

DNHY 467
Career Strategies (1)
WINTER
Prerequisite: Admission into the Dental Hygiene program.
This course is designed to prepare the dental hygiene graduate for employment in a variety of employment settings. Students will prepare a resume and learn how to engage in an employment interview. Panel discussions with dental hygienists from a variety of employment settings will give the student practice interviewing and first hand knowledge of the skills involved in these positions.

DNHY 470
Research Methods (3)
SPRING
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
Basic principles of research and the facilitation of the development of analytical skills for evaluation of professional research.

DNHY 475
Teaching Practicum I (1)
FALL
Prerequisite: Admission into the Dental Hygiene program.
This course focuses on providing clinical teaching methodology, a learning styles inventory and teaching philosophy to a novice educator.

DNHY 476
Teaching Practicum II (1)
WINTER
Prerequisite: Admission into the Dental Hygiene program and completion of DNHY 475.
The students are assigned student teaching opportunities in either pre-clinic or restorative laboratory under the direction of the course instructor.

DNHY 477
Teaching Practicum III (1)
SPRING
Prerequisite: Admission into the Dental Hygiene program and completion of DNHY 475 and 476.
This is a continuation of DNHY 476 in which students are assigned student teaching opportunities in either pre-clinic or restorative laboratory under the direction of the course instructor.

DNHY 480
Restorative Clinic I (3)
FALL
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
The first of three quarters of clinical practice in restorative duties. For selected dental clients, insertion of silver amalgam and tooth-colored restorations in teeth prepared by dentist supervisors.

DNHY 481, 482
Restorative Clinic II, III (2 each)
WINTER(481)/SPRING(482)
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
The second and third of three quarters of clinical practice in restorative duties. For selected dental clients, insertion of silver amalgam and tooth-colored restorations in teeth prepared by dentist supervisors.

DNHY 483
Specialties of Restorative Treatment (2)
SPRING
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
This elective course provides facilitation of knowledge of various restorative specialties and procedures designed to give the student information on advanced restorative procedures.

DNHY 485
Oral Health Care Research Design Practicum (5)
FALL
Prerequisite: Enrolled in or graduate of an accredited dental hygiene program.
This course is first in a series of three courses providing the student with background and practicum experience in the assessment, planning, implementation and evaluation of a dental health program. The assessment and planning phases are emphasized in this course.

DNHY 486
Oral Health Care Project Implementation Practicum (5)
WINTER
Prerequisite: DNHY 485 or permission of the instructor.
This course is the second in a series and is directed toward implementation of a community dental health project in a practicum setting. The student will also learn to interpret and critically evaluate scientific reporting and continue to develop communication skills.

DNHY 487
Oral Health Care Project Evaluation and Report Writing Practicum (5)
SPRING
Prerequisite: DNHY 486 or permission of the instructor.
This course is the last in a series of three courses and is directed toward implementation, evaluation and report writing of a community dental health project in a practicum setting.
DNHY 490
Dental Hygiene Capstone (4)
SPRING
Satisfies senior capstone university graduation requirement.
Prerequisite: Admission into the Dental Hygiene program or waiver by instructor.
This course is the first in a series of three and provides learning experiences that integrate educational theory and application. Students will be assigned actual teaching opportunities under the direction of the course instructor and with the assistance of teacher educators or others acting as resource persons.
DNHY 491
Field Practicum in Educational Theory and Application (5)
FALL
Prerequisite: Enrolled in or graduate of an accredited dental hygiene program.
This course is the first in a series of three and provides learning experiences that integrate educational theory and application. Students will be assigned actual teaching opportunities under the direction of the course instructor and with the assistance of teacher educators or others acting as resource persons.
DNHY 492
Field Practicum in Clinical and Laboratory Instruction (5)
WINTER
Prerequisite: DNHY 491 or permission of the instructor.
This course is the second in a series and provides learning experiences integrating educational theory and application with a special emphasis on clinical and laboratory instruction.
DNHY 493
Field Practicum in Teaching Methods and Assessment (4)
SPRING
Prerequisite: DNHY 492 or permission of instructor.
This course provides learning experiences utilizing a variety of teaching and assessment methods. The course design and materials provide considerable flexibility for planning and conducting performance-based training programs for student teachers, group/client educators, or business and industry trainers. Students will be assigned actual teaching opportunities under the direction of the course instructor and with the assistance of teacher educators or others acting as resource persons.
DNHY 494
Advanced Dental Hygiene Practice with Lab (2)
Prerequisite: Admission to the dental hygiene graduate program.
This course focuses on the dental hygiene process of care related to advanced preventive and therapeutic interventions to various population groups, technology and outcomes. Application of advanced dental hygiene care in a clinical setting will be a portion of this course.
DNHY 495
Healthcare Leadership (5)
Prerequisite: Admission to the dental hygiene graduate program.
This course actively teaches the relational, operational and analytical skills that are keys to success in health management. Included are the application of leadership and management theory related to professional issues, policy development, legal and ethical principles, professional associations, strategic planning, conflict resolution and professional advancement.
DNHY 520
Translational Research (3)
Prerequisite: Admission to the dental hygiene graduate program AND completion of an undergraduate statistics or biostatistics course.
This course focuses on critical reading, understanding and evaluation of the professional literature. Students learn how to access information electronically in order to make evidence-based decisions that contribute to the development of best practices. Grant writing is included to prepare students for the various components of a thesis.
DNHY 525
Theoretical Foundations of Advanced Dental Hygiene Practice (5)
Prerequisite: Admission to the dental hygiene graduate program.
This course focuses on knowledge of primary dental care as the supporting framework for advanced professional practice. Emphasis is placed on the application of both dental and dental hygiene knowledge focusing on cultural competence with diverse patient populations and practice settings. Topics selected in this course are intended to provide dental hygienists with an understanding of the role of the dental hygiene practitioner in disease prevention, treatment and referral. This course will introduce the theory and research related to the concepts of health promotion and risk reduction, providing students the opportunity to incorporate strategies of risk analysis and reduction, screening, lifestyle change and disease detection and prevention in family oral health care.
DNHY 530
Advanced Dental Hygiene Research/Technical Writing (5)
Prerequisite: Admission to the dental hygiene graduate program.
This course promotes the development of life-long learning skills through critical analysis of research findings and continuation of a grant proposal. Writing in this course will include structure and organization of documents, style, usage and drafting.
DNHY 600
Thesis (2-3)
Prerequisite: Admission to the dental hygiene graduate program.
This course is a research project conducted under the direction of a faculty member.
DNHY 605
Components of Program Development (5)
Prerequisite: Admission to the dental hygiene graduate program.
This course offers an overview of general principles of teaching and learning in academic and community oral health programs. Emphasis is placed on the components of program development (assessment, planning, implementation and evaluation).
DNHY 610
Educational Methodology (3)
Prerequisite: Admission to the dental hygiene graduate program.
This course is a study of teaching-learning processes suitable for adults and the educational theories from which they derive. An overview of various teaching strategies is included.
DNHY 635
Practicum I (5)
Prerequisite: Admission to the dental hygiene graduate program.
This course focuses on individualized learning experience to apply principle and theories of emphasis area. Approval required for off-campus sites.
DNHY 645
Practicum II (5)
Prerequisite: Admission to the dental hygiene graduate program.
This course focuses on individualized learning experience to apply principle and theories of emphasis area. Approval required for off-campus sites. This course is a continuation of DNHY 635.

RIDE Courses
Note: In cooperation with the University of Washington School of Dentistry (UWSOD), EWU offers these courses for first-year dental students.

RIDE 505
Human Physiology I (4)
Prerequisite: Admission to UWSOD
Intensive coverage of physiology through lectures and conferences. Excitable tissues, skeletal muscles, spinal reflex, pain physiology, endocrinology, autonomic nervous system, reproductive endocrinology.

RIDE 506
Human Physiology II (4)
Prerequisite: Admission to UWSOD
Intensive coverage of the gastrointestinal, renal, cardiovascular and respiratory systems through lectures and conferences.

RIDE 510
Social & Historical Perspectives in Dentistry (2)
Prerequisite: Admission to UWSOD
This course introduces the process of critical thinking and its application to clinical problem-solving in a behavioral and social context.

RIDE 513
Communication Skills I - Techniques (1)
Prerequisite: Admission to UWSOD
Introductory communication skills with an emphasis toward the skills needed for interviewing patients. The course is presented in seminar format. Topics covered in this course and RIDE 514 will be applied in RIDE 515.

RIDE 514
Communication Skills II - Cultural Competency (1)
Prerequisite: Admission to UWSOD
This course provides a basic introduction to the role that culture can play in health-care utilization. Topics covered in this course and RIDE 513 will be applied in RIDE 515.

RIDE 515
Communication Skills III - Interviewing and History-Taking (1)
Prerequisite: Admission to UWSOD
This course provides early clinical experiences and develops skills necessary to learn from patients what you need people to know about their social, medical and dental histories to effectively understand the "whole patient" which allows you to diagnose, plan and provide appropriate treatment.
RIDE 516  
Physical Examination I (1)  
Prerequisite: Admission to UWSD  
This is Part I of a course that occurs over two quarters (winter-spring). The design of the course-at-large includes lectures, seminars and clinical sessions that provide instruction on the techniques and interpretation of medical history-taking and physical examination. Part I includes lectures and clinical opportunities to learn the techniques of general survey, assessment of vital signs and interviewing patients with psychological problems.

RIDE 517  
Physical Examination II (2)  
Prerequisite: Admission to UWSD  
This course consists of lectures, clinical practice sessions, clinical rotations and seminars that address techniques of patient assessment including history-taking, physical examination and interpretation of findings. Includes development of skills through participation in clinical sessions.

RIDE 519  
Medical Microbiology and Immunology (3)  
Prerequisite: Admission to UWSD  
Bacterial structure, physiology and genetics. Viral structure and function. Bacterial and viral diseases of the respiratory tract, skin, GI tract. Innate and adaptive immunology. Immune response to infection, immunodeficiencies and autoimmunity.

RIDE 520  
Dental Materials Science (3)  
Prerequisite: Admission to UWSD  
This course is a didactic course in which basic concepts of dental materials science are presented to dental students. In addition, physical, mechanical, chemical and biological properties of a variety of restorative dental materials is discussed. Emphasis is placed on proper selection and handling of dental materials with clinical use.

RIDE 521  
Applied Dental Materials (3)  
Prerequisite: Admission to UWSD  
This course consists of a weekly orientation lecture and laboratory session that provides first-year dental students with practical instruction in the proper use of restorative dental materials. Attention is also given to student self-evaluation of their performance with the various laboratory projects.

RIDE 530  
Anatomy and Embryology for Dental Students (13)  
Prerequisite: Admission to UWSD  
Normal gross structures of the thorax, abdomen, pelvis, perineum, upper extremity and neck are discussed and then dissected on human cadavers. The development of each organ system is presented and related to the definitive normal adult structure. Developmental anomalies and diagnostic anatomy are also discussed.

RIDE 531  
Introduction to Neuroanatomy (2)  
Prerequisite: Admission to UWSD  
General survey of the structure of the central nervous system, including an analysis of sensory and motor systems and higher integrative functions and clinical correlation.

RIDE 540  
Development, Structure and Function of Oral Tissues (3)  
Prerequisite: Admission to UWSD  
Two-quarter course covering the development, microscopic and submicroscopic structure and functional aspects of hard and soft oral tissues. Embryonic development of head and neck and morphodifferentiation of face and oral structures. Structure-function relationships in descriptions of development and history-ultrastructure of oral tissues by integration of traditional oral histology and oral physiology topics.

RIDE 541  
Microscopic Anatomy (4)  
Prerequisite: Admission to UWSD  
Lecture and laboratory work in microscopic anatomy. An integrative introduction to the structure and function of cells, tissues and organs of the body. Course work focuses on the microscopic examination of these structures and their functions. Interconnections will be made throughout the course with physiological, biochemical and gross anatomical data.

RIDE 542  
Molecular Microbiology and Oral Diseases (3)  
Prerequisite: Admission to UWSD  
Applies students’ background knowledge in basic sciences to an understanding of specific microbiology of various niches of the oral cavity, formation and metabolic activity of dental plaque, etiology, pathogenesis, histopathology and clinical characteristics of dental diseases. Principles involved in prevention of cross-contamination and diagnosis of clinical infections.

RIDE 544  
General and Systematic Pathology (5)  
Prerequisite: Admission to UWSD  
Basic pathologic processes that underlie disease, including cell alterations, genetic pathology, development and environment pathology, genetic aspects of cancer and neoplasia, immunopathology and inflammation and host responses. Correlates the gross, functional and biochemical alterations. Survey of pathological processes affecting organs and systems pertinent to the practice of dentistry. Lectures present a coherent picture of systemic disease.

RIDE 545  
Dental Anatomy (3)  
Prerequisite: Admission to UWSD  
Lecture and laboratory on the morphology and nomenclature of individual teeth of the adult dentition. Introduction to tooth histology and function and the influence of tooth anatomy on clinical dental procedures.

RIDE 556  
Introduction to Occlusion (3)  
Prerequisite: Admission to UWSD  
This is a lecture and laboratory course which will provide a basis for evaluation and problem-solving in dental occlusion. It will integrate the materials learned in Dental Anatomy with ideal and functional occlusion. The course builds on knowledge of tooth morphology and the nomenclature gained in Dental Anatomy. The laboratory will be an extension of Dental Anatomy and will reward a student’s ability to discriminate what is correct and not correct as well as correctly solving problems of occlusion. The students will be treated as dental colleagues.

RIDE 557  
Functional Analysis of Occlusion (3)  
Prerequisite: Admission to UWSD  
Clinical and laboratory experiences in examination and charting of patient’s occlusion, record-taking for analysis of occlusion on a dental articulator and preclinical diagnostic correction of problems of occlusion on articulated clinical casts. Provides basic background and technique information relative to laboratory and clinical experiences.

RIDE 558  
Operative Dentistry (1)  
Prerequisite: Admission to UWSD  
This lecture series introduces concepts of operative dentistry to first-year dental students. Nomenclature, cavity classification, instrumentation, pulp protection and principles of cavity preparation are presented and discussed.

RIDE 567  
Introduction to Periodontics (2)  
Prerequisite: Admission to UWSD  
An introductory didactic course in periodontology for pre-doctoral dental students. Successful completion of this course should allow students to apply knowledge obtained from basic science disciplines to the understanding of the infectious nature of periodontal diseases and the disease process resulting from the host inflammatory response. The student will learn how to assess clinical conditions and associate these conditions with periodontal pathology.

RIDE 610  
Introduction to Clinical Dentistry (2)  
Prerequisite: Admission to UWSD  
Introduction to clinical dental education. Students will participate in classroom and clinical exercises that lead to integration of didactic and clinical skills. This course will focus on developing the qualities of a professional and the introduction of the process of care with an emphasis on assessment. Students will practice professional, communication, teamwork and instrumentation skills necessary for the practice of dentistry. Basic techniques are introduced and practiced on dentoforms and peer partners.
Disability Studies Courses

**Terms offered:** If no terms are indicated, check with department or quarterly course announcement.

**DSST 310**
**Disability, Culture & Society (4)**
Satisfies cultural and gender diversity university graduation requirement
This course will familiarize students with historical disability conceptualizations and issues. Contemporary and emerging beliefs about disability and disability culture in society and culture will be addressed. The concept of universal access will be introduced.

**DSST 410**
**Disability as Diversity I (4)**
Disability is just one of many manifestations of human diversity. This course has been developed to help explore disability throughout the lifespan and the social contexts that frame disability experience. Students from multiple fields will develop understanding of disability accommodation and how universal access benefits all of society, including those from majority and minority backgrounds.

**DSST 411**
**Disability as Diversity II (4)**
Prerequisite: DSST 410
Disability and persons with disabilities have been with us throughout the history of humankind. This course will further address the ways culture and language influence disability experience in society. It examines social roles and relationships of persons with disabilities and of people with other diverse characteristics and backgrounds.

**DSST 490**
**Senior Capstone in Disability Studies (4)**
Prerequisite: DSST 411
This course will provide students the opportunity to develop a community-based, service-learning project with colleagues from multiple academic disciplines. Under the direction of the instructor, students will participate in a project that addresses disability in the context of a diverse society. At the discretion of the student's academic major advisor, it can also serve as a Senior Capstone experience.

**DSST 501**
**Disability, Culture and Universal Access in Society (4)**
This course is designed to introduce students to disability from a progressive and contemporary perspective that places disabilities as a component of the diverse tapestry of society. It introduces the principle of universal access (UA): a society developed for all—majority and minority, typical and atypical. It focuses on the reciprocal interactions between disability populations and the economic, physical, social, political, cultural and spiritual environments. It identifies how disability is conceptualized differently in varied contexts and analyzes how disability fits within the contemporary discourse of human diversity.

**DSST 510**
**Disability as Diversity I (4)**
Disability is just one form of human diversity. This course has been developed to help explore disability throughout the lifespan through the lens of diversity. Students from a variety of fields will develop understanding of reasonable accommodation for disability and how universal access benefits all of society, including those from majority and minority backgrounds.

**DSST 511**
**Disability as Diversity II (4)**
Prerequisite: DSST 510
Disability and persons with disabilities have been with us throughout the history of humankind. This course will further address disability as a component of the diverse tapestry of society. It will attend to the ways language and communication in their multiple forms (e.g. verbal, written, art, humor) contribute to understandings of disability in society and the social roles and relationships of persons with disabilities and of people with diverse characteristics and backgrounds.

**DSST 590**
**Interdisciplinary Project in Disability Studies (4)**
Prerequisite: DSST 511
This course will provide students the opportunity to develop a community-based, service-learning project with colleagues from multiple academic disciplines. Under the direction of the instructor, students will participate in a project that addresses disability in the context of a diverse society.

**Student Learning Outcomes**

**Students will:**
- demonstrate knowledge of the perceptions of disability throughout history and in contemporary society,
- display knowledge of how laws and policies influence the lives of people with disabilities,
- analyze societal representations of defining disability including the moral, medical and social models,
- understand disability as a characteristic in the diverse tapestry of society,
- apply the principles of universal access to disability and to other diverse societal characteristics,
- demonstrate disability and universal access understanding through the application of community-based service learning.

**Required Courses:**
- DSST 310 Disability, Culture and Society (4)
- DSST 410 Disability as Diversity I (4)
- DSST 411 Disability as Diversity II (4)
- DSST 490 Senior Capstone in Disability Studies (4)

**Total credits for above certificate:** 16 credits

**Graduate Certificate in Disability Studies**

The Interdisciplinary Disability Studies Program encourages people with a minimum of a Bachelor’s Degree preparation and who are interested in disability and the lived experiences of persons with disabilities to enroll in the graduate courses offered. Post-Baccalaureate students and matriculated students are invited to enroll in the program by contacting the Center for Disability Studies and Universal Access. Non-matriculated students will be required to follow University procedures to enroll in the Certificate Program.

The Graduate Disability Studies Certificate is a 16 credit hour program, consisting of four courses, including a community-based service learning course. The four required courses in the program are listed below.

**Required Courses:**
- DSST 501 Disability, Culture and Universal Access in Society (4)
- DSST 510 Disability as Diversity I (4)
- DSST 511 Disability as Diversity II (4)
- DSST 590 Interdisciplinary Project in Disability Studies (4)

**Total credits for above certificate:** 16 credits

**Disability Studies Certificate**
Disability Studies is a 16 credit hour University Certificate Program that approaches disability as diversity and uses universal access as a theme. To receive the certificate, students must successfully complete each of the required courses.
EARTH SCIENCE

College of Science, Health and Engineering
Department of Geology
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BAE
Minor
General Science Endorsement
Faculty: Varies

UNDERGRADUATE PROGRAMS

The BAE in Earth Science is for prospective secondary school science teachers. The Earth Science major and minor are interdisciplinary, with required courses from geography, geology, physics, chemistry and biology.

General Admissions Requirements for Earth 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 GECR requirements, particularly in the Natural Sciences, prior to entering the program. Students are encouraged to contact the Earth Science advisor to aid them in selecting these GECR courses.

General Degree Completion Requirements for Earth Science:

Grade requirement for BAE:
2.5 cumulative average
2.0 in each course

Generally Earth 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.

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

Bachelor of Arts in Education (BAE)

Earth Science/Secondary Major (64–65 credits)

Student Learning Outcomes

Students will:
- understand the communication skills necessary to teach earth science safely and effectively to students,
- learn the principles and concepts of earth science in order to be able to teach earth science to middle school and high school students,
- be able to explain earth science using modern plate tectonics theory to integrate physical and historical geological knowledge.

Required Courses

CHEM 151 General Chemistry (5)
GEOG 305 Introduction to Oceanography (5)
GEOG 410 Geomorphology (5)
GEOG 314 Weather and Climate (5)
GEOG 120 Physical Geology - The Solid Earth (5)
GEOG 121 Physical Geology - Surficial Processes (5)
GEOG 122 Historical Geology (5)
GEOG 220 Environmental Geology (4)
or GEOG 360 Geologic Hazards (4)
GEOG 307 Rocks and Minerals (5)
GEOG/GEOG 390 Earth Science Teaching Methods (1)
MATH 106 Precalculus II (5)
PHYS 121 Descriptive Astronomy (5)
PHYS 131 Introductory Physics I (4)
PHYS 161 Mechanics Laboratory (1)
SCED 390 Secondary Science Teaching Methods (1)

Electives

Students must take 4–5 credits of field-oriented course work. Select from the list below, or from special field courses in Geography or Geology approved by the Earth Science advisor:

GEOG 201 Introduction to Field Research (5)
GEOG/BIOI 312 Fundamentals of Soil Science (4)
GEOG 313 Surface Hydrology (4)
GEOG 325 Wetland Science I (4)
GEOG 455 Colorado Plateau Geology (4)
GEOG 496 Geology field trip (3–5)

Required credits 60 credits
Elective credits 4–5 credits
Minimum total credits for above major 64 credits

Professional Education Requirements/

Secondary Education:

66–67 credits

Total credits for above major and professional education 110 credits

Note: The above is an interdisciplinary major. See an advisor to determine if courses required by this major may be taken in partial fulfillment of the GECRs. A minor is not required, but highly recommended.

Note: The above major takes more than 12 quarters at 15–16 credits a quarter.

Minor

Earth Science/Secondary Minor (32 credits)

This minor satisfies the endorsement for grades 5–12.

Required Courses

GEOG 305 Introduction to Oceanography (5)
GEOG 314 Weather and Climate (5)
GEOG 120 Physical Geology - The Solid Earth (5)
GEOG 121 Physical Geology - Surficial Processes (5)
GEOG 122 Historical Geology (5)
GEOG/GEOG 390 Earth Science Teaching Methods (1)
PHYS 121 Descriptive Astronomy (5)
SCED 390 Secondary Science Teaching Methods (1)

Total credits for above minor 32 credits

Course Requirements for Teacher Certification/Add-on Endorsements

(For students who currently possess a Washington State Teaching Certificate)

General Science/Add-on Endorsement (65 credits)

To improve the marketability of the science teacher, students may wish to complete this option in addition to their BAE in Biology, Chemistry, Earth Science or Physics. This add-on satisfies the endorsement and allows teachers to teach any science for grades 5–12.

Required Courses

BIOL 171 Biology I (4)
BIOL 172 Biology II (4)
BIOL 173 Biology III (4)
BIOL 270 Biological Investigation (5)
BIOL 390 Biology Teaching Methods (1)
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 390 Chemistry Methods for the Secondary School (1)
CHEM 314 Weather and Climate (5)
GEOG 120 Physical Geology - The Solid Earth (5)
GEOG 121 Physical Geology - Surficial Processes (5)
GEOG/GEOG 390 Earth Science Teaching Methods (1)
PHYS 121 Descriptive Astronomy (5)
PHYS 131 Introductory Physics I (4)
PHYS 132 Introductory Physics II (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 390 Physics Teaching Methods (1)
SCED 390 Secondary Science Teaching Methods (1)

Total credits for above add-on endorsement 65 credits

Courses

See Course Descriptions listed under the participating programs and departments: Biology, Chemistry and Biochemistry, Geography, Geology, Mathematics and Physics.
ECONOMICS
College of Social and Behavioral Sciences
Tom Trulove, Chair
300 Patterson Hall
509.359.4748 Department Secretary

BA
Minors

UNDERGRADUATE PROGRAMS

Economics is the study of choice and how choices made by individuals and society affect our standard of living. Its subject matter is society, how people choose to lead their lives and how they interact. Economics brings methods of science to the fundamental questions and problems faced by society. By doing so, economics helps us understand and explain a variety of topics such as employment, inflation, business cycles, economic growth, markets, production, distribution, wages, profits, interest rates, money, taxes, competition, monopoly, international trade, economic history, public policy and many others. Courses range from the very practical and applied to the more abstract and theoretical.

A major in economics prepares students for careers in a wide variety of private and public sector occupations as well as for graduate study in economics, law, public policy and business. Past graduates have worked as stockbrokers, bankers, union officials, market analysts, managers, researchers and salespersons. Export/import firms, public utilities, consulting firms, railroads, airlines, banks and a variety of local, state and federal government agencies, have employed them. Others have successfully completed graduate studies in economics at schools such as Yale, Purdue, UCLA, Rice, Oregon, WSU and Washington or received law and MBA degrees at numerous other universities.

The Economics Major provides students with a strong foundation in economics and the opportunity to select from a broad range of upper-division courses. It allows the flexibility to craft a program related to individual student interests and goals. For example, students preparing for graduate school in economics or interested in a career in technical economic analysis would be advised to take a program similar to the Economics Major with Mathematics Option. Those considering careers in the private sector are advised to add a strong business minor.

Business majors seeking a strong economics background or a dual major in Economics should take the Economics Major, if they want a BA in Economics, or the Economics Major offered through Business Administration, if they want a BBA with emphasis in Economics.

All prospective economics majors or business students thinking of a second major are urged to consult with an Economics Department advisor to tailor a program best suited to their goals.

There is a 20 credit minor available to those students who want to demonstrate expertise in economics to complement their major.

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.

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

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.

Student Learning Outcomes

Students will:

• use supply and demand modeling to predict and/or explain some economic event,
• use quantitative skills to analyze economic data,
• understand the use of fiscal and monetary policies in addressing contemporary macroeconomic issues,
• understand and apply the Cost/Benefit Principle to a current socio-economic issue.

Economics Major (67–68 credits)

Economics Required Core

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 251 Principles of Financial Accounting (4)</td>
</tr>
<tr>
<td>DSCI 245 Data Analysis for Business (4)</td>
</tr>
<tr>
<td>or MATH 380 Elementary Probability and Statistics (5)</td>
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<tr>
<td>ECON 200 Introduction to Microeconomics (5)</td>
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<tr>
<td>ECON 201 Introduction to Macroeconomics (5)</td>
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<tr>
<td>ECON 404 Intermediate Microeconomic Theory (5)</td>
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<tr>
<td>ECON 405 Intermediate Macroeconomic Theory (5)</td>
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<tr>
<td>ECON 437 Econometrics (5)</td>
</tr>
<tr>
<td>ECON 490 Capstone (5)</td>
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<tr>
<td>FINC 335 Financial Management (4)</td>
</tr>
</tbody>
</table>

Economics Electives

Select upper-division economics courses.

Required program credits | 42–43 credits |
Elective credits | 25 credits |
Minimum total credits for above major | 67 credits |

Note: ECON 200 and ECON 201 may be waived by completing ECON 437 and MATH 161 Calculus I (5), each with 3.0 or better.

Economics Major with Mathematics Option (73–74 credits)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ECON 200 Introduction to Microeconomics (5)</td>
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<tr>
<td>ECON 201 Introduction to Macroeconomics (5)</td>
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<tr>
<td>ECON 404 Intermediate Microeconomic Theory (5)</td>
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<tr>
<td>ECON 405 Intermediate Macroeconomic Theory (5)</td>
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<tr>
<td>ECON 430 Mathematical Economics (5)</td>
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<tr>
<td>ECON 437 Econometrics (5)</td>
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<tr>
<td>ECON 490 Capstone (5)</td>
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<tr>
<td>MATH 161 Calculus I (5)</td>
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<tr>
<td>MATH 162 Calculus II (5)</td>
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<tr>
<td>MATH 163 Calculus III (5)</td>
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<tr>
<td>MATH 386 Applied Statistics (4)</td>
</tr>
</tbody>
</table>

Mathematics Electives

Select upper-division mathematics courses.

Required program credits | 54 credits |
Economics elective credits | 15 credits |
Mathematics elective credits | 4–5 credits |
Minimum total credits for above major | 73 credits |

Minor

Economics Minor (20 credits)

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ECON 200 Introduction to Microeconomics (5)</td>
</tr>
<tr>
<td>ECON 201 Introduction to Macroeconomics (5)</td>
</tr>
</tbody>
</table>

Electives

Select upper-division courses in Economics.

Required program credits | 10 credits |
Elective credits | 10 credits |
Total credits for above minor | 20 credits |

www.ewu.edu
General Education Economics Minor (20 credits)

**Required Courses**
- ECON 100 General Education Economics (5)

**Electives**
Select three courses from the following list:
- ECON 412 Economic History of the United States (5)
- ECON 415 History of Economic Thought (5)
- ECON 417 Political Economy (5)
- ECON 420 Labor History (5)
- ECON 424 Economics of Poverty and Discrimination (5)
- ECON 427 The Economics of Women and Work (5)

**Required program credits**
- 5 credits

**Elective credits**
- 15 credits

**Total credits for above minor**
- 20 credits

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**Terms offered**
If no terms are indicated, check with department or quarterly course announcement.

**ECON 100**
General Education Economics (5)
FALL/WINTER/SUMMER
(satisfies the GECR for social sciences, list 1, economics and government.)

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 200**
Introduction to Microeconomics (5)
FALL/WINTER/SUMMER
(satisfies the GECR for social sciences, list 1, economics and government; counts as one course.)

Examine 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)
FALL/WINTER/SUMMER
(completion of the sequence ECON 200 and 201 satisfies the GECR for social sciences, list 1, economics and government; counts as one course.)

Examine the general functioning of an economy. 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 300**
Microeconomics (5)
FALL/WINTER/SUMMER
Prerequisite: MATH 104 completed.

Accelerated introduction to microeconomics for students in professional programs; substitutes for ECON 200.

**ECON 301**
Macroeconomics (5)
FALL/WINTER/SUMMER
Prerequisite: MATH 104 completed.

Accelerated introduction to macroeconomics for students in professional programs; substitutes for ECON 201.

**ECON 399**
Special Studies (3–5)
FALL/WINTER/SUMMER
Prerequisites: ECON 200 and 201 or instructor permission.

Subjects studied vary according to faculty and student interest.

**ECON 404**
Intermediate Microeconomic Theory (5)
FALL/WINTER/SUMMER
Prerequisites: ECON 200 and 201 or instructor permission.

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 405**
Intermediate Macroeconomic Theory (5)
FALL/SUMMER
Prerequisites: ECON 200 and 201 or instructor permission.

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 412**
Economic History of the United States (5)
SPRING
Prerequisite: 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. (Cross-listed HIST 487)

**ECON 415**
History of Economic Thought (5)
WINTER
Prerequisite: Junior standing.

Economic thought to the early 20th century; special attention to selected writers including Aristotle, the Mercantilists, the Physiocrats, Hume, Smith, Malthus, Ricardo, Marx, the Marginalists and Marshall.

**ECON 417**
Political Economy (5)
Prerequisite: Junior standing.

How public decisions can be made more rational, more productive of welfare, or more in the general interest. Selected literature from economics, political science and related disciplines provides an analytical framework for the discussion of a number of social problems.

**ECON 420**
Labor History (5)
Prerequisite: Junior standing.

A chronological examination of labor movements in the United States. Focuses on trade union activity and the impact unions have had on their members and society. Draws occasional examples from European and Latin American labor history for purposes of comparison and examines various labor history theories. (Cross-listed HIST 489)

**ECON 421**
Labor Economics (5)
FALL
Prerequisite: ECON 200 or instructor permission.

Supply and demand for labor and important institutions in the labor market, especially the upgrading of labor via education and vocational training, the mobility of labor, the influence of trade unions on wages, the effects of race and sex discrimination on wages and labor’s inflation unemployment problems.

**ECON 424**
Economics of Poverty and Discrimination (5)
SPRING
Prerequisite: Junior standing.

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. (Cross-listed AAST 424, WMST 426)

**ECON 427**
The Economics of Women and Work (5)
Prerequisite: Junior standing.

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. (Cross-listed WMST 427)

**ECON 429**
Women and Men in the U.S. Economy (1)
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. (Cross-listed WMST 402)

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**GRADUATE PROGRAM**

The Department of Economics does not offer a graduate degree program but does support the College of Business and Public Administration by offering upper-division and graduate courses in economics. Students considering selecting economics courses for elective graduate credit should consult with their advisor.

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147 / ECONOMICS
ECON 430 
Mathematical Economics (5)  
Prerequisites: ECON 200 or instructor permission.  
Mathematical methods and techniques applied to economic problems.

ECON 435 
Managerial Economics (5)  
Prerequisites: ECON 200 and DSCI 245 or instructor permission.  
Economic principles applied to various areas of business administration, with emphasis on management decision-making by formulating problems in a quantitative manner capable of numerical solution.

ECON 437 
Econometrics (5)  
WINTER  
Prerequisites: ECON 200 and 201 and DSCI 245 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 444 
Money and Banking (5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: ECON 200 and 201 or instructor permission.  
Reviews contemporary U.S. banking practices and regulations; surveys theories of interest rates and bank behavior; surveys monetary policies and determinants and effects of Federal Reserve policies.

ECON 445 
Insurance and Risk (5)  
WINTER  
Prerequisites: ECON 200 or instructor permission.  
This course examines the principles of insurance and ways of managing risk. It includes discussion of the development and forms of private and social insurance programs. (Cross-listed FINC 432)

ECON 450 
Public Finance and Public Policy (5)  
FALL  
Prerequisites: ECON 200 or instructor permission.  
Examines the causes and consequences of government in the U.S. economy and impact of government expenditure and revenue-raising activities.

ECON 452 
Health Economics (5)  
FALL  
Prerequisites: ECON 200 or instructor permission.  
Examines economic aspects of health care, including factors influencing the demand and supply of health services and the roles of insurance and government in health care markets.

ECON 457 
Natural Resource Economics (5)  
SPRING  
Prerequisites: ECON 200 or instructor permission.  
Uses microeconomic reasoning and models to examine the allocation and management of non-renewable and renewable resources such as land, water, fossil fuels and mineral resources, fisheries and forests.

ECON 458 
Regional Economics (5)  
Prerequisites: ECON 200 or instructor permission.  

ECON 470 
International Economics (5)  
WINTER  
(Satisfies international studies university graduation requirement.)  
Prerequisites: ECON 200 and 201 or instructor permission.  
Interaction of national economics and the problems arising there from, particularly trade and payments problems and the development of regional and international economic institutions.

ECON 474 
International Finance (5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: ECON 200 and 201 and 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. (Cross-listed FINC 474, IBUS 474)

ECON 475 
Economic Development (5)  
SPRING  
(Satisfies international studies university graduation requirement.)  
Prerequisites: ECON 200 and 201 or instructor permission.  
Development prospects of present-day underdeveloped countries. Historical development of industrial countries by analogy. Attention given to both economic and non-economic factors in the development process and to population problems and human resource development.

ECON 490 
Senior Capstone: The Job Market (5)  
WINTER  
(Satisfies senior capstone university graduation requirement.)  
Prerequisites: 10 credits 400 level ECON courses or instructor permission.  
Course has four components: (1) reviews modern theories of employment, job search and wage determination (2) empirical review of the regional job market (3) portfolio preparation (4) program assessment.

ECON 495 
Internship (3–5)  
FALL/WINTER/SPRING/SUMMER

ECON 497 
Workshops, Short Courses, Conferences (1–5)  
FALL/WINTER/SPRING/SUMMER

ECON 498 
Seminar (3–5)  
FALL/WINTER/SPRING/SUMMER

ECON 499 
Directed Study (1–5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Permission of the instructor and department chair and ECON 200 and 201 and at least five credits of prior 400 level ECON courses. Independent study projects in selected fields of economics. Limited to senior and graduate students.

ECON 500 
Economic Analysis (4)  
SPRING  
Prerequisites: Not open to those who have completed ECON 200 and ECON 201. This is an accelerated course in micro- and macroeconomic principles, including these topics: functioning of a price system, supply and demand, forms of markets, theory of factor income, market interventions by government, macroeconomic measurements, determinants of national income and output, effects of monetary and fiscal policy and long-term growth.

ECON 515 
Economics for Managers (4)  
FALL/WINTER/SPRING/SUMMER  
This course is a study of economic theory and its specific applications to the manager's decision-making.

ECON 598 
Graduate Seminar (1–4)  
Prerequisites: Permission of the instructor.  
Variable topics.

ECON 599 
Independent Study (1–4)  
Prerequisite: Permission of the instructor.

ECON 696 
College Teaching Internship (1–4)  
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.

www.ewu.edu
EDUCATION

College of Education and Human Development
Joan Dickerson, Chair Designee
509.359.2232

BAE

Minors
Elementary Education Endorsement

MED

Residency and Professional Teaching Certificates

Washington Teacher Certification:
The state of Washington issues two basic teaching certificates: The Residency Teaching Certificate and the Professional Teaching Certificate. Each certificate issued requires payment of a state fee plus an EWU processing fee. In addition, the student must give evidence of good character and fitness, including a Washington State Patrol and FBI clearance.

The Residency Teaching Certificate:
This certificate is awarded 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 Residency and Professional Certificates. The Residency Teaching Certificate is valid until the teacher has provisional status as a teacher.

The Residency Renewal Certificate is valid five years from when the teacher first completes provisional status or two years of teaching in a state board of education approved school.

The state of Washington requires teacher education candidates admitted to teacher preparation programs beginning September 1, 2002 to pass the Washington Education Skills test Basic (WEST-B) in order to receive a Residency Certificate. In addition, beginning September 1, 2005, candidates must pass a Praxis II WEST-E subject matter test to receive an endorsement for certification purposes.

The Professional Teaching Certificate:
This second-level graduate certificate is granted for those teachers who have completed provisional status with a school district, which is usually two years of successful, contracted teaching experience in-state, in one school district and completion of an approved Professional Certification Program.

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 and 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 Certification program, culminating with a baccalaureate degree and a Residency Teaching Certificate, to students who wish to teach in either elementary or secondary school settings.

To obtain a Bachelor of Arts in Education degree, a student must satisfy the General Education Requirements (GERs), Professional Education Program requirements and major/minor fields of study requirements of Eastern Washington University. Upon satisfying requirements for the baccalaureate degree, the student may be eligible to receive a Residency Teaching Certificate from the state of Washington, providing he/she meets academic certification and personal fitness standards.

Undergraduate Program goals of the Department of Education are:
- To prepare teachers who can provide leadership and cope with the complex problems of rural and urban society. In compliance with the National Council for Accreditation of Teacher Education (NCATE) and Washington Office of Superintendent of Public Instruction (OSPI) standards, the Department of Education for the University provides a professional program which prepares students for teaching at the elementary and secondary level.
- To provide research designed to investigate best practices for the instruction of and learning by P/K-12 students.
- To ensure continuous involvement in programs designed to reform and improve the quality of instructional techniques and theory.
- To provide for university students solid, contemporary and challenging instructional programs that are theoretically sound and experientially based.

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 processes 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 the Washington State Office of Public Instruction and NCATE. 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 nor to the student.

This assistance will be offered by faculty members from the Department of Education and by appropriate faculty members from the Departments of Art, Biology, Business Education, Chemistry, Child Development, English, French, Health, History, Mathematics, Music, Physical Education, Social Studies and Special Education.

Teacher Education Program Requirements:

1. Prerequisites to EDUC 200 for Elementary and Secondary Education Students (19–21 credits):

   - A minimum GPA of 2.0 in all prerequisite courses is required.
   - Washington Educator Skills Test Basic (WEST-B)
   - Computer Literacy Requirement: CPLA 100, Computer Literacy I (1) and CPLA 101, Computer Literacy II, CPLA 120, Computer Applications Literacy (5), or a computer literacy test clearance
   - GPA Requirement: A minimum 2.5 GPA calculated on most recent 45 quarter credits
   - Speech Requirement: CMST 200, Introduction to Speech Communication (4); or an approved equivalent.
   - English Requirement: ENGL 101 and 201 or equivalent.
   - Mathematics Requirement: MATH 115, Mathematical Reasoning (5) or an approved equivalent for secondary education students or MATH 211, Structure of Elementary Mathematics I (5) or an approved equivalent for elementary education students.

   - After the above prerequisite courses have been met, students will be allowed to take:

2. EDUC 200, Admission to Teacher Education Program (1)

   The prerequisite criteria will be verified in this class:

   - Certification Eligibility: A student will be asked to give evidence of good character and fitness including Washington State Patrol clearance and begin the fingerprint background check.
   - Teacher Education Evidentiary Portfolio
   - Students will declare major/minors, meet with advisors and complete a program plan.

www.ewu.edu
3. Major/Minor/Endorsement Options

Elementary

Elementary teaching candidates must declare a major and a minor. Contact the academic major and minor department for advisement and signature of agreement for completion of requirements.


*These majors meet an endorsement.

Minors: **Art, **Chicano Education, Early Childhood, Early Childhood Special Education, English, **English as a Second Language, **French, **German, Gifted and Talented, **Library Media, Mathematics, **Psychology, Reading, **Spanish, Special Education and Theatre.

**These minors meet an endorsement.

Secondary

Secondary teaching candidates must declare a major and a minor with the exception of majors that require 60 credits or more unless otherwise noted. Contact the academic major and minor departments for advisement and signature of agreement for completion of requirements. Students are encouraged to complete more than one endorsement in order to increase their employability.


*These majors do not require a minor.


Please Note: It is important to work with an advisor early in your program to help you plan your schedule. A number of the following requirements may also be counted as General Education Requirements (GERs).

In EDUC 200 class students will request a K–12 public school placement and be assigned to a school where they will be expected to participate for three consecutive quarters prior to student teaching. (Elementary three (3) consecutive quarters in K–12 school experience: EDUC 310, 338, 339, 420; Secondary three (3) consecutive quarters in K–12 school experience: EDUC 341, 413, 420).

Formal admission to the Teacher Education program is contingent upon passing EDUC 200. (This includes field placement and registration in specific education courses.)

After completion of EDUC 200, the student then has the choice of two education programs in which to concentrate: Elementary or Secondary.

Allow for classroom experience in the field (3 hours per week).

4. Professional Education Course Requirements

Elementary Education Required Courses (73-74 credits)

There are 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.

- ART 390 Art in the Elementary School (3)
- CEDP 302 Educational Psychology (5)
- CEDP 363 Introduction to Special Education (4)
- EDUC 201 Introduction to Education (3)
- EDUC 200, EDUC 303 and EDUC 418 must be taken concurrently
- EDUC 338 and EDUC 339 must be taken concurrently

Secondary Education Required Courses (46–47 credits)

EDUC 201 Introduction to Education (3)
- EDUC 303 Foundations of Assessment (3)
- EDUC 341 Secondary Strategies Management, Assessment (4)
- EDUC 413 Content Area Reading, Management, Assessment (4)
- EDUC 419 Foundations of Secondary Classroom Management (3)
- EDUC 420 Admissions to Professional Candidacy (3)
- EDUC 426 Secondary Student Teaching 7–12 (15)

30-hour multicultural education field requirement

One course from the following: 4–5 credits

EDUC 423 Elementary Student Teaching K–8 (15)
EDUC 426 Secondary Student Teaching 7–12 (15)

Elementary Education Options

EDUC 101/ANTH 161 Introduction to Chicano Culture (5)
- CMST 340 Intericultural Communication (5)
- EDUC 325 Inequalities and Impacts on Educational Equity (4)
- HIST 313 Asian American History (5)
- IDST 101 Introduction to Indian Studies (5)
- SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
- SOCI 321 Sex and Gender (5)

Required program credits 69 credits

Cultural Diversity requirement credits 4–5 credits

Minimum total credits for above elementary education 73 credits

Secondary Education Options

EDUC 302 Educational Psychology (5)
- CEDP 363 Introduction to Special Education (4)
- EDUC 201 Introduction to Education (3)
- EDUC 303 Foundations of Assessment (3)
- EDUC 341 Secondary Strategies Management, Assessment (4)
- EDUC 413 Content Area Reading, Management, Assessment (4)
- EDUC 419 Foundations of Secondary Classroom Management (3)
- EDUC 420 Admissions to Professional Candidacy (3)
- EDUC 426 Secondary Student Teaching 7–12 (15)

30-hour multicultural education field requirement

One course from the following: 4–5 credits

EDUC 303 Foundations of Assessment (3)
EDUC 338 and EDUC 419 must be taken concurrently

Required program credits 62 credits

Cultural Diversity requirement credits 4–5 credits

Minimum total credits for above secondary education 46 credits

5. EDUC 420 Professional Admissions

Student Teaching Prerequisites: The student planning to student-teach must have satisfied the application/admission steps and must have completed the following clearances verified in EDUC 420:

- Method course(s) in major/minor must be completed
- Candidates must have a minimum GPA of 2.5 in each of the following: major, minor and Professional Education Program
- No individual course below a grade of 2.0 in any of the following: major, minor or Professional Education Program
- Completion of Evidentiary Portfolio
- Have current State Patrol and FBI Clearance

Elementary: Must have completed Elementary Methods courses in major, CEDP 302, 363, EDUC 201, 303, 304; 310, 338, 339; 418.

Secondary: Must have completed Secondary Methods courses in Major/Major, CEDP 302, 363, EDUC 201, 303; 341; 413; 419.

Application for Student Teaching.

During EDUC 420 the student must submit the Application for Professional Admissions and Student Teaching to the Director of Undergraduate Programs. With permission of the K-12 Program Director he/she must register for the student teaching course. The student teacher candidate who does not meet stated deadlines may not be eligible for placement.

6. Student Teaching

The purpose of student teaching is to provide the teacher candidate with direct teaching/learning experience in a K–12 public schools. The student has the opportunity during this time to observe teachers, to plan and teach under the supervision of master teachers and to participate in the total school program for a full quarter.

Placement is contingent upon availability and acceptance by schools.

The teacher candidate is required to earn 15 credits as a student teacher. These credits are to be earned in one quarter or in an approved alternative program.

Typically the candidate is assigned full time to a K–12 public school. The student teaching assignment is considered a full student load and no
additional credits may be earned during the quarter except by written consent of the K-12 Program Director. Student teaching may be done in selected public school districts throughout the state of Washington. The student will be notified of his/her student teaching assignment by letter from the Field Experiences office.

7. 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.

Effective 9/1/05 all candidates for certification must pass a Praxis II (WEST-E) subject matter test to receive an endorsement for certification purposes.

Evidence for certification includes:
- State of Washington Performance Based Pedagogy Assessment
- 30-hour Multicultural Verification Assessment Form
- Grade Requirement:
  - 2.0 in each course (major, minor and professional education core)
  - 2.5 cumulative average (major, minor and professional education core)

Disclaimer - The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

Those admitted to the Teacher Education Program under a previous catalog who are not able to complete their program before 9/1/05, will be held to the current state requirements as listed in this catalog.

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

Bachelor of Arts in Education (BAE)

Reading/Elementary or Secondary Major (46 credits)

Student Learning Outcomes

Students will:
- demonstrate professional leadership in the field,
- demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community,
- design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Office of Superintendent of Public Instruction (OSPI) standards and certification requirements, National Council for Teacher Accreditation (NCATE) and other applicable professional standards,
- demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment.

This major satisfies the endorsement for Preschool to grade 12.

Required Courses
EDUC 304 Introduction to Elementary Reading (3)
EDUC 305 Storytelling in Children’s Literature (5)
EDUC 310 Reading Methods, Management and Assessment in the Elementary School (4)
EDUC 401 Reading Instruction and Literature for Young Adults (5)
EDUC 410 Student-Centered Reading Programs (4)
EDUC 411 Reading for Language-Diverse Students (3)
EDUC 413 Content Area Reading, Management, Assessment (4)
EDUC 415 Introduction to Reading Assessment and Remediation (4)
*EDUC 494 Practicum Seminar for Reading Majors (2)
*EDUC 495 Practicum For Reading Majors (5)

Electives: Select at least seven credits from the following list
EDUC/ENGL 323 A Global View through Children’s Literature (5)
EDUC 462 Instructional Media and Technology (3)
EDUC 463 Production of Instructional Materials (5)
EDUC 479 Early Literacy (3)
EDUC 490 Department Senior Capstone: Politics of Literacy or Elementary Science (4)
EDUC 497 Approved Reading Workshops, Short Courses or Conferences (Var)
ENGL 360 Language Structure and Use (5)
ENGL 391 The Teaching of English in the Elementary School (5)
ESLG 480 Second Language Acquisition and Teaching (4)
ESLG 483 Reading Instruction in A Second Language (5)
THTR 326 Creative Dramatics (3)

*Must be taken concurrently.

Required credits 39 credits
Elective credits 7 credits
Total credits for above major 46 credits

Professional Education Requirements/Additional requirements for Elementary Education: 66-67 credits
or Additional Secondary Education: 42-43 credits

See the Department of Education section of this catalog. Prerequisites may also apply.

Minimum total credits for above major and elementary professional education 110 credits

Note: The above major will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.

Note: The above major requires the completion of a minor.

Minors

Early Childhood Education/Elementary Minor (17 credits)

This minor does not meet a state of Washington endorsement.

Required Courses
EDUC 455 Perspectives of Early Childhood Education (3)
EDUC 456 Integrated Early Childhood Practices (5)
EDUC 457 Collaborative Reflective Teaching in Early Childhood Education (3)
EDUC 479 Early Literacy (3)
EDUC 480 Educating Young Children with Diverse Backgrounds (3)

Total credits for above minor 17 credits

Gifted/Talented Education/Elementary Minor (26 credits)

This minor does not meet a state of Washington endorsement.

Required Courses
CEDP 404 Psychology of the Gifted/Talented Child (3)
CPLA 339 Presentation Software (4)
CSED 311 Computers in the Classroom (4)
EDUC 362 Development of Higher-Level Thinking Strategies (3)
EDUC 363 Inquiry Strategies (3)
EDUC 370 Creativity in the Classroom (3)
EDUC 409 Teaching the Gifted and Talented Child (3)
EDUC 455 Field Experience in Gifted/Talented Education (3)

Total credits for above minor 26 credits

Library Media/Elementary or Secondary Minor (31 credits)

This minor satisfies the endorsement for Preschool to grade 12.

Required Courses
EDUC 463 Production of Instructional Materials (5)
LBSC 305 Storytelling in Children’s Literature (5)
LBSC 401 Reading Instruction and Literature for Young Adults (5)
LBSC 430 Selection of Library Media Center Materials (3)
LBSC 460 Reference and Information Literacy (3)
LBSC 465 Organization of Learning Resources (4)
LBSC 490 Administration of the School Library Media Center (3)
LBSC 495 Practicum in the Library/Media Center (3)

Total credits for above minor 31 credits

Note: This minor is in addition to classroom teacher preparation. Washington State Patrol clearance required for all Library Media courses.

Reading/Elementary or Secondary Minor (29 credits)

This minor does not meet a State of Washington endorsement.

Required Courses
EDUC 304 Introduction to Elementary Reading (3)
EDUC 305 Storytelling in Children’s Literature (5)
EDUC 310 Elementary Reading Methods, Management, Assessment (4)
EDUC 401 Reading Instruction and Literature for Young Adults (5)
EDUC 410 Student-Centered Reading Programs (4)
EDUC 413 Content Area Reading, Management, Assessment (4)
EDUC 415 Introduction to Reading Assessment and Remediation (4)

Total credits for above minor 29 credits
Course Requirements for Teacher Certification/Add-on Endorsements
(For students who currently possess a Washington State Teaching Certificate)

Elementary Education/Add-on Endorsement (80 credits) Must have a current Washington State Patrol form.
This add-on satisfies the endorsement for Kindergarten to grade 8.

Required Courses
1. EDUC 300 Introduction to Classroom Experience (2–3)
2. EDUC 304 Introduction to Elementary Reading (3)
3. EDUC 310 Reading Methods in the Elementary School (4)
4. EDUC 338 Language Arts Methods, Management and Assessment in the Elementary School (4)
5. EDUC 339 Social Studies and Science Methods, Management and Assessment in the Elementary School (5)
6. EDUC 418 Foundations of Elementary Classroom Management (3)
7. ART 390 Art in the Elementary School (3)
8. BIOL 115 Investigating Biology (5)
   or BIOL 100 Introduction to Biology (5)
   or an approved life science class with a lab
9. CEDP 302 Educational Psychology (5)
10. GEOG 101 Fundamentals of Human Geography (5)
   or GEOG/GEOL 115 Investigating Earth Science (5)
   or an approved research science class with a lab
11. HIST 104 East Asia: Tradition and Transformation (5)
   or HIST 106 Western Heritage: 18th Century to the Present (5)
12. HIST 110 The American Experience: A Survey (5)
13. MATH 211 Structures of Elementary Mathematics I (5)
14. MATH 212 Structures of Elementary Mathematics II (5)
15. MATH 390 Methods of Teaching Elementary School Mathematics (5)
16. MUSC 390 Music Methods for Elementary Classroom Teacher (3)
17. PHED 390 Health and Physical Education in the Elementary School (3)
18. PHYS 115 Investigating Physical Science (5)
   or an approved physical science class with a lab

Minimum total credits for above add-on endorsement  80 credits
*EDUC 300 must be taken concurrently with EDUC 338 and EDUC 339.
See Williamson Hall 310 before registering for these courses.

GRADUATE PROGRAMS

Master of Education

J. Liu
312 Williamson Hall
509.359.7023

The programs available through the Department of Education are designed to provide opportunities for graduate students who desire advanced training in education. The following MEd programs are offered.

* Programs marked with an asterisk do not require prior K-12 teaching certification.

Adult Education*: This program is developed to provide advanced opportunities for those persons seeking to work with adults in a variety of settings.

Literacy: Designed for classroom and reading teachers as they work toward an understanding of the role that literacy plays across the curriculum.

MIT Secondary Teaching*: A program designed for those candidates who desire an MEd degree and a residency teaching certificate for the middle school, junior high and high school.

MIT Teaching K–8*: A program designed for those candidates who desire an MEd degree and a residency teaching certificate for teaching in the elementary grades.

Residency Principal Certification: Candidates can complete a residency principal certification through an educational leadership master's degree program. For those candidates that already hold a master's degree in an educational field, a post-baccalaureate certificate option is available.

All programs for preparing teachers and other educational personnel at Eastern are accredited by the National Council for the Accreditation for Teacher Education (NCATE) and comply with their standards.

General Admission Requirements for the Master of Education Degree:
1. A bachelor's degree.
2. Recommendations from three persons, one of whom has known the student in a supervisory capacity.
3. Acceptance into the graduate program (see Admission Policies and Procedures as stated elsewhere in this catalog).

Special requirements for Advancement to Candidacy:
1. Completion of university requirements as listed in advancement to candidacy section as stated elsewhere in this catalog.
2. Selection of oral committee members as stated elsewhere in this catalog. See approved third member policy.

Exit Requirements:
1. Successful completion of all course and research project work.
2. Successful completion of the final examination.
3. At least one-year successful professional experience must be completed prior to the granting of the degree.

Student Learning Outcomes

Students will:
• demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment;
• demonstrate professional leadership in the field.
• design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Office of Superintendent of Public Instruction (OPI) standards and certification requirements, National Council for Teacher Accreditation (NCATE) and other applicable professional standards;
• demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community.

Adult Education

Dr. Vince Alecicia
509.359.7024
vince.alecicia@ewu.edu

This program is developed to provide an advanced educational opportunity for those persons seeking to work with adults in educational settings. These settings include but are not limited to 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. Recommended prerequisite: CEDP 314 Adult Development.
Student Learning Outcomes

Students will:
- demonstrate instructional and communication competence and skills necessary to work with adults in educational settings.

Common Requirements and Credit Hours
Psychological Foundations of Education:
- CEDP 515 Advanced Educational Psychology (4)
- CEDP 518 Research and Evaluation (4)
- EDUC 507 Educational Leadership (4)
- EDUC 508 Social Studies in the Elementary School (3)
- EDUC 510 Elementary School Science Programs (4)
- EDUC 519 Reading Methods for Elementary Teachers (4)
- EDUC 520 Methods of Educational Research (4)
- EDUC 521 Field Based Inquiry (4)
- EDUC 522 Field Based Inquiry or alternate as designated (4)

Area Specialization and Credit Hours
- CEDP 505 Educational Psychology (4)
- EDUC 507 Educational Leadership (4)
- EDUC 510 Elementary School Science Programs (4)
- EDUC 515 Advanced Educational Psychology (4)
- EDUC 519 Reading Methods for Elementary Teachers (4)
- EDUC 520 Methods of Educational Research (4)
- EDUC 521 Field Based Inquiry (4)
- EDUC 522 Field Based Inquiry or alternate as designated (4)

Common requirements 16 credits
Area specialization credits 14 credits
Elective support courses approved by advisor 18 credits
Total credits for above master's degree 48 credits

Curriculum and Instruction

Dr. Harvey Alvy
Dr. Frances Sherwood
509.359.6093 509.359.692
Harvey.alvy@ewu.edu Frances.sherwood@ewu.edu

This program of study is designed for certified teachers who wish to exercise leadership in school curriculum planning and development. Areas of emphasis include curriculum and instructional development, early childhood education and elementary teaching. Candidates can plan with an advisor to emphasize science education, social science education or school library media. Candidates could also choose to emphasize working with “at risk” learners, middle school education or gifted education.

A copy of state teaching certificate must accompany graduate application.

Student Learning Outcomes (Candidates must be certified teachers)

Students will:
- demonstrate advanced research based knowledge and skills in curriculum and instruction in a selected area of emphasis including but not limited to early childhood education, elementary teaching, science education, social science education, at risk learners, middle school or gifted education.

Common Requirements and Credit Hours
- CEDP 504, CEDP 515 or CEDP 518 (4)
- EDUC 502 or EDUC 507 (4)
- EDUC 505 or EDUC 506 (4)
- EDUC 520 Methods of Educational Research or alternate as designated (4)
- EDUC 521 Field Based Inquiry (4)
- EDUC 600 Thesis (5) or EDUC 601 Research Report (5)

Area Specializations
Curriculum Development Emphasis
- EDUC 531 Secondary School Curriculum (4)
- EDUC 532 Social Studies in the Elementary School (3)
- EDUC 533 Instructional Systems Development (4)
- EDUC 551 Supervision of Instruction (4)
- EDUC 588 Readings in the Curriculum (4)
- EDUC 598 Seminar in Curriculum (4)

Area Specialization
- EDUC 531 Secondary School Curriculum (4)
- EDUC 532 Social Studies in the Elementary School (3)
- EDUC 533 Instructional Systems Development (4)
- EDUC 551 Supervision of Instruction (4)
- EDUC 588 Readings in the Curriculum (4)
- EDUC 598 Seminar in Curriculum (4)

Support courses - choice of one
- EDUC 564 School Law (4)
- EDUC 565 Mathematics in Elementary School (3)
- EDUC 566 Mathematics in Secondary School (3)
- EDUC 567 Social Studies in the Elementary School (3)
- EDUC 568 Social Studies in the Elementary School (3)
- EDUC 569 Psychology of Literacy (4)
- EDUC 570 Elementary School Science Programs (4)
- EDUC 571 Mathematics in Elementary School (3)
- EDUC 580/600 Level Courses e.g., content field, computers (Var)
- EDUC 598 Seminar in Curriculum (4)

Common requirements credits 25 credits
Area specialization credits 20 credits
Minimum support area credits 3–4 credits
Minimum total credits for above master's degree 48 credits

Early Childhood Education Emphasis
Area Specialization
- CEDP 502 Theories of Learning (4)
- or CEDP 503 Applied Learning Theory and Behavior Modification (4)
- EDUC 580 Curriculum Design in Early Childhood Education (4)

Support courses
- Selected with approval of program advisor from education in areas related to early childhood education

Common requirements credits 25 credits
Area specialization credits 12 credits
Support area credits 11 credits
Minimum total credits for above master's degree 48 credits

Elementary Teaching Emphasis
Area Specialization
- EDUC 531 Elementary School Curriculum (4)
- EDUC 570 Elementary School Science Programs (4)
- EDUC 574 Social Studies in the Elementary School (3)
- EDUC 576 Advanced Literacy Methods (4)
- EDUC 594 Psychology of Literacy (4)
- MATH 590 Math Methods for Elementary Teachers (5)

Support courses
- Elective approved by advisor

Common requirements credits 25 credits
Area specialization credits 24 credits
Total credits for above master's degree 48 credits

Interdisciplinary Emphasis
Area Specialization, Support courses
- Chosen with advisor approval

Common requirements credits 25 credits
Area specialization and support area credits 23 credits
Minimum total credits for above master's degree 49 credits

Educational Leadership

Dr. Les Portner
Dr. Harvey Alvy
509.359.2899 509.359.6093
les.portner@ewu.edu Harvey.alvy@ewu.edu

The Educational Leadership degree program is built upon the six Interstate School Leaders Licensure Consortium (ISLLC) Standards and the concept that effective schools are led by leaders well grounded in the principles of best practices in leadership and management. This degree program meets the requirements of the State Department of Public Instruction for a school principal’s certificate. Completion of the Master of Education Program and demonstrated competence in specific standards as listed by the State Board of Education will qualify the candidate for the appropriate certificate. In addition, a teaching certificate or an Educational Staff Associate certificate and demonstrated significant instructional experience are required for certification by the state of Washington. A successful school year internship of a minimum of 720 hours is required to meet the degree program and certification. Enrollment in this internship requires review and approval by the Administrative PEAB.

Note: Permission to enroll in this internship requires review and approval by the Administrative PEAB. Candidates are expected to have at least three (3) years of experience as a teacher or an educational staff associate before completion of the program.

A copy of state teaching certificate must accompany the graduate application.

Required steps prior to MEd course work:
1. Apply to Graduate School
2. Apply to Educational Leadership Program through the Program Coordinator

Student Learning Outcomes

Students will:
- demonstrate principles, knowledge and skills in curriculum and instruction in a selected area of emphasis including but not limited to early childhood education, elementary teaching, science education, social science education, at risk learners, middle school or gifted education.
**Student Learning Outcomes**

**Students will:**
- demonstrate professional expertise and leadership in the field to facilitate learning in efficient ways.

**Common Requirements and Credit Hours**

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**Area Specialization:**
- Select two or three beyond common requirements:
  - CEDP 515 Advanced Educational Psychology (4)
  - CEDP 518 Problems in Child Development (4)
  - CEDP 519 Problems of Adolescence (4)
  - EDUC 502 History of American Education (4)
  - EDUC 503 Contemporary Education in Other Societies (4)
  - EDUC 506 Educational Sociology (4)
  - EDUC 507 Philosophy and Organization of the American School (4)

**Select support courses approved by the advisor including courses from related disciplines:**
- history, government, sociology, psychology
  - EDUC 601 Research Report or EDUC 600 Thesis (5)

**Specialization Requirements and Credit Hours**

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**Area Specialization:**
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  - CEDP 515 Advanced Educational Psychology (4)
  - CEDP 518 Problems in Child Development (4)
  - CEDP 519 Problems of Adolescence (4)
  - EDUC 502 History of American Education (4)
  - EDUC 503 Contemporary Education in Other Societies (4)
  - EDUC 506 Educational Sociology (4)
  - EDUC 507 Philosophy and Organization of the American School (4)

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  - EDUC 601 Research Report or EDUC 600 Thesis (5)

**Instructional Media and Technology**

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**Area Specialization:**
- Select two or three beyond common requirements:
  - CEDP 515 Advanced Educational Psychology (4)
  - CEDP 518 Problems in Child Development (4)
  - CEDP 519 Problems of Adolescence (4)
  - EDUC 502 History of American Education (4)
  - EDUC 503 Contemporary Education in Other Societies (4)
  - EDUC 506 Educational Sociology (4)
  - EDUC 507 Philosophy and Organization of the American School (4)

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  - EDUC 503 Contemporary Education in Other Societies (4)
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  - EDUC 503 Contemporary Education in Other Societies (4)
  - EDUC 506 Educational Sociology (4)
  - EDUC 507 Philosophy and Organization of the American School (4)

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  - EDUC 502 History of American Education (4)
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  - EDUC 506 Educational Sociology (4)
  - EDUC 507 Philosophy and Organization of the American School (4)

**Select support courses approved by the advisor including courses from related disciplines:**
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  - EDUC 502 History of American Education (4)
  - EDUC 503 Contemporary Education in Other Societies (4)
  - EDUC 506 Educational Sociology (4)
  - EDUC 507 Philosophy and Organization of the American School (4)

**Select support courses approved by the advisor including courses from related disciplines:**
- history, government, sociology, psychology
  - EDUC 601 Research Report or EDUC 600 Thesis (5)
Professional Certification for Teachers

This graduate-level certificate is granted for those teachers who have completed provisional status with a school district, which is usually two years of successful, contracted, in-state teaching experience in one school district and who have completed the following required courses in this certificate program. The Department of Education Certification Office will provide advising for this certificate.

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<td>EDUC 520 Methods of Educational Research (4)</td>
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<td>EDUC 598 Pre-Assessment Seminar (4)</td>
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<tr>
<td>EDUC 598 Culminating Seminar (3)</td>
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</table>

Minimum total credits for above certification: 16 credits

Please direct all inquiries and correspondence for certification to:
Certification Office
Eastern Washington University
312 Williamson Hall
Cheney, WA 99004-2458

Master in Teaching (MIT): Secondary Teaching
Lori Reiman
509.359.2500
lori.reiman@ewu.edu

This program is available to candidates who hold a bachelor’s degree in an area other than education 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. Candidates for this program must have an endorsable teaching major that has been approved by an Eastern Washington University academic department. Effective Sept. 1, 2005, all candidates for certification must pass a Praxis II WESTE subject matter test to receive an endorsement for certification purposes.

Prerequisites for this program are:
1. Computer Literacy Requirement: CPLA 100, Computer Literacy I and CPLA 101, Computer Literacy II or complete a computer literacy test clearance.
2. Introductory speech course (CMST 200, or an approved equivalent).
3. At least 90% of the endorsable teaching major must be completed.
5. MATH 212 or equivalent

Additional courses listed below must be completed for certification:
EDUC 341 Secondary Strategies (4)
EDUC 419 Classroom Management - Secondary (3)
XXXX XXX Secondary Methods Class from Major Department (3–5)

Minimum total credits for above certification: 14 credits

Student Learning Outcomes (Candidates must have a Bachelor's Degree)

Students will:
• Demonstrate required WAC knowledge and skills and meet all SPI and EWU Department of Education professional education program requirements including a year-long internship in K-12 schools, which are necessary to qualify for a residency teaching certificate in teaching in elementary grades.

Common Requirements and Credit Hours
Psychological Foundations of Education: CEDP 515 Advanced Educational Psychology (4)
Historical, Philosophical and Social Foundations of Education:
EDUC 506 and EDUC 507 (8)
EDUC 520 Methods of Educational Research (4)

Area Specialization
EDUC 535 Instructional Systems Development (4)
EDUC 551 Supervision of Instruction (4)
EDUC 588 Readings in the Curriculum (4)
EDUC 598 Seminar in Elementary/Secondary Education (2)
EDUC 601 Research Report (5)
EDUC 695 Internship (15)

Common requirements credits: 16 credits
Area specialization credits: 38 credits
Minimum total credits for above master's degree and certification: 54 credits

Master in Teaching (MIT): Teaching K-8
Lori Reiman
509.359.2500
lori.reiman@ewu.edu

This program is available to candidates who hold a bachelor’s degree in an area other than education interested in receiving both a MEd degree and a residency teaching certificate for teaching in the elementary grades.

Prerequisites for this program are:
1. Computer Literacy Requirement: CPLA 100, Computer Literacy I and CPLA 101, Computer Literacy II or complete a computer literacy test clearance.
2. Introductory speech course (CMST 200, or an approved equivalent).
3. Three (3) natural science courses (recommend BIOL 115, GEOG or PHYS 115, GEOG/GEOL 115).
4. Three (3) social studies courses (recommend HIST 110, HIST 104 or 106, GEOG 101 or 230).
5. MATH 212 or equivalent

Elementary Teaching with Certification candidates go through a pre-approval interview process and complete a year-long internship in an elementary school.

Student Learning Outcomes (Candidates must have a bachelor’s degree.)

Students will:
• Demonstrate required WAC knowledge and skills and meet all SPI and EWU Department of Education professional education program requirements including a year-long internship in K-8 schools, which are necessary to qualify for a residency teaching certificate in teaching in elementary grades.

Common Requirements and Credit Hours
Psychological Foundations of Education: CEDP 515 Advanced Educational Psychology (4)
Historical, Philosophical and Social Foundations of Education:
EDUC 506 and EDUC 507 (8)
EDUC 520 Methods of Educational Research (4)

Area Specialization
EDUC 478 Science in the Elementary School (4)
EDUC 531 Elementary School Curriculum (4)
EDUC 533 Instructional Systems Development (4)
EDUC 574 Social Studies in the Elementary School (3)
EDUC 598 Seminar in Elementary Teaching (2)
EDUC 601 Research Report (5)
EDUC 695 Internship (15)
MATH 590 Math Methods for Elementary Teachers (5)

Common requirements credits: 16 credits
Specialization credits: 50 credits
Minimum total credits for above master’s degree and certification: 66 credits

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Education Courses

EDUC 101 Society and Education (4) FALL/WINTER/SPRING/SUMMER
Surveys the problems and controversies surrounding education with an analysis of these problems through a sociological-historical approach. Emphasizes the close relationship between society and education. Designed as a general education course.

EDUC 146 College Reading and Study Techniques (5) FALL/WINTER/SPRING/SUMMER
Individual evaluation, prescription and practice for improvement of study reading, note-taking, spelling and study techniques.

EDUC 150 Reading/Study Skills (1–2)
Graded Pass/No Credit. 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 note: students may earn a maximum of two credits a quarter and may earn a total of five credits during their tenure at the university.

EDUC 160 Direct Instruction Tutoring (1–6)
Prerequisite: Permission of the instructor. Classroom tutoring using Direct Instruction teaching techniques and curriculum.

EDUC 200 Admission to the Teacher Education Program (1)
Graded Pass/No Credit. Prerequisites: CPLA 101 or CPLA 120 or Computer Literacy Test Clearance; ENGL 101 and ENGL 201; MATH 211 [Elementary] or MATH 115 [Secondary]; CMST 200 or proof of equivalence. Concurrent enrollment in EDUC 200 and either EDUC 418 or EDUC 419. Washington State Patrol/FBI fingerprinting receipt submitted. Co-requisites: EDUC 303 and either EDUC 418 or EDUC 419.

This course is a required prerequisite to most education courses and admission to the teacher preparation program. The course includes orientation to EWU Teacher Education Program; completion of Washington State Patrol FBI Clearance, moral character and personal fitness supplement; introduction to Washington Administrative Code (WAC) knowledge and skills, Washington State Learning Goals (WASL) and Essential Academic Learning Requirements (EALR); Office of the Superintendent of Public Instruction (OSPI) and National Council for Accreditation of Teacher Education (NCATE) accreditation standards and desired professional attributes; the Department of Education reflective teaching model and Evidentiary Portfolio; required K-12 public school field experiences; school-based communication skills and legal and professional certification requirements. This course must be taken concurrently with EDUC 503 and either EDUC 418 or EDUC 419.

EDUC 201 Introduction to Education (3) FALL/WINTER/SPRING/SUMMER
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)
Prerequisite: CEDP 160 or permission of the instructor. Classroom mentoring experiences using Direct Instruction teaching techniques and curriculum.

EDUC 299 Special Studies (1–18)
FALL/WINTER/SPRING/SUMMER
Subjects studied vary according to faculty and student interests.

EDUC 300 Introduction to Classroom Experience (1–4)
Graded Pass/No Credit. Prerequisite: Washington State Patrol form submitted. Observation and participation in public school classroom management and instruction. Your schedule must be arranged so time can be spent in a public school classroom during the day. After registering for EDUC 300, sign up for placements in Education Department, Williamson Hall, third floor.

EDUC 303 Foundations of Assessment (3) FALL/WINTER/SPRING/SUMMER
Concurrent enrollment in EDUC 200 and either EDUC 418 or EDUC 419. Washington State Patrol/FBI fingerprinting receipt submitted. 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) FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 200, 303 and 418. Washington State Patrol Clearance/FBI fingerprinting receipt submitted. This course investigates reading processes, emergent literacy, word identification, vocabulary and comprehension in elementary reading programs.

EDUC 305 Storytelling in Children's Literature (5)
FALL/WINTER/SPRING
Prerequisites: EDUC 200, 303 and 418. Washington State Patrol clearance/FBI fingerprinting receipt submitted. Course work will include papers, journals, large and small group discussions and presentations. (Cross-listed with ENGL 325)

EDUC 325 Inequalities and Impacts on Educational Equity (4)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Junior standing or permission of instructor. 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 Arts Methods, Management and Assessment in the Elementary School (4)
FALL/WINTER/SPRING
Prerequisites: Junior standing and completion of EDUC 200, 303, 310 and 418; concurrent enrollment in EDUC 339. Washington State Patrol Clearance/FBI fingerprinting receipt submitted. This course examines the environment needed to teach the skills of listening, speaking and writing in the elementary school; including lesson plan development, assessment of student learning and classroom management.

EDUC 339 Social Studies and Science Methods, Management and Assessment in the Elementary School (5)
FALL/WINTER/SPRING
Prerequisites: Junior standing and completion of EDUC 200, 303, 310 and 418; concurrent enrollment in EDUC 339. Washington State Patrol Clearance/FBI fingerprinting receipt submitted. This course includes formulation of goals for Social Studies and Science, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.

EDUC 341 Secondary Strategies, Management, Assessment (4)
FALL/WINTER/SPRING
Prerequisites: Junior standing and completion of EDUC 200, 201, 303 and 419. Washington State Patrol clearance/FBI fingerprinting receipt submitted.

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Clearance/FBI fingerprinting receipt submitted. 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 and students 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.

EDUC 370 Creativity in the Classroom (3) SUMMER
Prerequisite: Washington State Patrol form submitted. Explores the psychological ramifications of the creative thinking processes through the study of such experts as Guilford, Torrance, Brown, Barron and Maslow. Analyses school conditions impeding creativity and examines teaching and organizational strategies which can nourish its creativity.

EDUC 399 Directed Study (1–18) FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the instructor and the department chair.

EDUC 401 Reading Instruction and Literature for Young Adults (5) FALL/WINTER/SPRING
Prerequisites: EDUC 305 or permission of the instructor. Washington State Patrol clearance. 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. (Cross-listed LBSC 401)

EDUC 409 Teaching the Gifted and Talented (3) SUMMER
Prerequisite: Washington State Patrol form submitted. Provides an overview of 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 Student-Centered Reading Programs (4) FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 304, 305 and 310. Washington State Patrol clearance. This course provides a theoretical background, teaching techniques, management techniques and evaluation procedures for student-centered reading programs (e.g. individualized; literature-based approaches; language experience approaches).

EDUC 411 Reading for Language-Diverse Students (3) FALL/WINTER/SPRING/SUMMER

EDUC 413 Content Area Reading, Management, Assessment (4) FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 200, 303 and 419. Washington State Patrol Clearance/FBI fingerprinting receipt submitted. This course suggests a wide variety of strategies for improving k-12 public schools’ comprehension of content area materials and techniques for analyzing the appropriateness of written materials. Lesson plan development including assessment of student learning and classroom management is covered. Three hours field experience weekly spent in a k-12 public school.

EDUC 415 Introduction to Reading Assessment and Remediation (4) FALL/WINTER/SPRING/SUMMER
Prerequisites: EDUC 410. Washington State Patrol clearance. This course presents a current model of the reading process, including basic strategies for assessing reading difficulties, strategies for remediation and techniques for professional reporting.

EDUC 418 Foundations of Elementary Classroom Management (3) FALL/WINTER/SPRING/SUMMER
Prerequisites: Concurrent enrollment in EDUC 200 and EDUC 303. Washington State Patrol Clearance/FBI fingerprinting receipt submitted.

EDUC 419 Foundations of Secondary Classroom Management (3) FALL/WINTER/SPRING/SUMMER
Prerequisites: Concurrent enrollment in EDUC 200 and EDUC 303. Washington State Patrol Clearance/FBI fingerprinting receipt submitted.

EDUC 420 Admission to Professional Candidacy (1) Graded Pass/No Credit.
FALL/WINTER/SPRING

EDUC 423 Elementary Student Teaching K–8 (15) FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisite: EDUC 420.

EDUC 424 Internship Elementary Level (1–18) FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisites: EDUC 420. Instructor approval required prior to registration. Must have two thirds of the total credit hours in major and minor. A minimum GPA of 2.5 in each of the following: major, minor and Professional Education Program. No individual course below a grade of 2.0 in each of the following: major, minor or Professional Education Program. Methods course in major completed. Washington State Patrol Clearance/FBI Fingerprinting Clearance must be current. In this class, the candidate student teaches in a special subject area such as P.E., music, library, special education or another area, allowing the candidate to gain additional experience.

EDUC 425 Internship Secondary Level (1–18) FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisites: EDUC 420. Instructor approval required prior to registration. Must have two thirds of the total credit hours in major and minor. A minimum GPA of 2.5 in each of the following: major, minor and Professional Education Program. No individual course below a grade of 2.0 in each of the following: major, minor or Professional Education Program. Methods course in major completed. Washington State Patrol Clearance/FBI Fingerprinting Clearance must be current.

This course is designed to provide the candidate student teaching experience in a new area or additional student teaching experience.

EDUC 426 Secondary Student Teaching 7–12 (15) FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisite: EDUC 420.
Departmental clearance required prior to registration. Students must have completed at least three-fourths of the course work for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA of 2.5 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 at least 2.0. Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to department's Student Teaching Handbook.

EDUC 427 General Student Teaching K–12 (1–15) FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisite: EDUC 420.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the course work for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA of 2.5 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 at least 2.0. Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department's Student Teaching Handbook.

EDUC 455 Perspectives of Early Childhood Education (3) FALL/WINTER
Students are introduced to the foundations and current perspectives of early childhood education. Opportunities are provided to learn about issues, trends, appropriate programs and expectations for working with young children and their families.

www.cwu.edu
EDUC 456 Integrated Early Childhood Practices (5)  
FALL/SPRING  
Prerequisites: EDUC 455. The design, implementation and assessment of appropriate early childhood practices (birth to 8 years) are addressed in this course. The early childhood pre-service teacher is guided in a collaborative, reflective and field-based process that views a learner-centered environment for young children as an organic process of constructivism.

EDUC 457 Collaborative Reflective Teaching in Early Childhood Education (3)  
WINTER/SPRING  
Prerequisites: EDUC 455, 456. Early Childhood students are encouraged to focus on their developing practices for working with young children by using a reflective practice model that emphasizes collaboration, constructivism and caring.

EDUC 458 The Learning Paradigm in Children's Studies (5)  
WINTER  
Prerequisite: EDUC 306. Students will learn about early childhood teacher education through an integrated, holistic and collaborative inquiry approach focusing on appropriate practices for young children.

EDUC 462 Instructional Media and Technology (3)  
FALL/WINTER/SPRING/SUMMER  
Course fee. Prerequisites: Junior level standing. Washington State Patrol form submitted or permission of the instructor. Exploration and examination of new technologies and media for education as well as understanding and analyzing emerging technology trends. Orientation and utilization of media equipment including video-camcorder, CD-ROM, computer, VCR, traditional projection equipment, laser-disc and satellite technology.

EDUC 463 Production of Instructional Materials (5)  
FALL  
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 478 Science in the Elementary School (4)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Washington State Patrol form submitted. Develops instructional competencies in elementary school science through extensive laboratory experiences.

EDUC 479 Early Literacy (3)  
WINTER/SPRING  
Prerequisites: EDUC 455. Students are expected to learn that emergent literacy begins with a child's birth and encompasses those experiences that introduce, involve and motivate the learning of early language and literacy constructs.

EDUC 480 Educating Young Children with Diverse Backgrounds (3)  
FALL/SPRING  
Prerequisites: EDUC 455. The early childhood education student will learn to integrate the learning of children with diverse backgrounds into developmentally and culturally appropriate programs.

EDUC 487 Seminar in Issues in Early Childhood Education (4)  
FALL  
A presentation and discussion of current issues related to Early Childhood Education including types of daycare, preschool and kindergarten programs, factors influencing these programs and the advantages and disadvantages of various types of programs.

EDUC 490 Department Senior Capstone (4)  
Politics of Literacy or Elementary Science  
[satisfies senior capstone university graduation requirement]  
Prerequisite: Senior standing. See your major department advisor for the appropriate section number.

EDUC 494 Practicum Seminar for Reading Majors (2)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: EDUC 410. Washington State Patrol and FBI clearance. Must be taken concurrently with EDUC 495. This course allows students to analyze practicum experiences, management strategies for a reading program and develop a personal philosophical foundation for reading instruction.

EDUC 495 Practicum for Reading Majors (5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: EDUC 410. Washington State Patrol and FBI clearance. Must be taken concurrently with EDUC 494. The student is supervised while teaching literacy in a classroom setting. It is required that this course be taken before student teaching. Nine (9) hours per week of field experience in a public school classroom are required.

EDUC 497 Workshops, Short Courses, Conferences (1–18)  
FALL/WINTER/SPRING/SUMMER  
Electives. Major in Reading (Elementary); must be a reading workshop.

EDUC 498 Seminar (1–18)  
FALL/WINTER/SPRING/SUMMER  
EDUC 499 Directed Study (1–18)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Junior standing, permission of the instructor and the department chair. An opportunity for students with adequate background and experience to make intensive and independent study of some special problems in education.

EDUC 502 History of American Education (4)  
The economic, social, cultural and philosophical development of America and the resulting impact on schools.

EDUC 503 Contemporary Education in Other Societies (4)  
Study of systems of education outside the United States.

EDUC 505 Current Issues in Education (4)  
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)  
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)  
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 520 Methods of Educational Research (4)  
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 521 Field Based Inquiry (4)  
Prerequisite: EDUC 520. Participants will continue study of methodology and models, select final project option, learn strategies for collecting and analyzing data and apply concepts and strategies to draft a final paper. (May be assigned a “Y” grade.)

EDUC 530 Foundations of Educational Communication and Information Technology (4)  
Survey of current issues, philosophical foundations, research and history in the field of educational communication and information technology applicable to K-12 and adult learners.

EDUC 531 Elementary School Curriculum (4)  
Curriculum practice and instructional materials most likely to improve instruction in the elementary school.

EDUC 532 Secondary School Curriculum (4)  
Curriculum practice and instructional materials most likely to improve instruction in the secondary school.

EDUC 533 Instructional Systems Development (4)  
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, Simulations and Learning (4)  
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 537 Information Sources and Technology in Education (4)  
Media access, selection and utilization for K–12 and adult learners; distance learning and telecommunications; networking and electronic data bases; applications of technologies in urban and rural education.

www.ewu.edu
EDUC 538
Media Literacy for Teachers (4)
Focuses on curricular and instructional development of resource-based skills. From examining model K-12 programs 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)
May be graded Pass/No Credit.

EDUC 542
Literature Study in the Elementary and Middle School (4)
Prerequisites: EDUC 305 and 401 or equivalent.
Advanced study of literature based teaching. Explores ways of building a literate classroom by connecting children and books with special ways to support students in becoming fluent readers.

EDUC 548
Advanced Reading Methods Across the Curriculum (4)
Prerequisites: EDUC 304, 310.
A course designed to provide classroom teachers an opportunity to revisit current reading instruction methodology, examine new research including brain research impacting instruction and explore meaningful ways in which reading instruction may be infused and integrated within content areas of the curriculum. 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)
Prerequisite: One-year teaching experience beyond student teaching or permission of the instructor.
The work of the teacher or supervisor in improving instruction.

EDUC 552
Supervision of Student Teaching (4)
Prerequisite: One-year teaching experience beyond student teaching.
Preparation for positions as supervisors in laboratory schools and for public school teachers who supervise students in off-campus student teaching assignments.

EDUC 560
Reading Inquiry (4)
This course centers on theoretical research into reading and literacy instruction. The course is based on the inquiry cycle, which will provide the organizational structure for class participation. Class sessions will include small group brainstorming and discussion, reading, explorations, browsing, workshop experiences, presentations, demonstrations and sharing.

EDUC 564
School Law (4)
Prerequisite: One-year teaching experience beyond student teaching.
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)
Prerequisites: Two-years teaching experience beyond student teaching and admission to the Educational Leadership Program by the Program Coordinator.
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)
Prerequisites: Two-years teaching experience beyond student teaching and admission to the Educational Leadership Program by Program Coordinator or permission of the instructor.
A problem-based exposure to the multidimensional 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 560
Administration of Technology Programs (4)
Operational functions concerned with the administration of learning centers, instructional communications or media. Includes selection, utilization, production, budget, services, facilities, equipment, materials and personnel.

EDUC 570
Elementary School Science Programs (4)
Prerequisites: Teaching experience beyond student teaching, EDUC 478 or permission of the instructor.
The development of elementary school science programs and materials including the coordination of science instruction with other curricular areas.

EDUC 574
Social Studies in the Elementary School (3)
Place of social studies in the school program, the development of principles involved in the teaching of social studies.

EDUC 575
Environmental Studies for Teachers (2–5)
Selected study techniques related to environmental education; designed for both pre-service and in-service teachers.

EDUC 576
Advanced Literacy Methods (4)
Advanced course with emphasis on models for reading and language arts integration. Cover total program: management, methods, materials and techniques.

EDUC 580
Curriculum Design in Early Childhood Education (4)
Prerequisite: EDUC 455 or permission of the instructor.
An in-depth study of the components of early childhood education curriculum models and research regarding early childhood education programs.

EDUC 588
Readings in the Curriculum (1–4)
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 589
Readings in School Supervision (1–4)
Prerequisite: EDUC 551 or 552.
An advanced course for students wanting to study the current literature on school supervision. Students will develop an annotated bibliography from a specific area of supervision.

EDUC 590
Critical and Social Literacies (4)
Prerequisite: EDUC 310 or consent of the instructor.
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. Instructional implications will be highlighted so that students will develop reflective and sound classroom practices.

EDUC 591
Instructional Foundations and Interventions for Literacy Difficulties (4)
Prerequisite: EDUC 415 or permission of the instructor.
This course is designed to examine the causes and correlates of individual differences in reading ability. A number of specialized, intensive approaches for the improvement of the literacy skills will also be examined.

EDUC 594
Psychology of Literacy (4)
Prerequisite: EDUC 310 or permission of the instructor.
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)
Prerequisite: EDUC 520.
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)

EDUC 597
Workshops (1–6)
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

EDUC 598
Seminar in Education (1–12)

EDUC 599
Independent Study in Education (1–6)
Prerequisites: Permission of the instructor and the department chair.
Students with adequate background and experience make intensive and independent study of some special problems in education. Students should make arrangements through their graduate advisor.

EDUC 600
Thesis (1–8)
May be graded Pass/No Credit.
Prerequisite: EDUC 520.
Independent research study under the direction of a graduate advisory committee.

EDUC 601
Research Report (1–6)
Graded Pass/No Credit.
Prerequisite: EDUC 520 or permission of the instructor.
Enrollees should have completed a rough draft prior to entering the course. Research projects to be developed and written by graduates.

EDUC 695
Internship (1–18)
Graded Pass/No Credit.
Practical, on-the-job experience for specialized school personnel planned cooperatively by a school district and the University. Students are selected for this experience by the University and the district in which the student is working. To register, students must make application to the program advisor during May of the previous year.

EDUC 696
College Teaching Internship (1–5)
Graded Pass/No Credit.
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.
### Library Science Courses

**Terms offered**: If no terms are indicated, check with department or quarterly course announcement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Terms Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBSC 305</td>
<td>Storytelling in Children’s Literature (5)</td>
<td>FALL/WINTER/SPRING</td>
<td>EDUC 200, 303 and 418; Washington State Patrol clearance/FBI fingerprinting receipt submitted. EDU 305 includes selected readings and discussions of a variety of children’s books. The course allows students to become acquainted with quality children’s literature and suggests media center and K-8 classroom uses for quality literature. (Cross-listed EDUC 305)</td>
</tr>
<tr>
<td>LBSC 401</td>
<td>Reading Instruction and Literature for Young Adults (5)</td>
<td>FALL/WINTER/SPRING</td>
<td>EDUC 305 or permission of the instructor. Washington State Patrol clearance. 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. (Cross-listed EDUC 401)</td>
</tr>
<tr>
<td>LBSC 440</td>
<td>Reading Guidance for Children and Young People (3)</td>
<td>FALL/WINTER/SPRING/SPRING/QUAL/PHD</td>
<td>Washington State Patrol form submitted. Meeting the reading, listening and viewing needs of children and young people with the materials in the library media center.</td>
</tr>
<tr>
<td>LBSC 450</td>
<td>Selection of Library Media Materials (3)</td>
<td>WINTER</td>
<td>Washington State Patrol form submitted. Selection policies, procedures and sources of information for evaluation and acquisition of print and nonprint materials.</td>
</tr>
<tr>
<td>LBSC 460</td>
<td>Reference and Information Literacy (3)</td>
<td>FALL</td>
<td>Washington State Patrol form submitted. Methods and materials used in building reference collections and teaching information literacy skills.</td>
</tr>
<tr>
<td>LBSC 490</td>
<td>Administration of the School Library Media Center (3)</td>
<td>SPRING</td>
<td>Washington State Patrol form submitted. Planning and implementing an effective program of services in the public school.</td>
</tr>
<tr>
<td>LBSC 495</td>
<td>Practicum in the Library Media Center (1–18)</td>
<td>FALL/WINTER/SPRING</td>
<td>Washington State Patrol form submitted. Participation in a school library media center program in administration, cataloging, teaching library skills and other services. A learning contract is required.</td>
</tr>
<tr>
<td>LBSC 497</td>
<td>Workshops, Short Courses, Conferences (3)</td>
<td>FALL/WINTER/SPRING/SPRING/QUAL/PHD</td>
<td>Washington State Patrol form submitted. Participation in a school library media center program in administration, cataloging, teaching library skills and other services. A learning contract is required.</td>
</tr>
<tr>
<td>LBSC 498</td>
<td>Seminar in School Library Problems (3)</td>
<td>FALL/WINTER/SPRING/QUAL/PHD</td>
<td>Washington State Patrol form submitted. Participation in a school library media center program in administration, cataloging, teaching library skills and other services. A learning contract is required.</td>
</tr>
<tr>
<td>LBSC 499</td>
<td>Directed Study (1–18)</td>
<td>FALL/WINTER/SPRING/QUAL/PHD</td>
<td>Permission of the instructor and the department chair.</td>
</tr>
<tr>
<td>LBSC 599</td>
<td>Independent Study (1–5)</td>
<td>FALL/WINTER/SPRING/QUAL/PHD</td>
<td>Permission of the instructor. Students applying for this course should have at least one year of experience in school library media work and/or at least ten credits in other library media courses.</td>
</tr>
</tbody>
</table>
EASTERN WASHINGTON UNIVERSITY 2008-09

ELECTRONIC MEDIA AND FILM

College of Arts and Letters
Marvin Smith, Chair
107 RTV Building
509.359.6590

B.A.
Faculty: S. Monroe, T. Mullin, P. Porter, M. Smith

UNDERGRADUATE PROGRAM

The Electronic Media and Film program prepares students for creative roles in the motion picture and television industry. The 81-credit program provides intensive experience in production and writing as well as media theory and criticism. Graduates are required to write a classically structured, feature length screenplay and complete a major film/video production or theory/criticism project. A faculty-student panel reviews both the script and the project as a part of the Senior Capstone experience.

Admission to the program is restricted to fall quarter. Failure to complete courses as they are offered will result in a significant delay in progress toward graduation. Transfer students, including students with AA degrees, must complete EMAF 214 not later than the first fall quarter in the program.

The Electronic Media and Film Program provides students a variety of electronic media facilities, including radio and television studios, electronic field production units and audio and video editing suites. Students are encouraged to apply their academic training to department-operated cable television channels in Spokane and Cheney, KEWU, an EWU operated 10,000-watt FM broadcast station as well as the numerous professional production companies operating in Spokane.

The location of the campus in proximity to Spokane, a center of trade and communications, allows students to participate in internship programs in a wide range of communication settings. In addition, the internship program extends throughout the United States.

Transfer Requirements for Electronic Media and Film: Students must enter the program in the fall quarter. Students should make application for major status prior to the fall quarter they intend to begin their major in Electronic Media and Filmic Arts and consult with a Department advisor on transferability of courses.

All students will be admitted to full major standing only after completion of all lower-division required courses and acceptance by the department.

Required language in high school or one year of a single foreign language at the foreign language requirements for EMAF:

Admission to the program is restricted to fall quarter. Failure to complete courses as they are offered will result in a significant delay in progress toward graduation. Transfer students, including students with AA degrees, must complete EMAF 214 not later than the first fall quarter in the program.

Electronic Media and Film Critical Minor (24 credits)

Required Courses
EMAF 110 Introduction to Electronic Media Production (5)
EMAF 214 Filmic Arts History I (5)
EMAF 217 Narrative Writing for the Filmic Arts (5)
EMAF 321 Writing for the Filmic Arts I (5)
EMAF 465 Filmic Arts History I (5)
EMAF 466 Filmic Arts History II (5)

Optional Courses
EMAF 417 Advanced Writing for the Filmic Arts (4)
EMAF 451 Law and Ethics for Producers (4)
EMAF 465 Filmic Arts History I (5)
EMAF 466 Filmic Arts History II (5)
EMAF 467 Filmic Arts Theory and Criticism (5)
EMAF 490 Electronic Media and Filmic Arts Senior Capstone (4)
EMAF 498 Seminar in Filmic Arts Writing (4)
EMAF 498 Seminar in Filmic Arts Criticism (Winter) (4)
EMAF 498 Seminar in Filmic Arts Criticism (Spring) (4)
EMAF 499 Senior Project: Screenwriting (1)
EMAF 499 Senior Project: Criticism or Production (1)

Total credits for above minor 30 credits

Note: This minor can be completed in one year beginning in a fall quarter.

Electronic Media and Film Screenwriting Minor (28 credits)

Required Courses
EMAF 214 Filmic Arts and the Humanities (5)
EMAF 217 Narrative Writing for the Filmic Arts (5)
EMAF 321 Writing for the Filmic Arts I (5)
EMAF 417 Advanced Writing for the Filmic Arts (4)
EMAF 498 Seminar in Filmic Arts Writing (4)

Note: Students seeking the EMAF Screenwriting Minor must allow for two years of enrollment to meet course prerequisites.

Total credits for above minor 28 credits

Electronic Media and Film Critical Minor (24 credits)

Required Courses
EMAF 214 Filmic Arts and the Humanities (5)
EMAF 217 Narrative Writing for the Filmic Arts (5)
EMAF 321 Writing for the Filmic Arts I (5)
EMAF 417 Advanced Writing for the Filmic Arts (4)
EMAF 498 Seminar in Filmic Arts Writing (4)

Note: Students seeking the EMAF Film Studies Minor must allow for two years of enrollment to meet course prerequisites.

Total credits for above minor 24 credits

GRADUATE PROGRAM

The Department of Electronic Media, 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 an Electronic Media, Theatre and Film advisor and submitted in compliance with requirements listed under Interdisciplinary Graduate Programs.

Note: Any student enrolling in upper-division courses must be an EMAF major or have permission of the instructor.

Bachelor of Arts (BA)

Electronic Media and Filmic Arts Major (81 credits)

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

Student Learning Outcomes

Students will:
• direct and produce fiction and nonfiction short videos,
• write classically structured screen plays of varying lengths,
• integrate knowledge of video production, writing and critical practice to their creative work,
• apply theories of the filmic arts as a means of deepening their criticism.

Required Courses
EMAF 110 Introduction to Electronic Media Production (5)
EMAF 214 Filmic Arts and the Humanities (5)
EMAF 221 Narrative Writing for the Filmic Arts (5)
EMAF 311 Filmic Arts Production (5)
EMAF 312 Filmic Arts Directing and Producing (5)
EMAF 321 Writing for the Filmic Arts I (5)
EMAF 322 Writing for the Filmic Arts II (5)
EMAF 410 Advanced Filmic Arts Production (5)
EMAF 417 Advanced Writing for the Filmic Arts (4)
EMAF 451 Law and Ethics for Producers (4)
EMAF 465 Filmic Arts History I (5)
EMAF 466 Filmic Arts History II (5)
EMAF 467 Filmic Arts Theory and Criticism (5)
EMAF 490 Electronic Media and Filmic Arts Senior Capstone (4)
EMAF 498 Seminar in Filmic Arts Writing (4)
EMAF 498 Seminar in Filmic Arts Criticism (Winter) (4)
EMAF 498 Seminar in Filmic Arts Criticism (Spring) (4)
EMAF 499 Senior Project: Screenwriting (1)
EMAF 499 Senior Project: Criticism or Production (1)

Optional Courses
EMAF 480 Field Production I (4)
EMAF 481 Field Production II (4)
EMAF 495 Field Experience in Radio Television (1–12)

Total credits for above major 81 credits

Electronic Media and Filmic Arts and the Humanities (5)
EMAF 221 Narrative Writing for the Filmic Arts (5)
EMAF 321 Writing for the Filmic Arts I (5)
EMAF 465 Filmic Arts History I (5)
EMAF 466 Filmic Arts History II (5)

Total credits for above minor 30 credits

Note: This minor can be completed in one year beginning in a fall quarter.

Electronic Media and Film Screenwriting Minor (28 credits)

Required Courses
EMAF 214 Filmic Arts and the Humanities (5)
EMAF 221 Narrative Writing for the Filmic Arts (5)
EMAF 321 Writing for the Filmic Arts I (5)
EMAF 417 Advanced Writing for the Filmic Arts (4)
EMAF 498 Seminar in Filmic Arts Writing (4)

Note: Students seeking the EMAF Screenwriting Minor must allow for two years of enrollment to meet course prerequisites.

Total credits for above minor 28 credits

Electronic Media and Film Critical Minor (24 credits)

Required Courses
EMAF 214 Filmic Arts and the Humanities (5)
EMAF 217 Narrative Writing for the Filmic Arts (5)
EMAF 321 Writing for the Filmic Arts I (5)
EMAF 417 Advanced Writing for the Filmic Arts (4)
EMAF 498 Seminar in Filmic Arts Writing (4)

Note: Students seeking the EMAF Film Studies Minor must allow for two years of enrollment to meet course prerequisites.

Total credits for above minor 24 credits

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Electronic Media and Film Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

EMAF 110
Introduction to Electronic Media Production (5)
Prerequisite: Completion of University Proficiencies in writing.
Survey of basic television production techniques, hands-on laboratory experience with electronic media equipment.

EMAF 214
Filmic Arts and the Humanities (5)
Prerequisite: Completion of University Proficiency in Writing.
Explores the varieties of human experience as they are expressed through the vocabulary of the filmic arts. Critical viewing, thinking and writing are emphasized. Three lectures, two screenings per week.

EMAF 300
Filmic Arts Performance Techniques (3)
Prerequisite: EMAF 214 or concurrent enrollment in 214. Examination of presentational and representational performance styles and techniques. Script analysis, vocal and physical control and the demands of cameras and microphones are emphasized. Labs explore narration, interviewing, hosting and acting.

EMAF 301
Filmic Arts Performance Workshop (1)
May be repeated for credit.
Prerequisite: EMAF 300. Further development of performance skills developed in EMAF 300 through workshop exercises.

EMAF 311
Filmic Arts Production (5)
Anesthetic considerations of the video and audio aspects of television production. Various techniques and media are considered. Laboratory exercises encourage audio and video exploration of new forms and techniques. Four lectures and one lab per week.

EMAF 312
Filmic Arts Directing and Producing (5)
Prerequisites: EMAF 110, 311. Experience in directing and producing television shows, development of programs, set design and construction, lighting, special effects and camera positioning.

EMAF 321
Writing for the Filmic Arts I (5)
OFFERED ONCE A YEAR.
Prerequisites: EMAF 214, 221. The course provides experience in writing the short film. Students will learn to develop story through character, dialogue and action. Criticism and revision are emphasized. Five lectures per week.

EMAF 322
Writing for the Filmic Arts II (5)
OFFERED ONCE A YEAR.
Prerequisite: EMAF 321. Adapting pre-existing materials, ideas and out-of-copyright literary work into producible short screenplays. Narrative problem solving, structure, criticism and revision are emphasized.

EMAF 399
Special Studies in Radio Television (1–5)
Prerequisites: Permission of the instructor and the department chair.
Subjects studied vary according to faculty and student interest.

EMAF 410
Advanced Filmic Arts Production (5)
Prerequisites: EMAF 110, 311, 312. Planning, designing, budgeting and proposing television programs. Time, talent, union requirements and resource budgeting. Selection of locations, logistical planning, aesthetic considerations, criteria for director selection and channels of distribution. Participants in this course will prepare fully budgeted original program proposals and present them to clients in classroom role-play situations. (three lectures, one practicum per week)

EMAF 417
Advanced Writing for the Filmic Arts (4)
Prerequisite: EMAF 322. Workshop in various forms of script writing, e.g., documentary, narrative fictional, narrative nonfictional, comedy, adaptation. This course may be repeated for credit when topics vary. Different topics will be indicated in the quarterly Course Announcement and on the student's permanent record. (four lectures per week)

EMAF 451
Law and Ethics for Producers (4)
Prerequisite: Senior standing or permission of the instructor. Analysis of the legal and ethical considerations faced by producers of filmic arts programs. Items include first amendment issues, defamation, privacy, intellectual property, contracts, violence and obscenity and performer/location releases. Reading of cases, written analysis, problem solving and classroom discussion. (four lectures per week)

EMAF 465
Filmic Arts History I (5)
Prerequisite: EMAF 214. This course examines the history and development of the filmic arts from inception through the 1950's with an emphasis on analysis, critical thinking and writing. Three lectures/discussions and four hours of screenings per week.

EMAF 466
Filmic Arts History II (5)
Prerequisite: EMAF 465. History and development of the filmic arts from the 1950's to the present. Emphasis on analysis, critical thinking and writing. Three lecture/discussion and four hours of screenings per week.

EMAF 467
Filmic Arts Theory and Criticism (5)
Prerequisite: EMAF 466. Explores the major film theories of the past century. Critical thinking, writing and analytic skills are emphasized. Three lectures, four hours of screenings per week.

EMAF 480
Field Production I (4)
OFFERED ONCE A YEAR.
Prerequisite: EMAF 410. Preproduction, production and post-production of 30 minute scripts. Emphasis on both schedule adherence and aesthetic realization.

EMAF 481
Field Production II (4)
OFFERED ONCE A YEAR.
Prerequisites: EMAF 410, 480. Preproduction, production and post-production of 30-minute scripts. Emphasis on both schedule adherence and aesthetic realization.

EMAF 490
Electronic Media and Filmic Arts Senior Capstone (4)
OFFERED ONCE A YEAR.
Prerequisite: Final quarter senior status. Creation and defense of a full length screenplay or teleplay.

EMAF 495
Field Experience in Radio-Television (5–12)
Prerequisites: Permission of the intern coordinator and the department chair. On-the-job experience in commercial radio and television stations, advertising agencies, public relations and communications-oriented industries.

EMAF 496
Experimental Course (1–5)

EMAF 497
Workshops, Short Courses, Conferences (1–5)
May be repeated.

EMAF 498
Seminar (1–5)
May be repeated when topics vary.

EMAF 499
Directed Study (1–5)

EMAF 508
Seminar in Radio-Television (1–5)
May be repeated when topics vary.

EMAF 598
Independent Study (1–5)

EMAF 601
Research Report in Radio-Television (1–6)
Independent research resulting in a scholarly paper under the direction of the student's graduate committee.

EMAF 696
College Teaching Internship (5–15)

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ENGINEERING & DESIGN
College of Science, Health and Engineering
Claudio Talarico, Chair
319E Computing & Engineering Building
509.359.2880

BA, BS
Minor

UNDERGRADUATE PROGRAMS
Students studying in the Department of Engineering & Design (DESN/ENGR/TECH) may select from a broad number of disciplines that include Electrical Engineering, Computer and Mechanical Engineering Technology, Graphic Design/Communication, Construction, Design, Electronics 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. Course work within each program offers experiences in many areas of technology that enhance the preparation of technology graduates.

The Department of Engineering & Design faculty, facilities and equipment reflect a commitment to maintaining program relevance. Computer-assisted drafting and manufacturing, networking, signal processing, microprocessors, electronics, graphic design/web design, robotics and materials processing laboratories and a variety of 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 and Design Departmental Scholarship Information:
The Department awards two scholarships annually: the M. W. Consulting Engineering Scholarship and Aaron G. Mertens memorial scholarship. These scholarships are awarded to our majors, based on academic qualifications and need.

General Admissions Information for Engineering and Design: Students entering the Bachelor of Science degree program as juniors should have completed one year of physics as well as mathematics through precalculus. Failure to complete the mathematics and physics requirements before the junior year likely will delay graduation.

In order to graduate, students majoring in the Department must earn a 2.5 GPA in Departmental course work. Students getting a minor in the Department must also earn a 2.5 GPA in Departmental course work.

Pre-Engineering Program (Engineering Transfer): This engineering transfer program prepares students for transfer to a four-year engineering school. Engineering students may select from many areas of engineering including computer, mechanical, civil, chemical, metallurgical, industrial and agricultural. This program has been coordinated with Washington State University and the University of Washington. Typically, engineering students transfer at the beginning of their junior year.

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

Bachelor of Arts (BA)

Visual Communication Design (74 credits)

A major in Visual Communication Design educates and prepares students to conceive and create creative solutions to satisfy the visual communication needs of society. Graduates are prepared for careers in graphic design, web design, multimedia design, advertising, printing, publishing or related fields. Theory and practice are covered in a variety of contexts, including process and product, form and content, type and image and interactivity. Current technology and future trends are addressed in the context of industry practices. This major is combined with a related minor in another academic area to specialize in specific career preparation.

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

Note: In order to receive the Visual Communication Design degree, students must earn at least a 3.0 grade in the following courses: TECH 263 Visual Communication Design I and TECH 363 Visual Communication Design II. This is in addition to the department requirement of 2.5 GPA in all TECH course work.

Student Learning Outcomes
Students will:
- understand basic business practices, including working on teams,
- identify, analyze and solve communication problems,
- create and develop visual form in response to communication problems,
- show respect for diversity and a knowledge of contemporary professional, societal and global issues,
- recognize the need for, and the ability to engage in, lifelong learning,
- describe and respond to the audiences and contexts which communication solutions must address.

Required Courses
Core Courses
- TECH 100 Engineering Drafting I (4)
- TECH 263 Visual Communication Design I (4)
- TECH 343 Typography (4)
- TECH 363 Visual Communication Design II (4)
- TECH 366 Electronic Prepress Production (4)
- TECH 368 Introduction to Web Page Design (4)
- TECH 369 Advanced Web Design (4)
- TECH 463 Visual Communication Design III (4)
- TECH 493 Portfolio Review (2)

Electives
- Approved Electives (12)
- Approved Capstone course required

Supporting Courses
- ART 107 Basic Design (5)
- CMST 201 Public Speaking (5)
- CMST 250 Small Group Communication (5)
- CMST 400 Message Design (5)
- CMST 451 Argumentation and Persuasion (5)
- ENGL 205 Introduction to Technical Communication (5)

Electives
- Approved Electives (12)

Total credits for above major
- 42 credits

Bachelor of Fine Arts (BFA)
The Department of Engineering and Design and the Department of Art offer an intercollegiate Visual Communication Design program founded on four major concerns: developing the highest levels of individual creative performance and professional education; providing courses for all students which develop ability in both technical visual communications as well as important core skills in the area of fine art; giving students a greater cultural and historical understanding and aesthetic appreciation of the function of design in the arts and in the world around them; and functioning as dual centers of emphasis and resource for the visual arts, visual communication and technology in the cultural activities of both the university community and the community at large.

Both departments are committed to working together to give students access to current technologies in the area of graphic design, as well as experience in developing the necessary visual skills provided by studio art areas such as drawing, painting and sculpture.

The program ends with a three quarter senior year intensive studio experience for the preparation of portfolios for job placement or graduate school application. This includes midterm faculty review of student work, quarterly outside professional review and a final exhibition as the completion of the student portfolio of work.

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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/ART 470. This course requires previous acceptance into the BFA degree program.

Note: There is no foreign language requirement for BFA students.

Visual Communication Design (114 credits)

Student Learning Outcomes

Students will:

• have the ability to solve visual communication problems, including the skills of identification, research and information gathering, analysis and generation of alternative solutions,
• have the ability to draw on thoughts and ideas in relation to an art historical timeline, apply communication skills in design to their own work and articulate and discuss art within our own culture and the art of other cultures,
• 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 an understanding of multimedia tools and technology, including their roles in the creation, reproduction and distribution of visual messages,
• 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. Students will have an understanding of basic business practices, including the ability to organize design projects and to work productively as members of a team,
• create a cohesive body of work on a level appropriate to entry into both graduate schools and design professions and have the the ability to defend their portfolio work both orally and in written statement.

Required Courses

Required Courses

ART 107 Basic Design (5)
ART 207 Color Design (5)
ART 360 Printmaking (5)
ART 213 Art in the Humanities (5)
ART 300 Drawing (5)
ART 155 Beginning Painting (5)
or 359 Painting (5)
ART 304 Digital Imaging (5)
ART 401 Life Drawing (5)
ART 407 Alternative Media (5)
ART 431 Contemporary Art (5)
ART History Elective (5)
DESN 216 Computer Graphics (4)
DESN 263 Visual Communication Design I (4)
DESN 343 Typography (4)
DESN 350 Digital Imaging and Photography (4)
DESN 363 Visual Communication Design II (4)
DESN 366 Electronic Prepress Production (4)
DESN 368 Introduction to Web Design (4)
DESN 369 Advanced Web Design (4)
DESN 463 Visual Communication Design III (4)
DESN 470/ART 470 Senior Exhibition (3)
TECH 393 Technology and World Civilization (4)
TECH 409 Senior Capstone (4)
TECH 410 Senior Project (4)
or TECH 495 Internship (4)
TECH Electives (8)

Total required credits 101 credits
Total elective credits 13 credits
Total credits for above Major 114 credits

Note: Including University requirements, the above program requires a minimum of 180 credits, or an average of 15 credits per quarter for a 4 year, four-year program. The 180 credits are based upon the following assumptions:

a. Students will have satisfied University Competencies (ENGL 101 and CPLA 100). If this is not true, then the student will have to complete up to six more credits of classes (See University Competencies in this catalog). b. Art in the Humanities (ART 221) fulfills EWU’s Fine Arts core requirement c. Technology and World Civilization (TECH 193) fulfills EWU’s International Studies requirement d. Senior Capstone (TECH 490) fulfills EWU’s Senior Capstone requirement

Bachelor of Science (BS)

Computer Engineering Technology

This degree combines studies in selected areas of technology, computer science, physics and mathematics to offer two options: software engineering technology and hardware engineering technology. The computer engineering technology major is accredited by the Technology Accreditation Commission of the Board for Engineering and Technology (ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4102- telephone 410. 347.7700.)

The primary objective of the computer engineering technology program is to prepare students to enter and progress in technical positions in business and industry. Graduates are generally expected to work with engineers and scientists in the research and development of ideas, products and processes by applying engineering principles to the solution of practical problems in the computer and electronic fields.

Student Learning Outcomes

Students will:

• develop a commitment to quality, timeliness and continuous improvement,
• conduct, analyze and interpret experiments and apply results to improve processes,
• function effectively on teams,
• understand professional, ethical or social responsibilities,
• identify, analyze and solve technical and creative problems,
• communicate effectively.

Hardware Engineering Technology Option (147 credits)

Required Core Courses

ENGR 110 Engineering Graphics (5)
ENGR 160 Digital Circuits (4)
ENGR 250 Digital Hardware (2)
TECH 208 Survey of Electronics (4)
TECH 277 Microprocessors I (4)
TECH 308 Circuit Analysis (4)
TECH 311 Introduction to Routing and Switching (4)
TECH 355 Computer-Aided Design for Electronics (4)
TECH 377 Microprocessors II (4)
TECH 385 Robotics and Automated Systems (4)
TECH 395 Technology in World Civilization (4)
TECH 408 Electronics (4)
TECH 409 Radio Communication Electronics (4)
TECH 425 Computer Architecture & Design (4)
TECH 490 Senior Capstone: Production Laboratory (4)
TECH 491 Senior Project (4)
or TECH 495 Internship (4)

Electives

TECH/CSCD Approved Elective (8)

Supporting Courses

CMST 200 Introduction to Speech Communication (4)
CSCD 210 Programming Principles I (5)
CSCD 211 Programming Principles II (5)
CSCD 240 C and Unix Programming (4)
CSCD 255 C Programming for Engineers (5)
CSCD 300 Data Structures (4)
CSCD 305 C++ Programming (4)
or ENGR 461 Embedding-System Design (4)
ENGR 205 Introduction to Technical Communication (5)
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 225 Foundations of Mathematics (5)
or MATH 301 Discrete Mathematics (5)
PHYS 131 Introductory Physics I (4)
or PHYS 151 General Physics I (4)
PHYS 132 Introductory Physics II (4)
or PHYS 152 General Physics II (4)
PHYS 153 Introductory Physics III (4)
or PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab I (1)
PHYS 162 Heat and Optics Lab I (1)
PHYS 163 Instrumentation Lab I (1)
CHEM Elective (must have a lab) (5)
Mathematics Elective (5) (typically MATH 106 or 163)

Required core credits

TECH/CSCD elective credits
Supporting credits
Total credits for above option
Free Electives

63 credits
8 credits
76 credits
147 credits
60-5 credits of free electives as required to meet 186 total credits for hardware engineering technology option.

Note: Including University requirements, the above program requires a minimum of 186 credits, or an average of 15.5 credits for a 12 quarter, four-year program. The 186 credits are based upon the following assumptions:

a. Hardware engineering technology option students have had one year of high school drafting. If this assumption is not true, then the student will have to take ENGR 102, Introduction to Engineering Graphics (4 credits).
b. Students will enter EWU prepared to take calculus. If this assumption is not true, then the student will have to complete MATH 105, Precalculus I (5) and MATH 106, Precalculus II (5).
c. Students will have satisfied University competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

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Software Engineering Technology Option (146 credits)

**Required Core Courses**
- ENGR 160 Digital Circuits (4)
- ENGR 250 Digital Hardware (2)
- ENGR 661 Embedded System Design (4)
- TECH 208 Survey of Electricity (4)
- TECH 277 Microprocessors I (4)
- TECH 311 Introduction to Routing and Switching (4)
- TECH 555 Computer-Aided Design for Electronics (4)
- TECH 577 Microprocessors II (4)
- TECH 385 Robotics and Automated Systems (4)
- TECH 393 Technology in World Civilization (4)
- TECH 421 Network Security Principles (4)
- TECH 425 Computer Architecture and Design (4)
- TECH 490 Senior Capstone: Production Laboratory (4)
- TECH 491 Senior Project (4)
- or TECH 495 Internship (4)

**Electives**
- TECH/CSCD Approved Elective (8)

**Supporting Courses**
- CMST 200 Introduction to Speech Communication (4)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 240 C and Unix Programming (4)
- CSCD 255 C Programming for Engineers (5)
- CSCD 300 Data Structures (4)
- CSCD 307 Information Systems Development (4)
- CSCD 425 Database Management Systems (4)
- CSCD 427 Database Programming (4)
- ENGL 205 Introduction to Technical Communication (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 225 Foundations of Mathematics (5)
- or MATH 301 Discrete Mathematics (5)
- PHYS 131 Introductory Physics I (4)
- or PHYS 151 General Physics I (4)
- PHYS 132 Introductory Physics II (4)
- or PHYS 152 General Physics II (4)
- PHYS 133 Introductory Physics III (4)
- or PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)
- CHEM Elective (must have a lab) (5)

**Mathematics Elective** 5 credits

**Electrical Engineering elective credits** 12–14 credits

**Supporting credits** 8 credits

**Total credits for above option** 146 credits

**Free Electives**
- 0–7 credits of free electives as required to meet 186 total credits for software engineering technology option

**Note:** Including University requirements, the above program requires a minimum of 186 credits or an average of 15.5 credits for a 12 quarter, four-year program. The 186 credits are based upon the following assumptions:

a. Students will enter EWU prepared to take calculus. If this assumption is not true, then the student will have to complete MATH 105, Precalculus I (5) and MATH 106, Precalculus II (5).

b. Students will have satisfied University competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

Bachelor of Science (BS)

**Electrical Engineering (147–151 credits)**

This degree combines studies in selected areas of physics, mathematics, electronics, electricity and science to prepare students to solve real-world problems in electrical engineering. 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 with specializations and capstone introduced into the fourth year. The senior year capstone course allows the students to consolidate their education experience with the solution of practical engineering problems 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.

**Student Learning Outcomes**

**Students will:**
- design and conduct experiments, as well as analyze and interpret data,
- develop an understanding of professional and ethical responsibility,
- develop a knowledge of contemporary issues in the field,
- use the techniques, skills and modern engineering tools necessary for engineering practice,
- design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability,
- communicate effectively.

**Required Courses**
- ENGR 160 Digital Circuits (4)
- ENGR 205 Circuit Theory I (5)
- ENGR 210 Circuit Theory II (5)
- ENGR 250 Digital Hardware (2)
- ENGR 260 Microcontroller Systems (4)
- ENGR 320 Signals and Systems I (5)
- ENGR 321 Signals and Systems II (5)
- ENGR 330 Microelectronics I (5)
- ENGR 331 Microelectronics II (5)
- ENGR 350 Energy Systems (5)
- ENGR 401 Engineering Applied Electromagnetics (5)
- or PHYS 401 Electromagnetism (4)
- ENGR 420 Digital Signal Processing (5)
- ENGR 430 CMOS Integrated Circuit Design (5)
- ENGR 440 Digital Communication Systems (5)
- ENGR 490 Senior Capstone (4)
- TECH 393 Technology in World Civilization (4)

**Supporting Courses**
- CHEM 151 General Chemistry I (5)
- CSCD 210 Programming Principles I (5)
- ENGL 205 Introduction to Technical Writing (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 225 General Calculus (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 347 Introductory Differential Equations (4)
- MATH 380 Elementary Probability and Statistics (5)
- or MATH 385 Probability and An Introduction to Statistics (4)
- PHYS 131 Introductory Physics I (4)
- PHYS 132 Introductory Physics II (4)
- PHYS 133 Introductory Physics III (4)
- or PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)
- CHEM Elective (must have a lab) (5)

**Electrical Engineering electives**
- 12–14 credits chosen from the following list:
  - ENGR 450 Power Systems (5)
  - ENGR 460 Computing Systems: Organization and Design (4)
  - ENGR 461 Embedded System Design (4)
  - ENGR 465 Hardware Description Languages (4)
  - ENGR 470 Control Systems (5)
  - PHYS 221 Physics IV (4)

**Required program credits** 72–73 credits

**Supporting credits**
- 54 credits

**Electrical engineering elective credits**
- 8 credits

**Minimum total credits for above degree**
- 147 credits

**Note:** 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:

a. Students will enter EWU prepared to take calculus. If this assumption is not true, then the student will have to complete MATH 105, Precalculus I (5) and MATH 106, Precalculus II (5).

b. Students will have satisfied University competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)
Bachelor of Science (BS)

Mechanical Engineering Technology (134–141 credits)

This degree combines studies of Mathematics, Computer Science, Physics and Engineering Technology. The Mechanical Engineering Technology curriculum (accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology 111 Market Place, Suite 1050, Baltimore, MD 21202; telephone (410) 347.7700) includes courses fundamental to Mechanical Engineering technology with an emphasis on applications. Before graduation each student will participate in a design project or 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/CAM, applied research and sales and service.

Student Learning Outcomes

Students will:
• show respect for diversity and a knowledge of contemporary professional, societal and global issues,
• develop the ability to understand professional, ethical or social responsibilities,
• function effectively on teams,
• communicate effectively,
• develop appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines,
• conduct, analyze and interpret experiments and apply results to improve processes.

Required Courses

ENGR 110 Engineering Graphics (5)
TECH 208 Survey of Electricity (4)
TECH 301 Metallurgical Processes (5)
TECH 317 Computer-Aided Drafting (4)
TECH 340 Statics (4)
TECH 341 Strength of Materials (4)
TECH 342 Dynamics (4)
TECH 353 Industrial Materials (5)
TECH 380 Thermodynamics (5)
TECH 382 Fluid Mechanics (5)
TECH 385 Robotics and Automated Systems (4)
TECH 393 Technology in World Civilization (4)
TECH 403 Computer-Aided Design and Project Management (4)
TECH 405 Design of Machine Elements (4)
TECH 412 Engineering Principles (2)
TECH 452 Engineering Economics (2)
TECH 456 Engineering Ethics, Contracts, & Patents (2)
TECH 490 Senior Capstone: Production Laboratory (4)
TECH 495 Internship (6)*

Supporting Courses

CHEM 151 General Chemistry (5)
CSCD 255 C Programming for Engineers (5)
or CSCD 409 Introduction to Systems Modeling (4) (see note below)
or ENGR 201 MATLAB (4)
ENGL 201 College Composition: Analysis, Research and Documentation (5)
MATH 162 Calculus II (5)
PHYS 131 Introductory Physics I (4)
or PHYS 151 General Physics I (4)
PHYS 132 Introductory Physics II (4)
or PHYS 152 General Physics II (4)
PHYS 133 Introductory Physics III (4)
or PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab (1)

Electives (from the following areas)

Math electives (typically MATH 105 and 106) (8–10)

Choose one of the following Concentrations

Design Concentration (15)
Approved Design Electives see Department for listing (14)
ENGR 498 Senior Seminar (1)
Manufacturing Concentration (15)
TECH 402 Machine Tool I (5)
TECH 404 Computer Numerical Control (5)
TECH 458 (4) or TECH 462 (4) or TECH 406 (4)
TECH 498 Senior Seminar (1)

Total required credits 77 credits
Minimum total supporting credits 39–40 credits
Minimum total mathematics elective credits 8–10 credits
Total engineering technology concentration credits 15 credits
Minimum total credits for above degrees 138–141 credits

* If an internship cannot be found by student, independent study Senior Design TECH 491 (6) may be substituted.

Note: Including University requirements for the degree the above program requires a minimum of 186 credits or an average load of 15.5 credits per quarter, for a 12 quarter, four-year program. The 186 credits are based on the following assumptions: a. Students have load one year of high school drafting. If this assumption is not true, then the student will have to take DESN 100 (4) or ENGR 102 (4).

Bachelor of Science (BS)

Technology with Applied Technology Option (110–111 credits)

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.

Student Learning Outcomes

Students will:
• develop an appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines,
• develop a recognition of the need for, and the ability to engage in, lifelong learning,
• develop a commitment to quality, timeliness and continuous improvement,
• communicate effectively,
• identify, analyze and solve technical and creative problems,
• develop an ability to understand professional, ethical or social responsibilities.

EWU Course work

DESN 360 Publishing for Print and the World Wide Web (4)
TECH 330 Technology Problem Analysis and Design I (3)
TECH 331 Technology Problem Analysis and Design II (3)
TECH 393 Technology in World Civilization (4)
TECH 403 Computer-Aided Design and Project Management (4)
TECH 452 Engineering Economics (2)
TECH 454 Environmental Engineering (2)
TECH 456 Engineering Ethics, Contracts and Patents (2)
TECH 462 Industrial Safety Engineering (4)
TECH 490 Senior Capstone: Production Laboratory (4)
or ITGS 400 Interdisciplinary Senior Capstone (4)
TECH 491 Senior Project (4)
TECH 495 Internship (10)
Upper division Cultural and Gender Diversity Course (4–5)
Course work from EWU or Approved Community College Course work (60 credits)

College Course Work

ENGL 101 College Composition: Exposition and Argumentation (5)
ENGL 201 College Composition: Analysis, Research and Documentation (5)
Math Requirement

Must meet EWU Math proficiency requirements with a course or courses equivalent to EWU MATH 105 and MATH 106 or MATH 115, plus one additional five credit course equivalent to any EWU math course above math proficiency.

Supporting Science Requirement

1) Five credits total including:
1) Five credits in PHYSICS in a course equal to any EWU physics course meeting general science requirements
2) Five credits in a physical science
3) 5 Five credits in a general science in any course equivalent to an EWU approved general science course

Humanities and Fine Arts and Social Sciences: 25 credits

Upper division substitutions may be made for 15 credits—See departmental list

EWU course work credits 50–51 credits
College course work credits 60 credits
Minimum credits for above option 110 credits

Note: 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 2.5 GPA for the Technology course work in the AAS, AAAS, ATA degree. Graduation requires maintaining an overall GPA of 2.5 for this option.

Note: This program requires an average of 18.33 credits per quarter to complete in 2 years.

www.ewu.edu
Technology with Construction Management Option (121 credits)

The construction option focuses on selected areas of technology, physics, business management and math, emphasizing courses such as engineering graphics 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.

Required Courses
- ENGR 110 Engineering Graphics (5)
- TECH 208 Survey of Electricity (4)
- TECH 301 Metallic Processes (5)
- TECH 317 Computer-Aided Drafting (4)
- TECH 320 Non-Metallic Processes (5)
- TECH 335 Architecture (4)
- TECH 340 Statics (4)
- TECH 341 Strength of Materials (4)
- TECH 355 Industrial Materials (5)
- TECH 395 Technology in World Civilization (4)
- TECH 403 Computer-Aided Design and Project Management (4)
- TECH 490 Senior Capstone: Production Laboratory (4)
- TECH 495 Internship (in field of construction estimating) (3)
- TECH 495 Internship (in field of construction techniques) (3)
- TECH Elective (4)

Supporting Courses
- ACCT 251 Principles of Financial Accounting (5)
- CHEM 121 Chemistry and Its Role in Society (5)
- or CHEM 151 General Chemistry (5)
- CMST 200 Introduction to Speech Communication (4)
- ENGL 205 Introduction to Technical Communication (5)
- MATH 105 Precalculus I (5)
- MATH 106 Precalculus II (5)
- MGMT 120 The World of Business (5)
- PHYS 141 Engineering Physics I (4)
- PHYS 142 Engineering Physics II (4)
- PHYS 143 Engineering Physics III (4)
- PHYS 161 Mechanics Lab (1)

Choose 12 credits from the following:
- ACCT 261 Business Law (4)
- HUMR 328 Human Resource Management (4)
- MGMT 326 Organization Theory and Behavior (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 350 Operations Management (4)

Required program credits 70 credits
Supporting credits 51 credits
Total credits for above option 121 credits

Note: The Business and Management credits listed here will apply to a minor in Business Administration.

Note: 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:

a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take ENGR 102, Introduction to Engineering Graphics (4).

b. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

Technology with Electronics Option (136–138 credits)

In addition to a core of technology courses, the electronics option allows a student to concentrate on electronic equipment design, operation and application. The primary objective of the electronics option is to prepare graduates to enter and progress in business and industrial positions requiring knowledge of electronics theory and application. As technologists, they often provide the interface between engineering and production operations in modern industry.

Required Courses
- ENGR 110 Engineering Graphics (5)
- ENGR 160 Digital Circuits (4)
- ENGR 250 Digital Hardware (2)
- ENGR 260 Microcontroller Systems (4)
- ENGR 261 Business Communication (5)
- ENGR 262 Introductory Physics II (4)
- ENGR 303 Circuit Analysis (4)
- ENGR 355 Computer-Aided Design For Electronics (4)
- ENGR 408 Electronics (4)
- ENGR 409 Radio and Communication Electronics (4)
- ENGR 416 Data Communications (4)
- ENGR 425 Computer Architecture and Design (4)
- ENGR 458 Quality Assurance (4)
- ENGR 490 Senior Capstone: Production Laboratory (4)
- TECH approved electives (12)

Supporting Courses Requirement
- CMST 200 Introduction to Speech Communication (4)
- ENGL 205 Introduction to Technical Communication (5)
- MATH 105 Precalculus I (5)
- MATH 106 Precalculus II (5)
- MGMT 326 Organization Theory and Behavior (4)
- PHYS 131 Introductory Physics I (4)
- PHYS 132 Introductory Physics II (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab (1)

Required program credits 63 credits
TECH elective credits 12 credits
Supporting credits 61–63 credits
Minimum total credits for above option 136 credits

Note: 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:

a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take ENGR 102, Introduction to Engineering Graphics (4).

b. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)
Technology with Manufacturing Option (115 credits)

The manufacturing option focuses on selected areas of technology, science and business. Robotics, computer aided drafting and business management are among the courses emphasized. 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.

Required Courses
ENGR 110 Engineering Graphics (5)
TECH 208 Survey of Electricity (4)
TECH 301 Metallic Processes (5)
TECH 317 Computer-Aided Drafting (4)
TECH 320 Non-Metallic Processes (5)
TECH 353 Industrial Materials (5)
TECH 385 Robotics and Automated Systems (4)
TECH 393 Technology in World Civilization (4)
TECH 402 Machine Tool I (5)
TECH 403 Computer-Aided Design and Project Management (4)
TECH 404 Computer Numerical Control (5)
TECH 406 Welding Technology (4)
TECH 430 Machine Tool II (5)
or TECH 321 Design and Fabrication of Non-Metallic Products (5)
TECH 458 Quality Assurance (4)
TECH 462 Industrial Safety Engineering (4)
TECH 490 Senior Capstone: Production Laboratory (4)
TECH Electives (4)

Supporting Courses
ACCT 251 Principles of Financial Accounting (5)
CHEM 121 Chemistry and Its Role in Society (5)
or CHEM 151 General Chemistry (5)
CMST 200 Introduction to Speech Communication (4)
ENGL 205 Introduction to Technical Communication (5)
MGMT 326 Organizational Theory and Behavior (4)
PHYS 100 Physical Science I (5)

Choose 12 credits from the following:
ACCT 261 Business Law (4)
CMST 200 Introduction to Speech Communication (4)
MGMT 326 Organizational Theory and Behavior (4)
MKTG 310 Principles of Marketing (4)
OPSM 330 Operations Management (4)

Elective courses
ENGR 102, Introduction to Engineering Graphics (4)

Minor

Technology Minor (24 credits)

Required Courses (9 credits)
ENGR 110 Engineering Graphics (5)
TECH 393 Technology in World Civilization (4)

Elective courses

Required program credits 9 credits
E elective credits 15 credits
Total credits for above minor 24 credits

Visual Communication Design Minor (24 credits)

A minor in visual communication design will provide students with a foundation in the creative, conceptual and technical skills necessary to understand and participate in the visual communication needs of future professional practice. This minor supports endeavors in visual communication design for print and web, including effective use of text, image, color and composition.

Required Courses
DESN 216 Computer Graphics (4)
DESN 263 Visual Communication Design I (4)
DESN 363 Visual Communication Design II (4)
*TECH 393 Technology in World Civilization (4)

Choose 2 courses from the following list:
DESN 343 Typography (4)
DESN 360 Publishing for Print and The World Wide Web (4)
DESN 366 Electronic PrePress Production (4)
DESN 368 Introduction to Web Page Design (4)
DESN 369 Advanced Web Design (4)
DESN 463 Visual Communication Design III (4)
*TECH 393 fulfills the General University Requirement for International Studies.

Graduate Program

Engineering and Design offers courses that students may use as part of a degree in communications, multimedia programming and other interdisciplinary areas. These programs are listed in their respective graduate catalog sections.
Design Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

DESN 100
Engineering Drafting I (4)
Graded Pass/Fail.
Fundamentals of graphically describing the size and shape of objects. This course will not satisfy elective requirements for a major or minor in Technology. (2 hours lecture, four hours laboratory per week)

DESN 216
Computer Graphics (4)
Prerequisite: Computer Literacy.
Introduction to computer graphics techniques including the creation and manipulation of images and development of graphics for printing, web design or multimedia uses.

DESN 263
Visual Communication Design I (4)
Prerequisites: Computer Literacy
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. Through lecture, discussion and design-oriented projects, students develop a visual and verbal vocabulary that serves as a common foundation for further study.

DESN 275
Digital Sound (4)
Prerequisites: Computer Literacy.
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 Web sites, games, multimedia products for promotion and learning, entertainment products and virtual worlds.

DESN 343
Typography (4)
Prerequisite: DESN 263.
An intermediate-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. Projects allow students to explore issues of form and meaning, hierarchy, legibility and readability, structure and composition and the design process. This introduction to typography serves as a foundation for students from which to study other aspects of visual communication design in subsequent courses. In addition, typographic history and theory are also discussed.

DESN 345
Technical Illustration (4)
Prerequisites: ENGR 110 and DESN 216. Drafting, rendering, and computer techniques used in the development of illustrations for advertisements, technical manuals and other publications. (three hours lecture, three hours laboratory per week)

DESN 350
Digital Imaging and Photography (4)
Prerequisite: CPLA
This introductory course teaches beginning photographers how to improve their photographic technique, use digital cameras for effective visual communication and edit images with professional software tools. Working with their own digital cameras students will practice professional shooting strategies and produce practical and creative photo assignments. Topics include camera theory, digital formats, composition basics, composing within the frame, using natural and artificial lighting, texture, shape, form and line in the photograph, framing with foreground elements, digital darkroom techniques, repair and retouching, composting, portraiture, scenic and nature photography, product photography, action photography and close-up photography.

DESN 351
Advanced Typography (4)
Prerequisite: 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.

DESN 359
History of Design (4)
Prerequisites: None.
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. Various design disciplines will be studied in terms of their historical development, cultural significance, theoretical components and their translation and application within contemporary concepts of design. Students develop an understanding of these concepts through lecture, research, writing and presentations.

DESN 360
Publishing for Print and The World Wide Web (4)
Prerequisites: CPLA 101 or 120.
This course covers basic principles of design, typography and the use of graphic files in both print and web design. Professional desktop publishing software and common web design software will be used. Emphasis is on skills required for basic literacy as well as effective design in common formats such as brochures, newsletters, books and web pages.

DESN 363
Visual Communication Design II (4)
Prerequisite: DESN 216 and 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 will emphasize compositional structure. Projects explore the interactions of type and image while also considering content. The goal of class projects is the development of complex, cohesive visual systems.

DESN 366
Electronic Prepress Production (4)
Prerequisite: DESN 263.
This course will provide students with theory, knowledge and skill of professional prepress production processes as applied in the professional print production industries. Students will gain conceptual understanding and practical skill in process color theory, production, editing and separation on the computer. Students will learn to professionally produce and edit text, graphic and continuous-tone photographic images using computer software applications. (three hours lecture, two hours laboratory)

DESN 368
Introduction to Web Page Design (4)
Prerequisites: Computer Literacy and DESN 216.
The course covers professional methods for conceptualizing, designing, producing, publishing, transmitting and accessing information over the Internet or local area networks. Students design and produce web pages incorporating text, still graphics, animated graphics and audio. Emphasis is on effective visual and logical communication designs.

DESN 369
Advanced Web Design (4)
Prerequisite: DESN 368.
Principles of planning, design, production and delivery of World Wide Web pages using current industry software. Emphasis will be on static, animated and interactive graphics, as well as realistic problems with increased complexity and the creation of effective designs.

DESN 373
Introduction to Multimedia Design (4)
Prerequisite: DESN 216.
This course offers an introduction to digital video techniques. Students will be introduced to production, editing, theory and practical application for the creation of effective visual communication solutions. Emphasis will be on the creative application of concept and design for the moving image and understanding how to integrate textual, graphical and audio elements for the successful communication of messages created for ID, DVD and the Web.

DESN 463
Visual Communication Design III (4)
Prerequisites: DESN 263 and DESN 363.
Continued study of visual communication design, combining theoretical studies with applied projects. This course 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.

DESN 470
Senior Exhibition (1)
Prerequisites: Senior standing; permission of the instructor and the department chair.
This course entails the individual preparation and presentation of work for senior exhibition.

DESN 493
Portfolio Review (2)
Prerequisites: DESN 363 and DESN 463 or permission of instructor.
In this course, students have the opportunity to develop portfolio quality work and to present that work in a final "interview" with industry professionals. Emphasis is placed upon content development, portfolio building, formal solutions of objectives and presentation. Weekly in-depth critique sessions will provide students the opportunity to give and receive feedback, demonstrate progressions, discuss problems and elaborate processes. This is an advanced class. Students must have at least three previous projects that will serve as the focus of revisions during this course.
ENGR 102 Introduction to Engineering Graphics (4)
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.

ENGR 110 Engineering Graphics (5)
Prerequisite: ENGR 102, two years of high school drafting or equivalent.
A study of the technical portion of the graphics language. This language, technical drawing, is used by engineers to communicate proposed designs and new ideas. Includes the theory and practice of descriptive geometry and the graphic representation of data.

ENGR 160 Digital Circuits (4)
Prerequisite: MATH 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.

ENGR 201 Introduction to MATLAB (4)
Prerequisite: MATH 105.
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.

ENGR 209 Circuit Theory I (5)
Prerequisites: 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.

ENGR 210 Circuit Theory II (5)
Prerequisites: ENGR 209 or permission of the instructor.
This course covers small signal analysis, DC operating point, first-order circuits, second-order circuits, circuit simulation methods, sinusoidal steady state, phasors, poles and zeros of network functions, ideal transformed linear and non-linear two-port networks.

ENGR 240 Statics (4)
Prerequisites: PHYS 151, MATH 161 or Technical Calculus I or equivalent.
Fundamentals of applied mechanics, equivalent force systems, equations of equilibrium, structures, three dimensional force systems and friction. (two hours lecture, four hours laboratory per week)

ENGR 241 Strength of Materials (4)
Prerequisites: ENGR 240, MATH 162, PHYS 152 or Technical Calculus II or equivalent.
A study of the internal stresses, internal deformations and deflections of materials. Topics may include: shear and moment diagrams for beams, combined loading on beams, temperature stresses and torsional loading. (four hours lecture per week)

ENGR 242 Dynamics (4)
Prerequisite: ENGR 240.
Kinematics and kinetics of particles and rigid bodies using vector analysis; force mass acceleration, work and energy, impulse and momentum, translating and rotating coordinate system. (four hours lecture per week)

ENGR 250 Digital Hardware (2)
Prerequisite: ENGR 160.
This course introduces topics related to digital hardware circuits and applications. Topics may include: logic families, digital characteristics, digital programming and modern programmable logic.

ENGR 260 Microcontroller Systems (4)
Prerequisite: ENGR 160; CSCI 255 or permission of the instructor.
This is an introductory course on microcontroller systems. The course covers the 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.

ENGR 320 Signals and Systems I (5)
Prerequisite: ENGR 210 or concurrent enrollment in ENGR 210, or permission of the instructor.
This course introduces the 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.

ENGR 321 Signals and Systems II (5)
Prerequisite: ENGR 320.
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.

ENGR 330 Microelectronics I (5)
Prerequisites: ENGR 210 or concurrent enrollment in ENGR 210, or permission of instructor.
This course introduces modeling, characterization and application of semiconductor devices and integrated circuits. It includes the development of models for circuit-level behavior of diodes, bipolar transistors, field effect transistors and op-amps and applies the models to the analysis and design of linear amplifiers.

ENGR 331 Microelectronics II (5)
Prerequisite: ENGR 330 or permission of the instructor.
This course is the second in modeling and application of semiconductor devices and integrated circuits. Topics include advanced transistor amplifier analysis, feedback effects, power amplifiers, op-amps, analog filters, oscillators, A/D and D/A converters, and power converters.

ENGR 350 Energy Systems (5)
Prerequisites: ENGR 210.
This course provides an introduction to the different energy sources, methods of electric energy conversion, the electric power system, transformers and electrical machines.

ENGR 401 Engineering Applied Electromagnetics (5)
Prerequisite: ENGR 210.
This course provides students with the technical basis to analyze electromagnetic applications systems. Topics include coordinate systems, vector calculus, static and dynamic fields, Maxwell’s equations, power flow, circuit representation of transmission lines, electromagnetic transmission and introductory waveguides.

ENGR 420 Digital Signal Processing (5)
Prerequisite: ENGR 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.

ENGR 430 CMOS Integrated Circuits Design (5)
Prerequisites: ENGR 160; ENGR 330 or permission of the instructor.
This course provides students with the theoretical and practical knowledge required for analyzing and designing very large scale integration (VLSI) 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 technologies.

ENGR 440 Digital Communication Systems (5)
Prerequisite: ENGR 321.
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: bandwidth expansion of binary data, coherent/noncoherent communications, intersymbol interference and equalization.

ENGR 450 Power System Analysis (5)
Prerequisite: ENGR 350.
The course provides students with the ability to analyze power systems from technical and economic perspectives. It includes symmetrical components, coordination of line parameters, power flow control, representation of transmission lines and power components.

ENGR 460 Computing Systems: Organization & Design (4)
Prerequisites: ENGR 160.
This course provides the theoretical and practical knowledge required for analyzing and designing complex computing systems. Emphasis is on the impact that the organization and interfacing of hardware/software components has on system performance.

ENGR 461 Embedded System Design (4)
Prerequisites: ENGR 160.
This course provides the theoretical and practical knowledge required for analyzing and designing embedded computing systems. The key challenge is to optimize the various design metrics and to assess the impact that the organization and interfacing of hardware/software components has on system performance.
ENGR 465
**Hardware Description Languages (4)**
Prerequisite: ENGR 160.
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.

ENGR 470
**Control Systems (5)**
Prerequisite: ENGR 321.
This course reviews basic topics such as transfer function, step response and stability conditions. Other topics include feedback systems, analysis techniques such as root-locus analysis, transient and steady-state response analyses and frequency response analysis are studied. In addition, state-space analysis techniques are explained within the context of state-space system models. Analysis and design of proportional, integral and derivative (PID), PI and PD controllers are presented.

ENGR 490
**Senior Capstone: Design Laboratory (4)**
Prerequisites: Senior standing and ENGR 331 or TECH 408.
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.

ENGR 499
**Directed Study (1–10)**
Prerequisite: Permission of the instructor.
Designed for students wanting to pursue a subject beyond the scope of regular courses.

**Terms offered:** If no terms are indicated, check with department or quarterly course announcement.

**TECH 208**
**Survey of Electricity (4)**
Prerequisite: pre-university basic skills in mathematics.
Introduces the student to direct current, alternating current (including residential wiring) and amplifying devices. (three hours lecture, two hours laboratory per week)

**TECH 211**
**Network Fundamentals (4)**
Prerequisite: ENGR 160.
This course provides basic knowledge and hands-on skills in modern computer networks. Laboratories provide an introduction to CISCO equipment. Topics include network fundamentals such as basic network architectures, network protocols, Local Area Network (LAN), Wide Area Network (WAN) and topics for interconnection.

**TECH 277**
**Microprocessors I (4)**
Course fee. Prerequisite: ENGR 160
Microprocessors I is focused on low level programming (assembly) language on the principles of a single-board microcontroller. The course emphasizes assembly language programming techniques and introduces input/output problems and the use of a microcomputer development system.

**TECH 299**
**Special Studies (1–6)**
FALL/WINTER/SPRING/SUMMER

**TECH 301**
**Metallic Processes (5)**
Prerequisite: MATH 105
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. (three hours lecture, four hours laboratory)

**TECH 304**
**Aviation (5)**
Prerequisite: MATH 104 or permission of the instructor.
An introduction to aviation history, careers, aerodynamics, aircraft systems, meteorology, navigation and the air traffic control system. Satisfies FAA requirements for Private Pilot Ground School.

**TECH 308**
**Circuit Analysis (4)**
Prerequisite: TECH 208.
Introduces direct current theorems (Thevenin, Kirchhoff, superposition) and alternating current tools (phasors, time constants, sinusoids). Uses these tools for ac and dc circuit design. (three hours lecture, two hours laboratory per week)

**TECH 311**
**Introduction to Routing and Switching (4)**
Prerequisite: TECH 211 or equivalent course or permission of the instructor.
This course provides students with details of interconnection related to network hardware such as routers, switches, and bridges, which are important elements in computer networks. It includes concepts of routing algorithms, routing protocols and network hardware such as transparent bridges, source routing bridges, hubs, and switches. This course provides hands-on experience on CISCO equipment.

**TECH 312**
**Network Server Configuration (4)**
Prerequisite: TECH 311.
This course focuses on network configuration concepts. Students will develop skills in server/client systems and protocols. This course has a laboratory component.

**TECH 313**
**Network Administration (4)**
SPRING
Prerequisite: TECH 312.
This course focuses on LAN/WAN setup and administration. Topics include transport control protocol/internet protocol (TCP/IP) management, dynamic host configuration protocol (DHCP) management, access control, network operating systems and network file system operation.

**TECH 317**
**Computer-Aided Drafting (4)**
Prerequisite: ENGR 110 or equivalent.
Using the computer to draft mechanical, electrical and architectural drawings in two and three dimensions. File management methods, job management methods and macro development techniques are discussed. (three hours lecture, three hours laboratory per week)

**TECH 320**
**Non-Metallic Processes (5)**
Prerequisite: ENGR 110.
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. (3 hours lecture, 4 hours laboratory per week)

**TECH 321**
**Design and Fabrication of Non-Metallic Products (5)**
Prerequisites: ENGR 110, TECH 320.
An advanced study of design and fabrication principles in the development of non-metallic products such as woods, plastics and ceramics. (three hours lecture, four hours laboratory per week)

**TECH 330**
**Technology Problem Analysis and Design I (3)**
Prerequisites: CPLA 101 and junior standing or permission of the instructor.
Development of advanced skills in technical problem analysis, planning, research, solution strategies, critical thinking and presentation. Computer-aided design tools such as CAD, project-planning software, spreadsheets, as well as imaging and publishing software, will be used. Emphasis will be on consideration of interconnected systems.

**TECH 331**
**Technology Problem Analysis and Design II (3)**
Prerequisite: TECH 330.
Development of student's synthesis, design, organizational and learning skills through examination of current research and/or design topics in technology.

**TECH 335**
**Architecture (4)**
Prerequisite: ENGR 110.
Design, layout and development of residential dwellings and large structures. (4 hours lecture per week)
TECH 340
Statics (4)
Prerequisites: PHYS 131 and MATH 106 or equivalent.
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. (four hours lecture per week)

TECH 341
Strength of Materials (4)
Prerequisite: TECH 340.
A study of the relationship that exists between externally applied forces and internally induced stresses in members and parts, including the relationship existing between these same externally applied forces and the resulting deformations. (four hours lecture per week)

TECH 342
Dynamics (4)
Prerequisite: TECH 340 and MATH 162.
This course is a study of the motion of rigid bodies and forces affecting their motion. Topics include kinematics and kinetic of motion, curvilinear motion, plane motion, work, energy and power, impulse and momentum. (four hours lecture per week)

TECH 353
Industrial Materials (5)
Prerequisite: CHEM 121 or equivalent.
A study of basic factors influencing properties and selection of materials. Laboratory work includes destructive and non destructive testing and image analysis of microscopic structure of industrial materials.

TECH 355
Computer-Aided Design for Electronics (4)
Prerequisites: ENGR 110, 160 and TECH 208 or permission from instructor.
Using a computer for (a) schematic entry, (b) digital simulation, (c) PCB layout and (d) analog simulation. (three hours lecture, two hours laboratory per week)

TECH 370
Kinematic Analysis (4)
Prerequisites: ENGR 110 and 342.
Motion transfer; displacements, velocity, acceleration and inertia forces in machines; static and dynamic force systems; cam profiles; gears and gearing systems. (three hours lecture, three hours laboratory per week)

TECH 377
Microprocessors II (4)
Prerequisite: TECH 277.
A continuation of TECH 277. Microprocessors I this laboratory course is centered around the design and development of a prototype industrial system. It covers additional input/output, programming and interfacing methods.

TECH 380
Thermodynamics (5)
FALL
Prerequisites: PHYS 133, MATH 162 or equivalent.
In this course, students will study the properties of materials, work and heat, conversion of energy, conversion of mass and energy transformation processes. The emphasis will be placed on the application of the first and second laws to engineering systems. This course includes laboratory work.

TECH 382
Fluid Mechanics (5)
Prerequisites: PHYS 132 or PHYS 152.
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. Laboratory work is included.

TECH 385
Robotics and Automated Systems (4)
Prerequisite: TECH 208 or permission of the instructor.
A study of the various electrical and mechanical systems used in robotics and other automated industrial systems. Includes automated equipment programming and industrial planning as applied to automated systems. (three hours lecture, two hours laboratory per week)

TECH 390
Methods and Techniques in Technology Education (5)
Prerequisite: Required course in one of the Technology major’s options.
The planning of technical facilities, methods, techniques and instructional media in teaching industrial and technical subjects. (five hours lecture per week)

TECH 392
Introduction to Computer Hardware and Troubleshooting (5)
Prerequisite: Computer literacy or permission of the instructor.
This hands-on course provides students with a sound understanding of the basic principles behind the art of repairing and maintaining personal computers (PC) based on the Intel family of microprocessors. The course emphasis is on understanding the hardware structure of a computer and on learning how to install software and hardware including peripheral devices such as I/O devices, video cards, network cards and memory.

TECH 393
Technology in World Civilization (4)
Satisfies international studies university graduation requirement.
Prerequisite: ENGL 101.
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 402
Machine Tool I (5)
Prerequisites: ENGR 110 and TECH 301.
A comprehensive course in machine tool operations, both conventional and CNC. Course includes cutting operations, precision measurement, set up and CNC programming. (three hours lecture, four hours laboratory per week)

TECH 403
Computer-Aided Design and Project Management (4)
Prerequisites: (MATH 106 or permission of the instructor) and TECH 317.
The application of spreadsheets to solve engineering problems, technical graphs, trend and curve fitting. The introduction to the use of computer-aided scheduling of projects, critical path planning, project tracking and cost collection. (three hours lecture, three hours laboratory per week)

TECH 404
Computer Numerical Control (5)
Prerequisites: TECH 301 and TECH 402.
This course provides the learner with experience utilizing CNC processes. Programming methods will include manual, CAM software and conversational languages.

TECH 405
Design of Machine Elements (4)
Prerequisite: TECH 341.
Application of the principles of mechanics to problems of design of mechanisms and machine components. (four hours lecture per week)

TECH 406
Welding Technology (4)
Prerequisite: TECH 301 or permission of the instructor.
Theory and practice of welding ferrous and nonferrous metals. Practice in oxyacetylene, shielded metal arc and inert gas processes. (four hours lecture, four hours laboratory per week)

TECH 408
Electronics (4)
SPRING
Prerequisite: TECH 308 or permission of the instructor.
Introduction to electronics emphasizing solid-state devices and circuits. (three hours lecture, three hours laboratory per week)

TECH 409
Radio and Communication Electronics (4)
Prerequisite: TECH 408 or permission of the instructor.
Basic principles of radio electronics. (three hours lecture, two hours laboratory per week)

TECH 411
Network Diagnosis & Maintenance (4)
Prerequisite: TECH 313 or permission of the instructor.
This course focuses on the analysis and resolution of typical network malfunctions. Topics include the study of network system components such as routers, switches, firewalls and encryption modules.

TECH 412
Engineering Principles (2)
Prerequisite: Senior Standing and MET or EE 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.

TECH 416
Data Communications (4)
Prerequisites: ENGR 260 and TECH 408.
Principles of serial and parallel data transfer, interfacing and networking. (three hours lecture, three hours laboratory per week)

TECH 421
Network Security Principles (4)
Prerequisite: TECH 311.
This course is an introduction to network security. The emphasis is on network security policy design and management technologies; products and solutions; firewall and secure router design, installation, configuration and maintenance.

TECH 425
Computer Architecture and Design (4)
FALL
Prerequisite: TECH 377 or permission of the instructor.
This course provides students with the theoretical and practical knowledge required for analyzing and designing computing systems. Emphasis is on the impact that the organization and interfacing of hardware/software components have on system performance.

TECH 430
Machine Tool II (5)
SPRING-EVEN YEARS
Prerequisites: TECH 301 and TECH 402.
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. (five hours lecture, four hours laboratory per week)
TECH 444  
Heat Transfer (5)  
Prerequisite: TECH 380.  
This course introduces the principles of one-dimensional and multi-dimensional heat transfer for solids, liquids and gasses. It includes experimental and theoretical analysis of conduction, forced and free convection, radiative heat transfer, and the design and selection of heat exchangers.

TECH 452  
Engineering Economics (2)  
Prerequisite: Junior standing or permission of the 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 investments.

TECH 454  
Environmental Engineering (2)  
Prerequisite: Junior standing or permission of the instructor.  
This course explores ways to promote the design and manufacturing of environmentally sound products and processes. Benefits include environmentally-friendly products, more efficient operations and the good will of an informed public that expects a clean, healthy environment.

TECH 456  
Engineering Ethics, Contracts, & Patents (2)  
Prerequisite: Junior standing or permission of the instructor.  
This course investigates the elements of professional engineering practice including their relationship to the law, to the public and the ethics of the profession. Topics covered range from ethics, contracts, patents, copyrights, sales agreements and engineering specifications to professionalism, licensing, mental property, liability, risk, reliability and safety. Further discussion areas involve interdisciplinary teams, team tools, codes, standards, professional organizations, careers, entrepreneurship, human factors and industrial design.

TECH 458  
Quality Assurance (4)  
Prerequisite: Junior standing.  
Application and theory of quality control systems including development and use of process control charts, sampling, time and motion studies and statistical analysis. (four hours lecture, one hour laboratory per week)

TECH 462  
Industrial Safety Engineering (4)  
Fundamentals of safety, classification of hazards, accident statistics, organization problems, safety codes, machine guarding, mechanical, electrical and chemical hazards, ventilation, respiratory and safety devices. (four hours lecture per week)

TECH 465  
Technical Studies (1–5)

TECH 473  
Principles of Vocational Education (4)  
Prerequisite: Junior standing.  
Provides students with information on local, state and national technical education legislation policies, programs and organizations. Course work explores the interrelationship of various vocational education programs and the purpose of the total vocational education effort. (four hours lecture per week)

TECH 475  
Technology for Elementary Teachers (3)  
Materials, construction processes, techniques, tools and equipment necessary to assist the teacher in stimulating creativity in elementary school children. (two hours lecture, two hours laboratory per week)

TECH 490  
Senior Capstone: Production Laboratory (4)  
Satisfies senior capstone university graduation requirement.  
Prerequisite: Senior standing.  
The course simulates the real world situation that many of the graduates from the department will face. The 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. The course will simulate a real world design team concept by utilizing a design group that contains members of different program majors. The team, to accomplish its goals, is required to draw on each other’s unique skills learned in stated goal. In industry often a design team is formed to develop a new product. The team is made up of members from different departments in the company. Learning to deal with the team dynamics while learning to take advantage of the synergy that can be gained by a diverse team is a valuable learning process for our business as well as civic life. Each student team is to produce a new product (to be mass produced and demonstrated by producing a minimum quantity of 25 units built with unskilled labor utilizing jigs, fixtures and/or CNC controlled machines) and create a final written report to demonstrate how the process and goals of the course have been realized.

TECH 491  
Senior Project (3–10)  
Prerequisite: Permission of the instructor.  
Independent and/or group study and implementation of a design and development project. (variable time)

TECH 495  
Internship (1–15)  
Graded Pass/No Credit.  
(A maximum of five 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)

TECH 497  
Workshops, Short Courses, or Conferences (1–6)

TECH 498  
Seminar (1–6)

TECH 499  
Directed Study (1–5)  
Prerequisite: Permission of the instructor.  
Designed for students wanting to pursue a subject beyond the scope of regular courses.

TECH 504  
Communication Technologies (4)  
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.

TECH 508  
Designing Web Sites (4)  
This course is designed to teach professional methods for designing, producing and publishing web pages and web sites. Students will create XHTML and XML based pages, along with still and animated graphics. Emphasis will be on working with clients, planning, developing effective visual and logical design, optimization for search engines, effective use of color, as well as the technical tools such as code editors, image editors and FTP. Final project involves a live job if possible. Students should discuss options and criteria for the final project with the instructor.

TECH 539  
Special Studies in Technology (1–5)

TECH 550  
COMPUTER GRAPHICS (4)  
Prerequisite: ENGR 110.  
Computer graphics hardware and software with the emphasis on computer-assisted design and graphics layout.

TECH 596  
Experimental Course (1–6)

TECH 597  
Workshop in Technology (1–6)  
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

TECH 598  
Seminar (1–6)

TECH 599  
Independent Study (1–6)  
Prerequisites: Permission of the instructor and the department chair.  
Course may be repeated within the six credits allowed to fulfill the student’s goals and needs in specific areas.

TECH 695  
Internship (1–6)

TECH 696  
College Teaching Internship (1–5)  
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.
ENGLISH

College of Arts and Letters
Teena Carnegie, Chair
250 Patterson Hall
509.359.2401

BA, BAE

Minors
English Endorsement, Language Arts Endorsement
MA, MFA

Certificates

UNDERGRADUATE PROGRAMS

The study of English is basic to all levels of education. Its focus is the understanding and use of our written language. Usually English courses have emphasized the understanding of great literary works and the writing of interpretative essays; however, increasing emphasis is now being placed on the many types of literature and on the active practice of writing, both creative and technical.

In addition to its graduate degree programs, the Department of English offers undergraduate programs for both the major and non-major student. For the undergraduate non-major it offers courses in the University Writing Program (required of all students) and literature courses in the Humanities emphasis of the General Education Core Requirements, designed to help students appreciate and better understand their cultural heritage.

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 communications; and advanced studies in language and literature. The discipline of English is also one of the most recommended pre-professional majors. The development of verbal skills, especially written expression, is of great importance to students planning graduate work in government, business, law, or librarianship.

Students with general career goals already in mind should contact the director or co-director of the program in which they may concentrate. This contact should be made as soon as possible so that a program can be best planned to suit 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 and Religious Studies Programs. 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 most prestigious academic scholarships are offered by the Department of English. The Tieje and Kleiner scholarships are awarded to English majors at the level of their yearly expenses. Outstanding students are nominated each spring quarter by English Department faculty.

General Admissions Requirements for English: ENGL 201, or equivalent satisfaction of University Proficiencies in Writing, is a prerequisite for all 300- and 400-level English courses.

Admission into a specific major program requires the completion of a set of departmental pre-major requirements. Students intending to major in any English program must complete the appropriate pre-major before enrolling in any 300- or 400-level English course except with the approval of the chair; otherwise, students are subject to disenrollment.

Common Departmental Pre-Major:
- Complete ENGL 201, or equivalent, with at least a grade of 2.5.
- Pass ENGL 270, Introduction to Fiction and ENGL 271, Introduction to Poetry or ENGL 273, Critical Methods with a minimum grade of 2.5 in each course and at least a 3.0 average for the two courses together.

Specific programs may require a writing sample or an additional course in their pre-major beyond the common departmental pre-major requirements given above.

English majors are encouraged to register for one of the following to fulfill humanities list one:

- HUMN 210 Classics in Literature (5)
- HUMN 211 Masterpieces of the Western World (5)

Specific programs may require a writing sample or an additional course in their pre-major beyond the common departmental pre-major requirements given above.

Pre-Major Admission Procedure for English: Students intending to major in English should contact the department chair for an initial interview and to fill out the major declaration form. Students then meet with the director of the program they wish to enter for advising.

Foreign Language Requirements for English: Two years of a single foreign language in high school or one year of a single foreign language at the college level is required for graduation with a BA major in Creative Writing, Literary Studies or Technical Communications.

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

Bachelor of Arts (BA)

Student Learning Outcomes

Students will:
- demonstrate adherence to disciplinary conventions, including grammar, mechanics and appropriate citation style. Compose sophisticated arguments that are well organized and supported.
- conduct productive research by determining scope of inquiry; identifying credible and useful sources, collecting and assessing data and arranging data into logical and considerate structures,
- use proficiently a variety of standard technologies to locate, create, design, present and edit information.

English Major with Creative Writing Option (70 credits)

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. Students in the Creative Writing option are encouraged to register for five or more credits from the following list of General Education Core Requirements:

HUMN 210 Classics in Literature (5)
HUMN 211 Masterpieces of the Western World (5)

History courses appropriate to the student’s area of literary interest.

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

Pre-Major Requirements

ENGL 270 Introduction to Fiction (5)
ENGL 271 Introduction to Poetry (5)

Required of all students and ENGL 270, Introduction to Fiction (5) and ENGL 271, Introduction to Poetry (5), which require a minimum grade of 2.5 in each course and at least a 3.00 average for the two courses together. (See Admission Requirements for remaining requirements for the Common Departmental Pre-Major.) This program also requires the following pre-major courses:

CRWR 210 Introduction to Creative Writing (5)

Students must complete this course with a minimum grade of 3.0.

Department Core

ENGL 340: Survey of British Literature I (5)
ENGL 341: Survey of British Literature II (5)
ENGL 342: Survey of British Literature III (5)
ENGL 343: Survey of American Literature I (5)
ENGL 344: Survey of American Literature II (5)
ENGL 350 Shakespeare (5)

Required Creative Writing Courses

CRWR 311 Form and Theory of Fiction (5)
or CRWR 312 Form and Theory of Poetry (5)
or CRWR 313 Form and Theory of Nonfiction (5)
CRWR 491 Creative Writing Senior Thesis (5) (Cannot be taken until completion of CRWR 311 or CRWR 312 and two CRWR 417 workshops.)
Two of the following three:
- CRWR 417 Creative Writing Workshop (Poetry) (5)
- CRWR 417 Creative Writing Workshop (Fiction) (5)
- CRWR 417 Creative Writing Workshop (Nonfiction) (5)

Five additional creative writing credits selected from the following:
- CRWR 311 Form and Theory of Fiction (5)
- or CRWR 312 Form and Theory of Poetry (5)
- or CRWR 313 Form and Theory of Nonfiction (5)
- CRWR 417 Creative Writing Workshop (Fiction, Nonfiction, or Poetry) (5)
- CRWR 492 Creative Writing in the Schools (5)
- CRWR 495 Willow Spring Internship 1–3 (quarter)
- DESN 360 Publishing for Print and the World Wide Web (4)

**Pre-major requirement credits**
- 15 credits

**Department Core credits**
- 30 credits

**Creative writing credits**
- 25 credits

**Total credits for above major**
- 70 credits

**English Major with Literary Studies Option (75 credits)**

**Literary Studies credits**
- 30 credits

**Department Core credits**
- 30 credits

**Pre-major requirement credits**
- 15 credits

**Pre-major requirement credits**
- 15 credits

**Creative writing credits**
- 25 credits

**Total credits for above major**
- 70 credits

**English Major with Literary Studies Option (75 credits)**

**Literary Studies credits**
- 30 credits

**Department Core credits**
- 30 credits

**Pre-major requirement credits**
- 15 credits

**Pre-major requirement credits**
- 15 credits

**Creative writing credits**
- 25 credits

**Total credits for above major**
- 70 credits

**Student Learning Outcomes**

**Students will:**
- analyze communication problems and propose effective and ethical solutions by clearly identifying and describing the problem and its context, the stakeholders and audiences involved, and the possible outcomes and consequences
- plan and manage team projects by identifying tasks, creating a time line for task completion, assigning tasks to individuals, and reporting plan and progress to supervisor/client
- conduct productive research by determining scope of inquiry, identifying credible and useful sources, collecting and assessing data, and arranging data into logical and cogent structures
- write, design, and edit a variety of professional documents, both print and electronic, using the principles of information design to create useable documents that address audiences’ information and organizational needs and engage users in appropriate action
- use proficiently a variety of standard technologies to locate, create, design, present, and edit information.
- copypost and proofread quantitative and technical information, reference citations, illustrations, and tables using the established symbols and conventions, style sheets, and correct grammar, mechanics, punctuation, and spelling.

**Pre-Major Requirements**
- ENGL 270 Introduction to Fiction (5)
- ENGL 271 Introduction to Poetry (5)

**Requires a minimum grade of 2.5 in each course and at least a 3.00 average for the two courses together.**

**Required Courses**
- ENGL 205 Intro to Technical Communication (5)
- ENGL 270 Introduction to Fiction (5)
- ENGL 271 Introduction to Poetry (5)
- ENGL 350 Shakespeare (5)
- ENGL 360 Language Structure and Use (5)
- ENGL 404 Software Documentation (5)
- ENGL 409 Editing in Technical Communication (5)
- ENGL 459 Grammar for Teachers (5)
- ENGL 495 Professional/Technical Communication Internship (5–15)
- ENGL 499 Senior Capstone: Issues in Technical Communication (5)
- TECH 393 Technology in World Civilization* (4)

**Select 5 credits from the following**
- CMST 200 Intro to Speech Communication (4)
- DESN 216 Computer Graphics (4)
- DESN 263 Visual Communication Design 1 (4)
- DESN 360 Desktop Publishing (4)
- DESN 363 Visual Communication Design II (4)
- DESN 368 Introduction to Web Page Design (4)
- JRMN 451 Introduction to Public Relations Theory (4)
- JRMN 452 Advanced Public Relations Theory (4)
- JRMN 453 Public Relations Writing (4)
- TECH 393 Technology in World Civilization* (4)

**Select 5 credits from the following**
- CMST 200 Intro to Speech Communication (4)
- DESN 216 Computer Graphics (4)
- DESN 263 Visual Communication Design 1 (4)
- DESN 360 Desktop Publishing (4)
- DESN 363 Visual Communication Design II (4)
- DESN 368 Introduction to Web Page Design (4)
- JRMN 451 Introduction to Public Relations Theory (4)
- JRMN 452 Advanced Public Relations Theory (4)
- JRMN 453 Public Relations Writing (4)
- TECH 393 Technology in World Civilization* (4)

**Pre-major requirement credits**
- 10 credits

**Required technical communication credits**
- 45–55 credits

**Required supporting credits**
- 40 credits

**Literature credits**
- 5 credits

**Minimum total credits for above major**
- 100 credits

(**meets international studies requirements)**

**Bachelor of Arts in Education (BAE)**

**English/Elementary Major (45 credits)**

**Required Courses**
- ENGL 270 Introduction to Fiction (5)
- ENGL 271 Introduction to Poetry (5)

**Requires a minimum grade of 2.5 in each course and at least a 3.00 average for the two courses together.**

**Required Courses for Elementary English**
- ENGL 321 Children's Literature (5)
- ENGL 360 Language Structure and Use (5)
- ENGL 391 The Teaching of English in the Elementary School (5)
- ENGL 459 Grammar for Teachers (5)

**Bachelor of Arts in Technical Communication (100–110 credits)**

**Technical Communication** is a professional program designed to prepare students for a career as a technical writer. Because of the diverse nature of the profession, students will need to develop a broad base of professional writing skills, including work in documentation, editing, graphic design, and public relations. 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. Students will also develop basic computer literacy, including working knowledge in desktop publishing and web design practices.

**Note:** Two years of a single high school foreign language or one year of a single college level foreign language is required.
Minimum total credits for above major and professional education: 118 credits

### Required Courses

**Pre-Major Requirements**
- ENGL 271 Introduction to Poetry (5)
- ENGL 270 Introduction to Fiction (5)
- ENGL 273 Critical Methodologies (5)

**Department Core**
- ENGL 343 Survey of American Literature I (5)
- ENGL 344 Survey of American Literature II (5)
- ENGL 350 Shakespeare (5)
- ENGL 360 Language Structure and Use (5)

**Required Courses for Secondary English**
- ENGL 408 The Composition Process (5)
- ENGL 459 Grammar for Teachers (5)
- ENGL 493 Teaching Literature to Adolescents (5)

**Electives**
- ENGL 344 Survey of American Literature II (5)
- ENGL 343 Survey of American Literature I (5)
- ENGL 342 Survey of British Literature III (5)
- ENGL 341 Survey of British Literature II (5)
- ENGL 340 Survey of British Literature I (5)

Note: ENGL 408, 459 and 493 are prerequisites for ENGL 490 and cannot be taken concurrently with it. Minimum grade point for the major is 3.00 in ENGL 408, 459 and 493. Recommended: HUMN 210 or HUMN 211 for partial fulfillment of the GECR in Humanities unless students have DTA degrees from an approved community college.

### Technical Communication Minor (24–25 credits)

**Required Courses**
- ENGL 205 Introduction to Technical Communication (5)
- ENGL 305 Professional Communication (5)
- ENGL 404 Software Documentation (5)
- ENGL 407 Proposal Writing (5)
- ENGL 404 Software Documentation (5)

**Elective**
- ENGL 344 Survey of American Literature II (5)
- ENGL 343 Survey of American Literature I (5)
- ENGL 342 Survey of British Literature III (5)
- ENGL 341 Survey of British Literature II (5)
- ENGL 340 Survey of British Literature I (5)

Note: ENGL 408, 459 and 493 are prerequisites for ENGL 490 and cannot be taken concurrently with it. Minimum grade point for the primary add-on endorsement is 3.0 in ENGL 408, 459 and 493. Students are encouraged to select HUMN 210 or 211 for partial fulfillment of the GECR in Humanities unless they have an AA degree from an approved community college or a completed BA degree.

Total credits for above minor or add-on endorsement: 40 credits

### English Minor (20 credits)

**Required Courses**
- ENGL 271 Introduction to Poetry (5)
- ENGL 350 Shakespeare (5)
- ENGL 340 Survey of British Literature I (5)
- ENGL 341 Survey of British Literature II (5)
- ENGL 342 Survey of British Literature III (5)
- ENGL 343 Survey of American Literature I (5)
- ENGL 344 Survey of American Literature II (5)

**Elective**
- Select a minimum of five credits of 300- or 400-level English course(s).

Total credits for above minor: 25 credits

### English/Elementary Major (25 credits)

This minor does not meet a state of Washington endorsement.

**Required Courses**
- ENGL 270 Introduction to Fiction (5)
- ENGL 271 Introduction to Poetry (5)
- ENGL 321 Children’s Literature (5)
- ENGL 360 Language Structure and Use (5)
- ENGL 391 The Teaching of English in the Elementary School (5)

Total credits for above minor: 25 credits

### English/Add-on Endorsement (for post-baccalaureates) (40 credits)

For students who currently possess a Washington State Teaching Certificate

**Required Courses**
- ENGL 270 Introduction to Fiction (5)
- ENGL 271 Introduction to Poetry (5)
- ENGL 350 Shakespeare (5)
- ENGL 408 The Composition Process (5)
- ENGL 459 Grammar for Teachers (5)
- ENGL 490 Teaching English In Secondary School (5)
- ENGL 493 Teaching Literature to Adolescents (5)

**Choose one of the following courses:**
- ENGL 340 Survey of British Literature I (5)
- ENGL 341 Survey of British Literature II (5)
- ENGL 342 Survey of British Literature III (5)
- ENGL 343 Survey of American Literature I (5)
- ENGL 344 Survey of American Literature II (5)

Note: ENGL 408, 459 and 493 are prerequisites for ENGL 490 and cannot be taken concurrently with it. Minimum grade point for the primary add-on endorsement is 3.0 in ENGL 408, 459 and 493. Students are encouraged to select HUMN 210 or 211 for partial fulfillment of the GECR in Humanities unless they have an AA degree from an approved community college or a completed BA degree.

Total credits for above minor or add-on endorsement: 40 credits

### Minor programs are available for students interested in combining a general interest in English language and literature with a liberal arts major, for those wishing to study technical writing in preparation for a technical, scientific, professional or communications career, and for those planning to teach at the elementary or secondary level.
Georgia's master's degree programs: a Master of Arts in English and a Master of Fine Arts in Creative Writing (described below).

**Master of Arts in English**

Student Learning Outcomes

Students will:

- employ research methods, conduct original research, determine the value of a wide variety of sources (including computer databases and computer-mediated texts),
- write and edit major papers in English,
- engage in reflective practice in conjunction with academic writing.

Four professional emphases are offered within the Master of Arts in English:

1. Literature
2. Rhetoric, Composition and Technical Communication
3. Teaching English as a Second Language
4. College Instruction

A fourth professional emphasis, College Instruction, is offered in conjunction with the Department of Education.

**Admission Requirements**

All applicants for a master of arts in English must declare one of the four professional emphases as their primary area of study. Applicants must take the Graduate Record Exam (GRE) General Test and must 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 the degree in that area. For Literary Studies students must also submit two letters of recommendation and a writing sample.

Applicants for teaching assistantships must write an additional letter in which they describe their interest in and prior experience with teaching. Teaching assistantships are awarded in March for the following year. No applicant can be considered for a teaching assistantship until all documentation (completed application, GRE scores, background essay and essay about teaching) has been received.

**Completion Requirements**

Toward the conclusion of the MA degree program, students must write a professional essay (ENGL 601) or a thesis (ENGL 600) and they must pass a final examination and/or portfolio assessment as determined by their professional emphasis. Candidates must be registered for at least two 600 or 601 credits in the quarter in which they intend to graduate.

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**GRADUATE PROGRAMS**

The department of English offers two graduate degree programs: a Master of Arts in English and a Master of Fine Arts in Creative Writing (described below).

**Literature**

Judy Logan, Program coordinator
254Q Patterson Hall
509.359.6035

**Completion Requirements**

All students must pass an essay/objective exam early in the quarter to which they intend to complete the professional essay or thesis and graduate. (Guidelines are available at the English Department.)

All students must demonstrate a reading competence in a foreign language appropriate to their program of study at a level equivalent to completion of the second year of college foreign language. Competence may be demonstrated through course work, a standardized test, or a written test arranged with the Modern Languages and Literature Department. Students may also satisfy the foreign language requirement by successfully completing ENGL 530 Old English with a grade of 3.0 or better.

**Course Requirements and Credit Hours**

ENGL 468 History of the English Language
or ENGL 530 Old English (5)
ENGL 521 Graduate Research in Literature (5)
ENGL 570 History of Criticism
or ENGL 571 Modern Criticism (5)
Graduate-only literature seminars (10)
ENGL 600 Thesis
or ENGL 601 Professional Essay (5–9)

(For details on this professional emphasis, see director)

**Additional courses chosen with advisor’s consent (including at least two courses in a secondary area of concentration)**

**Minimum total credits for above master’s degree (26–30 credits)**

**Rhetoric, Composition and Technical Communication**

Program Co-Directors:

Lynn Briggs
Teena Carnegie
362 Patterson Hall
250 Patterson Hall
509.359.2227
509.359.6037

This program provides students with theoretical and applied knowledge in academic and professional/technical discourse. It explores the complex interrelationships between rhetoric and the teaching of writing in their social, technological and cultural contexts.

After completing a common core of courses in rhetoric and writing instruction, students will choose one of two broad areas of concentration—Rhetoric and Composition and Technical Communication:

- The rhetoric and composition concentration prepares graduates for careers in teaching composition at regional or community colleges.
- The technical communications concentration prepares graduates for various career opportunities in industry, including electronic publishing, software documentation, proposal writing, editing and information design. Alternatively, it also prepares students for careers in teaching technical communication.
- Either concentration also prepares students for further study in PhD programs.

It is recommended that applicants submit a sample of their strongest writing with their application and that they arrange a personal or telephone interview with the program director. The program includes either a thesis, comprehensive examination or a professional essay.

**Course Requirements and Credit Hours**

**A. Core Courses**

ENGL 511 The Composing Curriculum (5)
ENGL 520 Research Design and Evaluation in Composition (5)
ENGL 459 Grammar for Teachers (5)
ENGL 573 History of Rhetoric (5)
ENGL 577 Seminar in Professional Preparation (2)
ENGL 600 Thesis (5)
or ENGL 601 Professional Essay (5)
ENGL 698 Internship in Instruction
or ENGL 697 Professional Writing Internship (3)

**Requirements for Rhetoric and Composition Concentration**

ENGL 555 Contemporary Composition Theory (5)
ENGL 556 Computers and Composition (5)
ENGL 575 Contemporary Rhetorical Theories (5)
Approved Electives (15)
ENGLISH

Requirements for Technical Communication Concentration
ENGL 503 Information Design (5)
ENGL 504 Software Documentation (5) or ENGL 507 Proposal Writing (5)
ENGL 568 Writing in Organizations (5)
ENGL 509 Editing Workshop (5)

Approved Electives (12)

B. Electives Courses: Students in the Rhetoric and Composition Concentration are required to complete 15 credits of electives; while students in the Technical Communication Concentration are required to complete 12 credits of electives. All elective courses must be chosen in consultation with advisors.

Core credits 30 credits
Rhetoric and composition concentration credits 30 credits
Technical communication concentration credits 30 credits
Minimum total credits for above master's degree 60 credits

Teaching English as a Second Language
LaVona Reeves, Program Director
254R Patterson Hall
509.359.7060

This program prepares pre-service and in-service teachers of speakers of English as a second language (ESL) or a foreign language (EFL) to teach second language literacy, culture, and communication skills. It is primarily designed to prepare secondary and post-secondary teachers in a variety of settings and can also serve as preparation for doctoral studies. Core courses can be applied toward the state endorsement in ESL.

Admission Requirements
Graduate applicants for whom English is not the first language do not need to take the GRE. Instead, they must present a TOEFL score of 580 (237 CBT). A student with a TOEFL score between 520 (213 CBT) and 579 (235 CBT) may be admitted conditionally upon having a program of English language study approved by the graduate program coordinator. In addition, all applicants whose first language is not English must arrange for an interview with the graduate program coordinator, either in person or by telephone. Applicants are admitted every quarter, not just in the fall.

Language Requirement (may be completed in conjunction with graduate studies)
All students must demonstrate a reading competence in a foreign language appropriate to their program of study at a level equivalent to completion of the second year of college foreign language. Competence may be demonstrated through course work, a standardized test or a written test arranged with the Modern Languages Department. Students may also satisfy the foreign language requirement by successfully completing ENGL 530 Old English with a grade of 3.0 or better.

Completion Requirements
Candidates are encouraged to complete a supervised practicum in teaching English as a second language. This includes (1) observing a master teacher; (2) preparing, teaching and assessing materials; and (3) doing systematic self-observation and evaluation (normatively videotaping). The practicum would normally include the journaling of classroom practices, procedures and interactions.

All degree candidates must pass an examination on the history of the English language and a comprehensive examination of second language acquisition, methodology, curriculum, assessment or cross-cultural communication. This comprehensive exam must be scheduled early in the quarter prior to that quarter in which degree candidates intend to complete their thesis/ professional essay and graduate.

Course Requirements and Credit Hours
ENGL 408 The Composition Process (5)
ENGL 409 Writing in the Teaching of Literature (5)
ENGL 419 The Teaching of Writing (5)
ENGL 421 Graduate Research in Literature (5)
ENGL 428 Research Design and Evaluation in Composition (5)
ENGL 449 Language Acquisition (5)
ENGL 500 Advanced Technical Writing (5)
ENGL 503 Information Design (5)
ENGL 504 Software Documentation (5) or ENGL 507 Proposal Writing (5)
ENGL 568 Writing in Organizations (5)
ENGL 509 Editing Workshop (5)

Electives (10-15)

Minimum total credits for above master’s degree 60 credits

Certificate in the Teaching of Literature and Post-Master’s Certificate in the Teaching of Literature
Chris Valeo, Program Director
250 Patterson Hall
509.359.6036

This program is designed for individuals who already have or are working on Master’s Degrees and have significant experience in education, composition/rhetoric, TESOL or technical writing. Documentation of the graduate degree or program in progress and relevant prior experience is required for admission.

Individuals with Master’s degrees in hand often discover that in order to teach literature at the community college level they need some course work in literature and experience in the teaching of literature. This is particularly true of those with degrees in Rhetoric and Composition because many schools now use literature to teach composition and most who teach composition at the community college level are also expected to teach introductory literature courses. This certification program addresses the needs of these people.

Student Learning Outcomes
Students will:
• demonstrate careful reading of a text and explicate a text using a range of literary theories and critical methodologies,
• reflectively assess their own ongoing development as writers and teachers.

Prerequisites
Ten quarter or six semester college or university credits in literature and a graduate degree or current graduate student status in a related program (education, composition/rhetoric, TESOL, or technical writing [or literature, if the student has no teaching experience]).

Required Certificate Courses
ENGL 419 The Teaching of Writing
ENGL 421 Graduate Research in Literature
ENGL 428 Research Design and Evaluation in Composition
ENGL 449 Language Acquisition
ENGL 500 Advanced Technical Writing
ENGL 503 Information Design (5)
ENGL 504 Software Documentation (5) or ENGL 507 Proposal Writing (5)
ENGL 568 Writing in Organizations (5)
ENGL 509 Editing Workshop (5)

Minimum total credits for above master’s degree 20 credits

Certificate in the Teaching of Writing
Lynn Briggs, Program Director
362 Patterson Hall
509.359.2227

EWU graduate students in good standing who intend to pursue college teaching careers may complete this certification program while working toward their graduate degrees. It combines training in writing curriculum components and design, the teaching of grammar and writing assessment with a supervised classroom teaching experience. Credits in the certificate program may also be counted toward the student’s graduate degree requirements upon the approval of their advisor.

Student Learning Outcomes
Students will:
• assess their own and others’ writing based on analytic scoring criteria,
• name parts of speech and how they are punctuated in syntactical units in Standard American English (SAE),
• employ composition-curriculum components that reinforce one another in their students’ learning experience.

Required Certificate Courses
ENGL 511 The Composing Curriculum (5)
or ENGL 608 The Composition Process (5)
ENGL 449 Grammar for Teachers (5)
or ENGL 560 Modern Grammar (5)
ENGL 520 Research Design and Evaluation in Composition (5)
or ENGL 536 Computers and Composition (5)
ENGL 698 Internship in Instruction (5)

(This would most likely and perhaps most productively be a supervised teaching experience at a community college.)

Total required credits 20 credits

www.ewu.edu
Post-Master's Certificate in the Teaching of Writing

This program is designed for individuals with master's degrees and significant experience in education, business, technology or communications. Documentation of the graduate degree and relevant prior experience is required for admission. End-of-program assessment requires a portfolio of two writing samples from the required course work, a reflective essay evaluating the program and an exit interview.

Required Certificate Courses

ENGL 459 Grammar for Teachers (5)
or ENGL 560 Modern Grammar (5)
ENGL 511 The Composing Curriculum (5)
or ENGL 408 The Composition Process (5)
ENGL 520 Research Design and Evaluation in Composition (5)
or ENGL 556 Computers and Composition (5)
ENGL 698 Internship in Instruction (5)
(This would most likely and perhaps most productively be a supervised teaching at a community college.)

Total required credits 20 credits

Master of Fine Arts in Creative Writing

Gregory Spatz, Program Director
4th floor Riverpoint One
509-359-4972
gspatz@ewu.edu

The Master of Fine Arts Program is an intensive, two-year, pre-professional course of study with an emphasis on the practice of literature as a fine art. The program includes course work 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.

Student Learning Outcomes

Students will:
• develop advanced understanding of the publishing process,
• develop familiarity with advanced formal and technical aspects of foundational literary works from the tradition and selected contemporary works in that genre. This knowledge will be evident both in students' critical responses and in students' own creative works,
• demonstrate advanced ability to exercise self-criticism and to offer insightful, supportive and productive criticism to others. Part of this can be construed as students’ development of editorial capacities, but part of it must be the development of a capacity to foster their own and others’ continued artistic development through critical reading.

Admission Requirements

Applicants must take the Graduate Record Exam (GRE) General Test, submit a writing sample consisting of 10–20 pages of poetry and/or 15–25 pages of prose with the application form, 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. Teaching assistantships are awarded after March 1 for the following year. No applicant can be considered for a teaching assistantship until all documentation (completed application, GRE scores, writing sample, letters of recommendation and other written materials) has been received. Note especially that in order for the department to receive the GRE scores by March, applicants must take the GRE no later than the previous December.

Completion Requirements

A. Students should spend six quarters in residence.
B. A student should concentrate in one of the following areas:
   1. Poetry
   2. Fiction
   3. Literary Nonfiction

Students, however, are expected to take course work in areas other than the one in which they concentrate.

C. In consultation with a thesis advisor, each student will compile a list of fifteen books to augment the reading done in course work. 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.

D. Each student must submit a literary thesis of substantial length and publishable quality. The thesis will be reviewed in the oral examination.

Course Requirements and Credit Hours

CRWR 517 Graduate Writing Workshop (20)
This course may be repeated for credit; students should take one workshop from outside the major area.

The three literary form and theory courses in each student’s major area of study
Fiction I, II and III, Literary Nonfiction I, II and III, or Poetry I, II and III (15)
One literature course from outside the major area (5)
CRWR 680 Thesis (10–15)

Further electives in creative writing, literature and/or a secondary emphasis in one of the following areas (17)
1. Literary editing
2. Literary studies
3. Studies in a modern language
4. Studies in another art form: music, dance, etc.
5. Teaching composition
6. Teaching English as a second language
7. Technical and professional writing

Variations are possible following consultation with student’s program advisor.

Minimum total credits for above master’s degree 72 credits
Creative Writing Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

CRWR 210
Introduction to Creative Writing (5)
Prerequisite: ENGL 101 or 201.
This course introduces students to the process, techniques and forms of creative writing including poetry, fiction, and nonfiction.

CRWR 311
Form and Theory of Fiction (5)
Prerequisite: CRWR 210.
Style and the techniques of fiction, including a delineation of the development of major technical trends in fiction.

CRWR 312
Form and Theory of Poetry (5)
Prerequisite: CRWR 210.
An introduction to the history and current use of poetic forms and the application of traditional and innovative theories of contemporary poetry.

CRWR 313
Form and Theory of Literary Nonfiction (5)
Prerequisites: 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 414
Literary Editing and Design (5)
Prerequisites: ENGL 270, 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. (Cross-listed ENGL 414)

CRWR 417
Creative Writing Workshop (5)
Prerequisite: CRWR 210. Workshop in various genres, e.g., fiction, poetry, creative nonfiction, drama, script writing or translation. This course may be repeated frequently. Different genres and subjects will be indicated in the quarterly course listings and on the student's permanent record.

CRWR 467
Contemporary Women's Fiction (5)
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270 and 271; non-majors must have permission of the instructor. A look at changing perspectives in women's fiction from the 1970s to the present. (Cross-listed ENGL 467; WMST 467)

CRWR 469
Literature of the Pacific Northwest (5)
Prerequisite: ENGL 343 or ENGL 344. This course is a survey of Northwestern literature from 1800 to the present, 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. (Cross-listed ENGL 469)

CRWR 491
Creative Writing Senior Thesis (5)
(satisfies senior capstone university graduation requirement)
Prerequisites: CRWR 311 or 312, 2 sections of CRWR 417. 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 492
Creative Writing in the Schools (5)
Prerequisites: ENGL 270 and 271 if topic is literature.
Special topics in creative writing or literature. May be repeated for credit; the topic covered will be listed on the student’s permanent record. (If topic is literature, this course has the above prerequisite and may be cross-listed with ENGL 498.)

CRWR 495
Willow Springs Internship (1–3)
Prerequisite: CRWR 417.
May be repeated for up to six quarters. Reading and critiquing manuscript submissions to EWU's nationally recognized literary journal.

CRWR 498
Seminar in Creative Writing or Literature (5)
Prerequisites: ENGL 270 and 271; CRWR 210 or instructor permission.
A study of the short story from a writer's point of view considering the roots, periods and stylistic approaches to the form. Works to be considered might include texts from Chaucer to the present. Through a study of style, structure and historical development, the course will concern itself with the many shapes the short story takes, has taken or might take, while also examining common elements that link examples of the form. An added area of study may be the novella.

CRWR 517
Directed Study (1–5)
Prerequisites: Permission of the instructor and the director of the Creative Writing program. Independent study under faculty direction, adapted to individual needs of the students.

CRWR 514
Literary Editing and Design (5)
Prerequisite: Graduating senior. The class will study the history of literary magazine publishing in America since 1950. It will also study typography, layout, graphics and editorial vision. Students will be asked to examine and discuss various influential literary magazines of the past as well as the present and to produce a mock-up of their own literary magazine.

CRWR 515
Internship Literary Editing and Design (1–5)
Prerequisite: Graduating senior. A practicum in literary production. The course offers hands-on training in connection with the literary magazine Willow Springs. Individually assigned projects typically include reading and editing submissions, proofreading, copy editing, layout, production and marketing.

CRWR 517
Graduate Writing Workshop: Fiction, Poetry, Literary Nonfiction, Drama, Scriptwriting, or Translation (5)
Prerequisite: MFA students; others with instructor permission.
Classroom discussion of student writing concentrating on editing and revision with a view to attaining publishable quality.

CRWR 539
Special Topics (1–5)
Prerequisite: MFA students; others with instructor permission.
More than one topic may be considered during the course.

CRWR 585
Literary Nonfiction I—Ancient Roots Through the 19th Century (5)
Prerequisite: MFA or English MA students (others with instructor permission).
Intensive study of the nature and development of nonfiction, beginning with ancient Greek, Roman, Chinese and Japanese writings and the Bible, moving to the nonfiction of Continental writers such as Keine, Montaigne, Browne, Swift, Johnson, Addison and Steele and Lamb and on to American writers such as Emerson, Thoreau, Twain and Muir. Forms such as oral traditions of indigenous peoples, exploration accounts, slave narratives, captive narratives, biography, autobiography, meditation, diaries/journals and the essay may be considered.

CRWR 586
Literary Nonfiction II—20th Century and Beyond (5)
Prerequisite: MFA or English MA students (others with instructor permission).
Intensive study of the nature and variety of modern and contemporary literary nonfiction, including such established writers as Woolf, Orwell, White, Didion, Mailer, Tom Wolfe, Tobias Wolff, Kingston, Momaday, McPherson, Baldwin, Walker, Kinsella, Dillard, Iseley, Sanders, Rodriguez and Haines, as well as lesser-known contemporary writers. Forms such as memoir, essay, short nonfiction, literary journalism and the nonfiction novel may be considered, as well as effects of the works on the world.

www.ewu.edu
Terms offered: If no terms are indicated, check with department or quarterly course announcement.

ENGL 100
Fundamentals of English Composition (5)
FALL/WINTER/SPRING
Graded Pass/No Credit. Does not count toward the 180 credit requirement. Prerequisite: Placement based on FWU writing placement test results or through General Advising. Provides opportunities for students to acquire familiarity with the standard written language of college-educated Americans. Emphasizes the writing process and the use of library resources. [satisfies the GECR for humanities and fine arts, list 1, liberal arts, critical thinking, oral communication] (Cross-listed ENGL 100.001, Writing Placement Test or General Advising.)

ENGL 101
College Composition: Exposition and Argumentation (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: ENGL 100. Writing Placement Test or General Advising. 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 skills. Students must earn a minimum grade of 2.0 before being allowed to proceed into one of the required English composition courses (100, 101, or 201).

ENGL 111
Writing for Academic Purposes (5)
FALL/WINTER/SPRING/SUMMER
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. (Cross-listed ELIC 111) (satisfies the university competencies, writing.)

ENGL 112
Writing English for International Students (5)
FALL/WINTER/SPRING/SUMMER
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 skills. Students must earn a minimum grade of 2.0 before being allowed to proceed into one of the required English composition courses (100, 101, or 201).

ENGL 170
Introduction to Literature (5)
FALL/WINTER/SPRING/SUMMER
[ satisfies the GECR for humanities and fine arts, list 1, literature.] An examination of literary approaches in human social and political writing, historical writing and science writing. More than one topic will be considered during the course.

CRWR 592
Poetry III—Contemporary World Poetry and Poetics (5)
Prerequisite: MFA or English MA students (others with instructor permission).
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 skills. Students must earn a minimum grade of 2.0 before being allowed to proceed into one of the required English composition courses (100, 101, or 201).

English Courses

ENGL 205
Introduction to Technical Communication (5)
FALL/WINTER/SPRING
In this introduction to technical communication, students will learn the basic principles of effectively communicating 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.

ENGL 270
Introduction to Fiction (5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: 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 novel which are broadly representative of a variety of historical periods and narrative genres.

ENGL 271
Introduction to Poetry (5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: ENGL 101; ENGL 201 recommended. The basic elements of poetry. Presentation similar to ENGL 270.

ENGL 273
Critical Methodologies (5)
Prerequisites: ENGL 201. This course is an introduction to the major ideas and questions in literary theory and criticism, from Plato to the present.

ENGL 299
Individual Study (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the instructor and the department chair. Special studies in English or composition. Such studies will vary according to faculty and student interest.

ENGL 300
Special Problems in College Writing (1)
Graded Pass/No Credit.
Offered on a tutorial basis for students whose written composition is considered unsatisfactory by the instructor of any course in the undergraduate curriculum of the University. Open only to students who have already completed their writing requirement. Normally, eligible students should not need more than two separate referrals, for a total of two credits in two different quarters.

ENGL 301
The Investigative Paper (5)
Prerequisite: ENGL 201. For the upper-division student. Particular attention to skillful and comprehensive use of library resources; careful organization, interpretation and evaluation of authoritative information; and adherence to the conventions of the academic paper.

ENGL 304
Advanced Writing Mechanics (3)
Practical service course for upper-division and graduate students who want further training in the mechanics of expository writing, or are referred by their major departments. Class work may include writing projects associated with other courses. Students must have finished all composition requirements.

ENGL 305
Professional Communication (5)
WINTER
Prerequisite: ENGL 205. This course focuses on advanced technical
communication skills. Students will learn about the usability of informational documents. They will work to improve the precision of their writing and the effectiveness of the design of documents. Students will work individually and in teams to complete a variety of projects, including a service learning or client based project.

ENGL 308 Advanced Exposition (5)
Prerequisites: ENGL 201
A course for the upper-division student majoring in such traditional liberal arts areas as history, language, literature and philosophy. Emphasis upon understanding the theory of classical and modern rhetoric, with regular provision for practice of the persuasive essay.

ENGL 315 Topics in Literature and Culture (5)
Course may be repeated for credit if taken with a different topic. Prerequisite: 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 321 Children’s Literature (5)
WINTER
Prerequisite: ENGL 201.
Major types of literature for children in the elementary grades, with the greatest emphasis upon the distinguished and lasting fiction, folklore, fantasy, picture books and poetry.

ENGL 323 A Global View through Children’s Literature (5)
Prerequisite: ENGL 201.
This course covers the history 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. Course work will include papers, journals, large and small group discussions and presentations. (Cross-listed with EDUC 323)

ENGL 340 Survey of British Literature I (5)
Prerequisites: ENGL 201 and ENGL 271. English majors must have grades of 2.5 or better; non-majors must have permission of the instructor.
This course covers the history of British literature from the Anglo-Saxon period to Milton, focusing on works of representative authors and examining changes in literary forms, including the beginnings of narrative form, as well as conceptions of culture and society.

ENGL 341 Survey of British Literature II (5)
Prerequisites: ENGL 201 and ENGL 271. English majors must have grades of 2.5 or better; non-majors must have permission of the instructor.
This course covers the history of British literature beginning with the Restoration and ending with the Romantics, focusing on works of representative authors and examining changes in literary forms, including the beginnings of narrative form, as well as conceptions of culture and society.

ENGL 342 Survey of British Literature III (5)
Prerequisites: ENGL 201 and ENGL 271. English majors must have grades of 2.5 or better; non-majors must have permission of the instructor.
This course covers the history of British literature beginning with the Victorians and ending with the present, focusing on works of representative authors and examining changes in literary forms, including the novel, as well as conceptions of culture and society.

ENGL 343 Survey of American Literature I (5)
Prerequisites: ENGL 201 and ENGL 271. English majors must have grades of 2.5 or better; non-majors must have permission of the instructor.
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)
Prerequisites: ENGL 201 and ENGL 271. English majors must have grades of 2.5 or better; non-majors must have permission of the instructor.
This course covers the history of American literature from the civil war up to the present, focusing on works of representative authors and examining changes in literary forms including the short story and in conceptions of American culture and society.

ENGL 350 Shakespeare (5)
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201 and 271; non-majors must have permission of the instructor.
The course involves reading and interpreting the principal comedies, histories, tragedies and sonnets of Shakespeare.

ENGL 360 Language Structure and Use (5)
FALL/WINTER/SPRING
Prerequisite: ENGL 201.
The nature and function of language; approaches, concepts, component areas of linguistics.

ENGL 379 American Literature of Ethnic Minorities (5)
Prerequisite: ENGL 201.
Any one of several major areas of ethnicity may be focused on: Native American, Asian American, Latin American/Chicano and African American. Specialized sub-topics within these general areas may also be the subjects of this course in different offerings. Different subject matter will be indicated by words added to the title in the quarterly course announcement. Course may be taken more than once with different subject matter. (Cross-listed AAST 379, HUM 379)

ENGL 380 Survey of Native American Literatures (5)
SPRING
Prerequisite: ENGL 201.
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. (Cross-listed IDST 380)

ENGL 381 Contemporary African American Literature (5)
Prerequisite: ENGL 201
Major African American literature of the 20th century: fiction, poetry, essay, autobiography and drama. (Cross-listed AAST 381)

ENGL 382 Studies in Epic Fantasy (5)
Prerequisite: 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)
SPRING
Prerequisite: 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)
FALL/SPRING/SUMMER
Prerequisite: 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)
WINTER/SPRING
Prerequisite: 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)
SPRING-ODD YEARS
Prerequisite: ENGL 201.
Examines fictional images of women as these images reflect the changing roles and status of women from Greece to present, focusing on the 19th and 20th centuries. (Cross-listed WMST 389)

ENGL 391 The Teaching of English in the Elementary School (5)
FALL/WINTER
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270 and 271; non-majors must have permission of the instructor.
An exploration of the English program in grades 1 through 8, with an emphasis on how to develop and teach creative and utilitarian writing lessons, small group and whole class discussion lessons.

ENGL 395 Field Work (1–10)
FALL/WINTER/SPRING/SUMMER
Prerequisites: ENGL 201 and 205. ENGL 305 is strongly recommended.
Included in this course are meetings, lecture, and review the literature on gender balance. (Cross-listed WMST 400)

ENGL 404 Software Documentation (5)
SPRING
Prerequisite: ENGL 201 and 205. ENGL 105 is strongly recommended, as well as familiarity with a word processing program.
A study of the software documentation process. In collaboration with students in OSED 451, students acquire practical experience in developing document plans and then implementing them in the design and composition of printed user manuals and online help. In addition, students become acquainted with current issues in the field of software user education.
ENGL 407 Proposal Writing (5) SPRING
Prerequisite: 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.

ENGL 408 The Composition Process (5) FALL/WINTER/SUMMER
Prerequisites: ENGL 201; ENGL 308 is recommended.
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 409 Editing in Technical Communication (5) WINTER
Prerequisite: 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.

ENGL 414 Literary Editing and Design (5) WINTER
Prerequisites: ENGL 270, 271, CRWR 210.
The history of literary magazine publishing in America since 1960. 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. (Cross-listed CRWR 414)

ENGL 421 Special Topics in Children's Literature (4)
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270 and 271; non-majors must have permission of the instructor.
The quarterly course announcement 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)
Prerequisites: Three of the five survey courses. Two of ENGL 340-341-342 and one of either ENGL 343-344.
This seminar course, through extensive reading and writing as well as student presentations, focuses on the work of major authors from either British, American, Commonwealth or World literature. It considers their biography and the scope, influence and development of their achievement, as well as the stature of their principal works. The choice of authors will vary with the instructor.

ENGL 437 Seminar in Literature II: Studies in Genre (5)
Prerequisites: Three of the five survey courses. Two of ENGL 340-341-342 and one of either ENGL 343-344.
This seminar course, through extensive reading and writing as well as student presentations, focuses on a genre or genres in British, American, Commonwealth and/or World literature. Genres studied may include, but are not limited too, nonfiction, prose, poetry, film, drama and electronic media. The choice of genres will vary with the instructor.

ENGL 438 Seminar in Literature III: Literary Eras (5)
Prerequisites: Three of the five survey courses. Two of ENGL 340-341-342 and one of either ENGL 343-344.
This seminar course, through extensive reading and writing as well as student presentations, focuses on specific era in literary history. The selection of literary era will vary with the instructor.

ENGL 439 Seminar in Literature IV: Special Topics (5)
Prerequisites: Three of the five survey courses. Two of ENGL 340-341-342 and one of either ENGL 343-344.
This seminar course, through extensive reading and writing as well as student presentations, focuses on a thematic issue in either British, American, Commonwealth, or World literature. These courses will explore the choices of ideas across literary periods and cultures. The choice of topics will vary with the instructor.

ENGL 450 Special Topics in Shakespeare (5)
Prerequisites: ENGL 340 and 350.
This seminar course draws upon special topics such as dark and light comedy, the tragic heroes, Shakespeare history, etc., at the choice of the instructor. This course may be taken more than once—the particular subject matter is described by the added wording in the title—and can be substituted for ENGL 436.

ENGL 451 Poetry and Prose of Milton (5)
Prerequisite: ENGL 340.
This course examines Milton’s major poems and his most important prose. Attention is given to literary and historical backgrounds, to Milton’s development as poet and thinker and to selected problems of Milton scholarship. This course can be substituted for ENGL 436.

ENGL 452 Chaucer (5)
Prerequisite: ENGL 340.
This course involves reading and interpretation of the chief poetry of Geoffrey Chaucer. This course can be substituted for ENGL 436.

ENGL 456 Computers and Composition (5)
Prerequisite: ENGL 408 or equivalent.
Survey of research literature on the use of computers for teaching composition. Review of existing software and computer-assisted instructional programs relevant to teaching composition. Develop prototype computerized classroom materials. Attain basic competency in word processing program.

ENGL 459 Grammar for Teachers (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: 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)
WINTER/SUMMER
Prerequisites: ENGL 201 and 459; ENGL 360 is recommended.
Analysis of major syntactic rules of English from the standpoint of transformational grammar.

ENGL 461 Survey of Psycholinguistics (3)
SPRING-EVEN YEARS
Prerequisite: ENGL 360.
A survey of psycholinguistic process: language comprehension, production and acquisition.

ENGL 462 Topics in Socio-Linguistics (5)
Prerequisites: ENGL 201; ENGL 360 is recommended.
The study of language in relation to society. Topics covered may include varieties of language (such as gender varieties), speech as social interaction, the quantitative study of speech, dialectics and language attitudes and standards.

ENGL 464 Grammar and Composition (5)
Prerequisite: 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 467 Contemporary Women’s Fiction (5)
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270 and 271; non-majors must have permission of the instructor.
A look at changing perspectives in women’s fiction from the 1970s to the present. (Cross-listed CRWR 467, WMST 467)

ENGL 468 History of the English Language (5)
FALL/SUMMER
Prerequisites: ENGL 201; ENGL 360 is recommended.
Origins and development of the English language from prehistoric times to the present.

ENGL 469 Literature of the Pacific Northwest (5)
Prerequisite: 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. This course can be substituted for ENGL 459. (Cross-listed CRWR 469)

ENGL 484 Folk Tales in the Classroom (5)
Prerequisite: EDUC 303 or permission of the instructor.
The focus is on reading folk tales from around the world to see the similar concerns, problems, fears and hopes expressed in these traditional narratives and to gain information about folk tales and materials and techniques for teaching folklore in language arts and multicultural classes. Designed primarily for prospective teachers and practicing teachers.

ENGL 490 Department Senior Capstone: (5)
See your major department advisor for the appropriate section number.

ENGL 492 Teaching Literature to Adolescents (5)
Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, ENGL 271 and ENGL 270 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/Technical Communication Internship (5-15)
Prerequisites: ENGL 305, 404, 407 and 409.
FALL/WINTER/SPRING/SUMMER
Course may be repeated. A minimum of 20 hours work per weeks as a student-intern in technical communications for a cooperating business, industry or agency. Students may earn from 5 to 15 credits.
ENGL 496 Tuning Internship (1–5)  
FALL/WINTER/SPRING

ENGL 497 Workshops, Short Courses, Conferences (1–5)

ENGL 498 Seminar (1–5)  
Prerequisite: Three of the five English survey courses. Two of ENGL 340-341-342 and one of either ENGL 343-344.

ENGL 499 Directed Study (1–5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Permission of the instructor and the department chair.  
Independent study under faculty direction, adapted to individual needs of the students.

ENGL 503 Information Design (5)  
Prerequisite: Graduate standing or permission of the instructor.  
A study of the convergence of the visual and the verbal in professional communication, examining the variable expressive power of text and graphics both individually and in conjunction. Particular attention will be paid to the crafting of information for The World Wide Web. Students will study theories of information design and then apply them in individual and collaborative projects.

ENGL 504 Software Documentation (5)  
Prerequisites: Graduate standing plus familiarity with a word-processing program, or industry experience with software documentation.  
A study of the software documentation process. In collaboration with students in COSD 451, students acquire practical experience in developing document plans and then implementing them in the design and composition of printed user manuals and online help. In addition, students become acquainted with current issues in the field of software user education.

ENGL 507 Proposal Writing (5)  
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 Workshop (5)  
May be taken more than once.  
Prerequisite: ENGL 409 or permission of the instructor.  
This workshop course will cover special topics in editing. The particular topic covered by each offering of the course will be specified by the wording after the colon, e.g.: Technical Editing in Industry or The Technical Journal.

ENGL 511 The Composing Curriculum (5)  
Prerequisite: Current English teaching assistantship or permission of the instructor.  
A survey of recent composition research as it pertains to curriculum development. Emphasis will be placed on the students’ own writing processes as they synthesize and summarize the scholarship in various formats.

ENGL 520 Research Design and Evaluation in Composition (5)  
An introduction to basic principles of research design and to procedures for evaluating writing for research purposes. Both large-scale, programmatic writing assessment techniques and procedures for charting individual writing progress will be studied.

ENGL 521 Graduate Research in Literature (5)  
Prerequisite: Graduate standing.  
The bibliography and techniques of literary research and scholarship. Study of a manuscript form, a study of bibliography problems and examination and use of scholarly journals.

ENGL 530 Old English (5)  
Prerequisite: Permission of the instructor.  
An introductory course in Old English preparatory for reading Beowulf: Knowledge of the language: phonology, morphology, syntax and vocabulary. Development of skill in reading through selections in the text.

ENGL 531 Seminar in Medieval Literature (5)  
Medieval English literature, such as love allegory, romances, folk drama, miracle plays, religious and scholastic writings, to be read in the original Middle English where available. Students may select particular areas for intensive work and research.

ENGL 532 Chaucer (5)  
Prerequisite: Graduate standing.  
This course deals with specialized aspects of Chaucer's language and literature.

ENGL 533 Seminar in 17th Century Literature (5)  
Various aspects of prose and poetry, with particular emphasis upon Milton, Donne and Dryden. Bacon, Jonson, Burton, Overbury, Selden, Hobbes, Herbert, Browne, Taylor, Cowley, Evelyn, Aubrey, Bunyan, Pepys and Traherne may be the subjects of research by particular students.

ENGL 534 Seminar in 18th Century Literature (5)  
Same approach as ENGL 533, with particular emphasis upon the Augustan Age and the Age of Johnson. Lesser figures like Defoe, Addison, Steele, Akeside, Gray, Collins, Goldsmith and the various novelists may be the subjects for research by particular students.

ENGL 535 Seminar in 19th Century Literature (5)  
Same approach as ENGL 533, with particular emphasis upon the Romantic Movement and the Victorian Age. Students may elect to specialize in particular figures in either period: Shelley, Keats, Byron, Coleridge, Tennyson, Browning, Arnold, etc.

ENGL 536 Seminar in 20th Century British Literature (5)  
A topic based study of the form, meaning, influence, reception and aesthetic value of key British writers of the 20th century.

ENGL 539 Special Topics (1–5)

ENGL 540 Seminar in American Literature to 1860 (5)  
Major figures and ideas of the American Renaissance. Students may select earlier figures from the colonial period and the 18th century, particularly Macler, Edwards, Taylor, Franklin, Paine, Irving, Cooper, etc., for intensive work.

ENGL 541 Seminar in American Literature to 1920 (5)  
The major group of writers of the realistic and naturalistic movement will be studied, with particular emphasis upon Howells, James, Garfield, Dreiser and Norris. Some attention will be given to regional writers like Twain, Harte and Harris and to the American Poetry Renaissance.

ENGL 542 Seminar in American Literature Since 1920 (5)  
Major figures studied will be from among these: Pound, Eliot, Stevens, Jeffers, Williams, Roethke, Ransom, Faulkner, Warren, Hemingway, Bellow, etc.

ENGL 550 Shakespeare Seminar (5)  
Prerequisite: ENGL 350 or permission of the chair.  
This course examines in detail a combination or a single selected theme, genre or critical approach in Shakespeare studies. Offerings vary in content and students may repeat this course for credit with permission of the chair. Term projects are required of all students.

ENGL 553 Major Literary Figures (5)  
Prerequisite: Graduate standing.  
Will focus on the work of major figures from either 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 555 Contemporary Composition Theory (5)  
Prerequisite: ENGL 511 or 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 556 Computers and Composition (5)  
Prerequisite: ENGL 408 or equivalent.  
Survey of research literature on the use of computers for teaching composition. Review of existing software and computer-assisted instructional programs relevant to teaching composition. Develop prototype computerized classroom materials. Attain basic competency in a word processing program.

ENGL 560 Modern Grammar (5)  
Prerequisite: ENGL 495.  
Analysis of major syntactic rules of English from the standpoint of transformational grammar.

ENGL 562 Contemporary Trends (5)  
Prerequisite: Graduate standing.

In offered in poetry, fiction and nonfiction. Intensive study of selected authors and literary developments, both national and international, since World War II. May be taken more than once; subject matter described by added wording in the title.

ENGL 564 Grammar and Composition (5)  
Prerequisite: ENGL 495 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 568 Writing in Organizations (3)  
Prerequisites: Graduate standing; students must register concurrently for CMST 568.  
Core course for the Master of Science in Communications and the Technical Communication concentration in the Master of Arts in English (Rhetoric, Composition and Technical Communication program). The course introduces students to contemporary theories of professional and technical communication in the organizational environment. The major assignment is a problem-solving document for a local business or organization.

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ENGL 569
Literature of the Pacific Northwest (5)
Offered every other year.
A survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent work by such writers as Hugo, Welch, Kizer, Bass and Letuin. The course also addresses questions of geography, economics and regional culture as they relate to the literature.
(Cross-listed WRGR 569)

ENGL 570
History of Criticism (5)
Prerequisite: Graduate standing.
A study of major approaches in the evaluation of literature with emphasis on the historical development of Western criticism from classical times to the 1950s. Previous work in literary criticism will be assumed.

ENGL 571
Modern Criticism (5)
Prerequisite: Graduate standing.
A study of major approaches in 20th century literary criticism with emphasis on developments since the 1950s. Previous work in literary criticism will be assumed.

ENGL 573
History of Rhetoric (5)
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)
An in-depth survey of contemporary rhetorical theories—e.g., developmental rhetoric, process rhetoric, new romantic rhetoric, conceptual rhetoric, neo-classical rhetoric.

ENGL 577
Seminar in Professional Preparation (2)
Prerequisites: ENGL 511 or 498, ENGL 520, ENGL 564, 563, or 495, ENGL 576, ENGL 555.
A seminar for enriching students’ skill in responding to and applying theoretical work. It will also prepare students for their Master’s qualifying exams on their professional practice in rhetoric, composition and technical communication.

ENGL 580
Second Language Acquisition (5)
Prerequisite: ENGL 360, the equivalent, or permission of the instructor.
Study of the 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)
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)
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 595
Practicum in the Public Schools (1-5)
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)

ENGL 597
Workshops (1-5)
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

ENGL 598
Seminar in Language and Literature (5)
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. (May be cross-listed WWR 598)

ENGL 599
Independent Study (1-5)
Prerequisite: Permission of the instructor.

ENGL 600
Thesis (1-12)
Prerequisite: Master of Arts in English candidacy. Independent research study under the direction of a graduate advisory committee.

ENGL 601
Professional Essay (1-12)
A formally considered summation and emphasis drawn from the principal course work and professional context of the candidate’s program.

ENGL 620
Internship in Curriculum Development (1-5)
May be repeated once. Training in the assessment and revision of college writing courses.

ENGL 627
Rhetoric, Composition and Technical Communication (5)
Prerequisite: Graduate standing.
Previous work in literary criticism will be assumed.

ENGL 630
Prac. in the Public Schools (1-5)
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 637
Writing (1)
Training in the procedures, techniques and materials used in developmental writing courses as a part of a college program. Students will have full responsibility for a class while enrolled in this internship.

ENGL 669
Internship in Teaching Developmental Writing (1)
Training in the procedures, techniques and materials used in freshman and sophomore college writing courses. Students will have full responsibility for a class while enrolled in this internship.

ENGL 676
Writers’ Center Internship (1–5)
Graded Pass/No Credit.
Prerequisite: Permission of Writers’ Center director.
This course includes readings in writing center theory and practice as well as in-depth observation of Writers’ Center sessions with professional responders.

ENGL 679
Professional Writing Internship (1–10)
Intended for graduate students assigned to writing projects in business, government or industry; may be as a campus resident or on location.

ENGL 692
Internship in Instruction (1–5)
Normally a continuation of ENGL 695 for those graduate students who have teaching assistantships but who are not taking additional courses in the Rhetoric, Composition and Technical Communication program or an external college teaching internship.

ENGLISH LANGUAGE INSTITUTE

College of Arts and Letters
Jennifer Hermes, Director
350 Patterson Hall
509.359.6003

English Language Institute is a program focused on helping students improve English language skills in order to participate in academic programs. The curriculum is for non-native speakers of English. After receiving recommendation from the ELI, admissible students can matriculate directly into undergraduate studies at EWU. With the ELI recommendation students may also enter Graduate Preparation Program or MBA Preparation Program as a step into graduate studies.

The ELI is fully accredited by the Commission on English Language Program Accreditation (CEA) and agrees to uphold the CEA Standards for English Language Programs. The ELI is also a member of UCIEP, A Consortium of University and College Intensive English Programs in the USA, AIEEP, American Association of Intensive English Programs and NASFA, National Association of International Educators.

English Language Institute Courses

Term offered: If no term is indicated, check with department or quarterly course announcement. ELIC (classes for credit) and ELIN (classes for non-credit).

ELLIC 114
University Seminar (5)
FALL/WINTER/SUMMER
Prerequisite: EI 041 or placement.
An integrated second language skills course focusing on listening and note taking that prepares students to discuss issues in seminar. Emphasis is given to analyzing, synthesizing and evaluating university level content from lectures and GECR class observation.

ELLIC 116
Research Paper (3)
FALL/WINTER/SUMMER
Prerequisite: EI 041 or placement.
A graduated course designed to familiarize students with the process of writing a research paper, synthesis of multiple sources, critical thinking, avoiding plagiarism and use of library and Internet resources.
ENGLISH AS A SECOND LANGUAGE
College of Arts and Letters
Gina Mikel Petrie, Program Director
354 Patterson Hall
509.359.6938

Minor
Faculty: J. Hermes, G. Petrie

UNDERGRADUATE PROGRAM
The Teaching of English as a Second Language program (TESL) is offered as a minor in cooperation with the Departments of English and Anthropology. 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 either ANTH 445 or ENGL 360 before taking ESLG 480 or permission of the instructor is a prerequisite.

The minor in English as a Second Language is designed for teacher preparation for employment in the U.S. (English as a Second Language) and overseas (English as a Foreign Language). Students are prepared through the examination of fundamentals of linguistics, second language acquisition and culture. An understanding of methods and assessment is built upon this theoretical basis. A practicum experience enables students to put theory into practice. This program is designed as a sequence through an academic year but can be taken over multiple years.

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

ESLG 480
Second Language Acquisition Theory and Instruction (4)
FALL
Prerequisites: ANTH 445 or 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 Teaching English as a Second or Foreign Language (4)
WINTER
Prerequisite: ESLG 480 or permission of instructor.
This course provides an overview of the current major concepts shaping the choice of language teaching methods. This course covers the following elements: teaching language within content areas such as math, science and social studies; developing individual language skills as well as integrating them; and, choosing, developing and using materials effectively to support the language learning process.

ESLG 484
Supporting Second Language Literacy Learning (3)
WINTER
Prerequisite: ESLG 480 or permission of instructor.
This course provides an understanding of effective curriculum and strategies for assisting language learners to develop oral and print literacy. Emphasis is given to matching instructional choices to populations and particular students.

ESLG 486
English as a Second Language Practicum (3)
SPRING
Prerequisite: ESLG 480 and ESLG 481.
Readings and discussions support the continued development of effective strategies for working with language learners. Students observe and carry out instruction in a field placement with English language learners.

ESLG 488
Second Language Print Literacy Theories (3)
SPRING
Prerequisite: 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 493
K-12 English Language Literacy Assessment and Placement (3)
SPRING
Prerequisite: ESLG 480 and ESLG 481.
This course provides exposure to placement practices and issues for English language learners including the standardized tests used to assess them. It includes a focus on quality classroom assessment with an emphasis on authentic assessment.

ESLG 494
Adult English Language Literacy Assessment and Placement (3)
SPRING
Prerequisite: ESLG 480 and ESLG 481.
This course provides exposure to and evaluation of the standardized tests used to assess adult language learners' proficiency. In addition, focus is given to the range of testing choices teachers have for classroom assessment of skills. Students will develop several classroom language tests.

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

English as a Second Language Minor (29 credits)
Foundation Electives: choose one from the following
ANTH 445 Anthropological Linguistics (5)
ENGL 360 Language Structure and Use (5)

Required Courses
ESLG 480 Second Language Acquisition Theory and Instruction (4)
ESLG 481 Methods and Materials in Teaching English as a Second or Foreign Language (4)
ESLG 484 Supporting Second Language Literacy Learning (3)
ESLG 486 English as a Second Language Practicum (3)
ESLG 488 Second Language Literacy Theories (3)
ESLG 489 Cultural and Linguistic Diversity in the Classroom (4)

Electives choose from the following
ESLG 493 K-12 English Language Literacy Assessment and Placement (3)
ESLG 494 Adult English Language Literacy Assessment and Placement (3)

Education majors seeking a Washington State Endorsement should choose the following from the elective list:
ESLG 493 K-12 English Language Literacy Assessment and Placement (3)

Foundation credits: 5 credits
Required program credits: 21 credits
Elective credits: 3 credits
Minimum total credits for above minor: 29 credits

Note: This minor satisfies the endorsement for Preschool to grade 12.

English as a Second Language Courses

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ENVIRONMENTAL SCIENCE

College of Science, Health and Engineering

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BS

UNDERGRADUATE PROGRAM

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

Bachelor of Science (BS)

Environmental Science Major (132–137 credits)

The Environmental Science program offers a practical, technically based, cross-disciplinary program centered on biology, chemistry and geology. The program integrates classroom work with extensive field, lab and research experience and allows students opportunities to interact with working environmental professionals. All students take an identical core of Environmental Science courses complemented by a concentration in one of the three core sciences. Motivated students have the opportunity to obtain a double major in both Environmental Science and another concentration area. Students leave Eastern with the opportunity for immediate employment in the environmental profession or for entry into graduate or professional school.

Although a major in Environmental Science may be declared upon arrival at Eastern, students must petition for formal admission to the program after completion of 50 credit hours of the core courses. This formal acceptance must be granted before students enroll in the junior seminar series (ENVS 391–393). To be accepted, a student must have maintained a minimum average GPA of 2.50 in the core courses. After acceptance, students must maintain a 2.50 GPA overall to remain in the program. To finish in four years, it is assumed that students will start the program with the necessary math background to enter into the calculus sequence.

Student Learning Outcomes

Students will:
- develop broad-based knowledge of major concepts in the area of environmental science and an understanding of fundamental roles that biology, chemistry and geology play in environmental science;
- demonstrate knowledge of the interrelationship between the geosphere, atmosphere and biosphere;
- use modern instrumentation and classical techniques for the analysis of soil and water samples and demonstrate an ability to design and carry out experiments and to interpret data;
- develop sufficient preparation in environmental science to successfully compete in a graduate or professional program or to realize employment in an environmental science-related career;
- demonstrate effective oral and written communication skills and critical thinking skills as related to the field of environmental science.

Environmental Science Required Courses (88 credits)

BIOL 171 Biology I (4)
BIOL 172 Biology II (4)
BIOL 173 Biology III (4)
BIOL 270 Biological Investigation (3)
BIOL 440 Ecology (4)
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 316 Environmental Chemistry (5)
DSCI 245 Data Analysis for Business (4)
DSCI 346 Advanced Data Analysis for Business (4)
ENVS 100 Introduction to Environmental Science (5)
ENVS 391 Environmental Science Seminar (1)
ENVS 392 Environmental Science Seminar (1)
ENVS 393 Environmental Science Seminar (1)
ENVS 488 Environmental Reg. Framework (3)
ENVS 490 Environmental Science Senior Capstone (4)
GEOG 323 GIS for Environmental Science (5)
GEOL 120 Physical Geology - The Solid Earth (5)
GEOL 121 Physical Geology - Surficial Processes (5)
GEOL 220 Environmental Geology (4)
GEOL 470 Hydrogeology (4)
MATH 161 Calculus I (5)

Environmental Emphases

Students must satisfy course requirements in any one of the following three subject areas:

Environmental Biology (44–45 credits)

a. Required General Biological Knowledge

Any two of the following: 10 credits

BIOL 301 Microbiology (5)
BIOL 302 Botany (5)
BIOL 303 Invertebrate Zoology (5)
BIOL 304 Vertebrate Zoology (5)

All of the following: 16 credits

BIOL 310 Fundamentals of Genetics (5)
BIOL 423 Systematics and Evolution (5)
BIOL 441 Ecology Lab (2)
BIOL 444 Field Ecology (4)

b. Required Organism and/or Habitat-Specific Knowledge: Any three

BIOL 311 Field Botany (5)
BIOL 324 Entomology (5)
BIOL 405 Limnology (5)
BIOL 407 Aquatic Plants (5)
BIOL 409 Mycology (5)
BIOL 450 Mammalogy (5)
BIOL 452 Parasitology (5)
BIOL 454 Ornithology (5)
BIOL 462 Ichthyology (5)
BIOL 481 Freshwater Invertebrate Zoology (5)

C. Required Applied Biology and Management: Any one

BIOL 406 Water Pollution Biology (5)
BIOL 443 Conservation Biology (4)
BIOL 443 Wildlife Management (4)
BIOL 463 Fisheries Biology and Management (4)

Required environmental science credits 88 credits
General biological knowledge credits 26 credits
Required organism and/or habitat-specific knowledge credits 15 credits
Required applied biology and management credits 3–4 credits
Minimum total credits for above emphasis 132 credits

Environmental Chemistry (47–49 credits)

a. All Required Supporting Courses

PHYS 151 General Physics (4)
PHYS 152 General Physics (4)
PHYS 153 General Physics (4)
MATH 162 Calculus II (5)

b. All Required General Chemistry Courses

CHEM 154 Quantitative Analysis (6)
CHEM 319 Modern Inorganic Chemistry (5)
CHEM 351 Organic Chemistry (4)
CHEM 352 Organic Chemistry (4)
CHEM 416 Advanced Environmental Chemistry (3)
CHEM 421 Physical Chemistry (4)

C. Chemistry Elective, select one (4–6 credits)

CHEM 353 Organic Chemistry (5)
CHEM 356 Physical Chemistry (3)
CHEM 359 Advanced Inorganic Chemistry (5)
CHEM 371 Physical Chemistry (3)
CHEM 490 Biochemistry I (3)
CHEM 491 Biochemistry II (3)
CHEM 492 Biochemistry III (3)
CHEM 493 Biochemistry IV (3)
CHEM 494 Biochemistry V (3)
CHEM 495 Biochemistry VI (3)
CHEM 496 Biochemistry VII (3)
CHEM 497 Biochemistry VIII (3)
CHEM 498 Biochemistry IX (3)
CHEM 499 Biochemistry X (3)

Recommended supporting courses, not required

CSCD 210 Programming Principles (5)
CSCD 230 Scientific Programming in Fortran (5)
CSCD 253 C Programming for Engineers (5)

Required environmental science credits 88 credits
Required supporting credits 17 credits
Required general chemistry credits 26 credits
Chemistry elective credits 4–6 credits
Minimum total credits for above emphasis 135 credits

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Environmental Geology (46-48 credits)

All Required Geology Courses
GEOL 122 Historical Geology (5)
GEOL 311 Mineralogy I (4)
GEOL 312 Mineralogy II (4)
GEOL 313 Igneous and Metamorphic Petrology (4)
GEOL 330 Structural Geology I (4)
GEOL 331 Structural Geology II (4)
GEOL 411 Sedimentology and Stratigraphy (4)
GEOL 463 Environmental Geochemistry (5)
GEOL 475 Engineering Geology: Soils (4)

Select any two (8-10 credits)
GEOL 360 Geologic Hazards (4)
GEOL 408 Invertebrate Paleontology (4)
GEOL 462 Principles of Geochemistry (5)
GEOL 465 Analysis of Metals in Environmental Samples (5)

Required environmental science credits 88 credits
Required geology credits 46–48 credits
Minimum total credits for above emphasis 134 credits

1Students in the Environmental Science program will be required to take the Environmental Science capstone. Exceptions will only be made for students pursuing a double major but prior written approval of the Program Director will be required. This exception will ensure that students are not required to take two capstone courses.

2Students may substitute other upper division geology courses with their advisors permission.

Environmental Science Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

ENVS 100 Introduction to Environmental Science (5) (satisfies the GECR for natural sciences, environmental science)
Prerequisites: CPLA English and Math clearance. 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. This course includes a weekly laboratory that uses basic quantitative techniques for collecting and analyzing data from environmental systems.

ENVS 323 GIS Environmental Sciences (3)
Prerequisite: CPLA 101 or CPLA 120.
Introduction to Geographic Information Systems (GIS) with an emphasis on its applications in the environmental sciences. Course includes hands-on GIS work in the lab. This course satisfies an option for the Certificate in GIS. (Cross-listed GEOG 323)

ENVS 391, 392, 393 Environmental Science Seminar (1 each)
Prerequisite: Formal admission to the Environmental Science Program. This course focuses on career development for the Environmental Science student and is given in three 1-credit increments. Students may only enter the sequence in fall and all three courses must be completed sequentially in the same academic year. Interaction with working professionals and refining of oral and written presentation skills are emphasized. During the spring quarter, students will concentrate on preparations for their comprehensive mid-term program assessment and testing. To enroll in this course, students must have completed 50 credit hours in the environmental science core with a minimum GPA of 2.50 in these courses. An accepted petition for formal admission to the program is also required.

ENVS 488 Environmental Regulatory Framework (3)
This course acquaints students with federal, state and local environmental laws, regulations and ordinances. It includes a brief historical perspective of the 1970’s when most of the main laws were promulgated and examines how well they have been implemented through time. This course also brings students up-to-date on current events regarding the environment by reviewing newspaper articles, writing brief summary papers and discussing the articles in class.

ENVS 490 Environmental Science Senior Capstone (4) (satisfies senior capstone university graduation requirement)
Prerequisites: Completion of ENVS 391-393 and senior standing. The environmental science capstone is the final core course in the program. Students from the three emphasis areas will work as teams and complete an integrative project involving library research, field and lab work. The final will consist of a comprehensive oral and written examination covering all aspects of the environmental science curriculum and the student’s concentration area.

Food and Nutrition/Dietetics

Food and Nutrition/Dietetics does not offer a degree program, but the courses support other programs.

Food and Nutrition Dietetics Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

FNDT 356 Nutrition (5)
Prerequisite: CHEM 162.
Nutrients, processes of digestion, absorption, metabolism and nutritive requirements. For health science majors.

FNDT 456 Nutrition and Aging (3)
WINTER
Prerequisites: Successful completion of a 200-level English course and MATH 100 or Mathematics clearance by Test. (In addition, if you are earning an Aging Studies minor, you should have taken AGST 310 or have special permission of the instructor.)
Current information regarding nutrition and its relationship to aging. Topics covered are: theories and physical aspects of aging, nutrition and aging, dietary studies and nutrition programs serving the elderly. Class activities include development of nutrition education materials for this population group.

Finance

See BUSINESS ADMINISTRATION

French

See MODERN LANGUAGES AND LITERATURES.
GEOGRAPHY
College of Social and Behavioral Sciences
Stacy Warren, Chair
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B4
Minors
Certificates
Faculty: M. Folsom, L. Quinn, R. Quinn, D. Turbeville, S. Warren

UNDERGRADUATE PROGRAMS
The Department of Geography and Anthropology offers courses of study leading to the Bachelor of Arts in Geography. Minors in Geography are also offered, as well as a 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 has a number of physical facilities available for student use in conjunction with course work. Included are a cartography lab, a map library and a GIS and computer-mapping laboratory.

Admissions Requirements for Geography and Anthropology: Students who plan to become candidates for advanced degrees are advised to complete two years of a foreign language. Also, Geography majors are advised to take at least one course in statistics.

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

Bachelor of Arts (BA)

Geography Major (60–65 credits)
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. Cooperative studies and programs are coordinated with Environmental Science, Biology, Geology, History, Children’s Studies, International Studies Affairs and Urban and Regional Planning.

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

Student Learning Outcomes
Students will:
- demonstrate proficiency in interpreting existing and creating new maps, in both paper and digital formats,
- 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,
- apply basic research methodologies and field techniques to geographic research,
- demonstrate communication skills and critical thinking abilities required to interpret and express geographic information in clear written form.

Required Courses
Disciplinary Core Courses
GEOG 201 Introduction to Field Research (5)
GEOG 227 Introduction to Map and Air Photo Analysis (3)
GEOG 230 World Regional Geography (5)
GEOG 392 History and Philosophy of Geography (2)
GEOG 490 The Geographer’s Capstone (5)

Elective Concentration
Choose one of the following
CSBS Certificate Program
Students may select one of the approved interdisciplinary certificate programs from the CSBS Certificate Program List, with approval of the Geography Program Director. Additional Geography electives may be required to reach the 20 credit minimum if the approved Certificate is less than 20 credits.

Geography Graduate School Track
Students may follow the traditional four field focus (human, physical, regional, technical) that is the expected preparation for graduate school. See full Geography Graduate School Track list below.

Specialization Track
Under certain circumstances, students may be allowed to design 20 to 25 credit group of electives that best expose them to the branch of geography they wish to pursue, with approval of the Geography Program Director.

Geography Graduate School Track Course work
Select a minimum of five credits from each of the following four groups, for a total of 20 credits minimum

Human:
GEOG 250 Global Economic Development (3)
GEOG 317 Resources and Conservation (3)
GEOG 335 The Geography of Theme Parks (2)
GEOG 357 The Geography of Childhood (3)
GEOG 406 Women and Men in the Cultural Landscape (1)
GEOG 450 Global Transportation Development (3)
GEOG 451 Field Studies (2–10)
GEOG 458 Historical Geography of North America (3)
GEOG 459 Political Geography (3)
GEOG 465 Urban Geography: Origins, Forms and Functions (3)
GEOG 469 Built Environments of North America: Symbol and Structure (3)

Physical:
GEOG 204 Atmospheric Environment (5)
GEOG 305 Introduction to Oceanography (5)
GEOG/BIOL 306 Forest and Rangelands (5)
GEOG/BIOL 312 Fundamentals of Soil Science (4)
GEOG 314 Weather and Climate (5)
GEOG 315 Surface Hydrology (4)
GEOG 325 Wetland Science I (4)
GEOG 410 Geomorphology (5)
GEOG 414 Regional Climatology (3)
GEOG 420 Applied Geography Studies (2–5)

Regional:
GEOG 330 Geography of the Pacific Northwest (4)
GEOG 331 Geography of North America (4)
GEOG 332 Geography of Latin America (4)
GEOG 333 Geography of Monsoon Asia (4)
GEOG 498 Seminar in Geography (1–5)

Techniques:
GEOG 328 Geographic Information Systems I (5)
GEOG 329 Air Photo Interpretation (5)
GEOG 420 Applied Geographic Studies (2–5)
GEOG 427 Desktop Mapping (5)
GEOG 428 Geographic Information Systems II (5)

Disciplinary foundation credits
10 credits
Social and behavioral sciences foundation credits
10 credits
Disciplinary core credits
20 credits
Elective credits
20–25 credits

Minimum total credits for above major
60 credits

Note: A minor is strongly recommended for the Geography BA.

Certificates
Certificate in Geographic Information Systems (24–30 credits)
The Certificate in Geographic Information Systems offers students an intensive, interdisciplinary course of study in the field of Geographic Information Systems (GIS) technology. Candidates must take four required classes and choose three additional classes from a list of options for a total of 24–30 credits. All students study a core of computer mapping and spatial analysis basics and then focus on their own application.
area (e.g. wildlife biology, wetlands, programming, cartographic design). An internship or similar participation in a real world GIS project is a required component of the certificate program. This certificate program is open to all majors and post-degree students. In order to qualify for admission to the GIS Certificate Program, full-time EWU students must hold a GPA of 3.0 or higher 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 at least a 3.0 will be admitted on a probationary basis.

**Student Learning Outcomes**

Students will:

- demonstrate mastery of foundational concepts of geographic information science,
- consider the social context of geographic information,
- be able to critically evaluate quality and accuracy of spatial data,
- show demonstrated proficiency with GIS software,
- demonstrate mastery of foundational concepts of geographic information science,
- show demonstrated proficiency with GIS software,
- have the ability to work in teams,
- have the ability to communicate geographic information through well-designed maps,
- 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 communicate geographic information through well-designed maps,
- have the ability to work in teams.

**Required Certificate Courses**

GEOG 328 Geographic Information Systems I (5)
GEOG 428 Geographic Information Systems II (5)
GEOG 429 Geographic Information Systems III (5)
GEOG 493 GIS Portfolio (2)

**Electives**

GIS Specialty: Choose two of the following with approval of Certificate advisor.

- GEOG 427 Desktop Mapping (3)
- GEOG 499 Directed Study (3)

Interdisciplinary: Choose one course for 1–5 credits

GEOG 323 GIS Environmental Science (5)

Application Area: Choose one course for 3–5 credits

Student selects appropriate (non-GIS) course with approval of Certificate advisor; to complement chosen application area focus, e.g. Soils, Wetlands, Visual Basic, Global Issues.

*A PLAN 496 Experimental Course (1–5 credits) can be substituted for the Interdisciplinary requirement on approval of the GIS Certificate Program advisor.

A 3.0 grade or higher must be earned in each course for it to count toward the Certificate.

**Required program credits**

17 credits

**Elective credits**

7–13 credits

**Minimum total credits for above certificate**

24 credits

**Certificate in Wetlands Science and Management (31–33 credits)**

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 to 10 credits of electives for a total of 31 to 33 credits. Course work is interdisciplinary, blending together classes from biology, geography, and planning. This certificate program is open to all majors.

**Required Certificate Courses**

BIOL 311 Field Botany (5)
GEOG 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**

Students must choose two courses (8 to 10 credits) from the following list of elective courses:

- BIOL 405 Limnology (5)
- BIOL 406 Water Pollution Biology (5)
- BIOL 407 Aquatic Plants (5)
- GEOG 315 Surface Hydrology (4)
- GEOG 328 Geographic Information Systems I (5)
- GEOG 410 Geomorphology (5)
- GEOL 470 Hydrogeochemistry (4)
- PLAN 431 Environmental Impact Statements (3)
- PLAN 440 Land Use Planning (5)

Other courses may be substituted with approval of the Wetlands Certificate coordinator.

**Required program credits**

23 credits

**Elective credits**

8–10 credits

**Minimum total credits for above certificate**

31 credits

**Minor**

**Geography Minor (14–15 credits)**

**Required Courses**

GEOG 101 Fundamentals of the Physical Environment (5)
GEOG 102 Fundamentals of Human Geography (5)

**Electives**

Select courses in consultation with department advisor.

**Required program credits**

10 credits

**Elective credits**

4–5 credits

**Minimum total credits for above minor**

14 credits

**GRADUATE PROGRAM**

The Department of Geography and Anthropology does not offer a graduate degree program but does offer graduate level course work on a limited basis.

**Geography Courses**

**Terms offered**

If no terms are indicated, check with department or quarterly course announcement.

**GEOG 100**

Fundamentals of the Physical Environment (5)

[Satifies the GEAC for social sciences, geography.]

An introduction to the principal components of the earth’s natural systems of weather, climate, water, soils, natural vegetation and landforms and their interrelationships.

**GEOG 101**

Fundamentals of Human Geography (5)

[Satifies the GEAC for social sciences, history, anthropology, geography, psychology and sociology.]

An introduction to the study of spatial variations among human cultures and the patterns of interaction between humans and the natural environment, with special emphasis on topics including language, religion, demography, political systems, technology, agriculture, manufacturing and urbanization.

**GEOG 115**

Investigating Earth Science (5)

[Satifies the GEAC for natural sciences, geology.]

Prerequisite: pre-university basic skills in mathematics.

For students planning to teach elementary school.

Includes inquiry-based earth science investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements. (Cross-listed GEOL 115)

**GEOG 201**

Introduction to Field Research (5)

This course presents the fundamentals of field research design and performance.

**GEOG 204**

Atmospheric Environment (5)

[Satifies the GEAC for social sciences, geography.]

Prerequisite: Mathematics clearance.

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.

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GEOG 227  
Introduction to Map and Air Photo Analysis (3)  
The primary focus of this course is mastering the uses of maps and remote imagery as sources of geographic information, both environmental and cultural. Special attention will be directed toward maps as communication devices. The course assumes no specific prior knowledge about maps and mapping and will be of value for those wishing to move on to cartography and geographic information systems (GIS) courses as well as a general background for social science and education majors.

GEOG 315  
Surface Hydrology (4)  
Prerequisite: Mathematics clearance.  
A comprehensive treatment of the hydrologic environment of the earth. Topics include: components of the hydrologic cycle, hydrography of major climate regions, water quality assessment and global water resource problems.

GEOG 317  
Resources and Conservation (3)  
Prerequisite: CPLEA 101.  
Studies the nature and distribution of natural resources and principles of their use and conservation.

GEOG 321  
GIS for Social Sciences (3)  
Prerequisite: CPLEA 101.  
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)  
Prerequisite: CPLEA 101 or CPLEA 120.  
Introduction to Geographic Information Systems (GIS) with an emphasis on its application in the Environmental Sciences. Course includes hands-on GIS work in the lab.

GEOG 325  
Wetland Science I (4)  
Prerequisite: 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 328  
Geographic Information Systems I (5)  
Prerequisite: Computer literacy.  
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 329  
Air Photo Interpretation (5)  
Prerequisite: Junior standing or permission of the instructor.  
Aerial photographs of the earth's surface; recognition, measurement and interpretation of natural and man-made features.

GEOG 330  
Geography of the Pacific Northwest (4)  
Prerequisite: 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 331  
Geography of North America (4)  
North America occupies a strategic place in world geography owing to its central location with regards to Europe, Asia and Latin America; its industrial power, its role in regional and world organizations and the distinctive national characteristics and traditions that its peoples have developed. Bounded east and west by the Atlantic and Pacific oceans, on the north by the Canadian Arctic and on the south by the deserts of northern Mexico, North America has evolved from a fragmented, wilderness-bound collection of native and European cultural nodes to the largest and most powerful economy in the world. This course provides an overview of the major geographic regions of the continent based on physical environments, settlement, natural resources, transportation and industry, urbanization and cultural and ethnic diversity.

GEOG 332  
Geography of Latin America (4)  
Prerequisite: 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)  
This course is a regional study of non-Russian Asia and adjacent islands, from humid monsoon lands of the far east to the arid eastern Mediterranean.

GEOG 334  
The Historical Geography of Canada (4)  
Canada occupies a strategic place in world geography owing to its central location with regard to Europe, Asia and the United States; its resource base, its role in regional and world organizations and the distinctive national characteristics and traditions that its peoples have developed. This course provides an overview of the major geographic regions of Canada based on physical environments, history, settlement patterns, natural resources, transportation and industry, urbanization and cultural and ethnic diversity. (Cross-listed HIST 334)

GEOG 335  
The Geography of the Pacific Rim (4)  
The growing importance of the nations surrounding the Pacific Ocean in world economic development and international relations has been apparent since the early 1900's, but today—at the threshold of a new century—it is of critical importance. The destiny of the United States and the Pacific Northwest in particular, is inextricably linked to events in such places as China, Japan, the Koreas, Indonesia, Australia, Latin America, Canada and Russia, to name but a few. This course will focus on the major trading nations of the Pacific Rim and examines their relationships with the nations of North America and each other with an approach that blends geography, economics, political science and cultural awareness.

GEOG 336  
The Geography of Theme Parks (2)  
Prerequisite: 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 337  
The Geography of Childhood (3)  
Prerequisite: ENGL 201.  
Examination of the geographic aspects of childhood across space and time. Focus on how cultures in different places and at different times have created, maintained and controlled spaces for children, including where children are born, who cares for infants, the conditions of schooling, leisure spaces provided and the ‘virtual geographies’ of television and the Internet.
GEOG 390
Earth Science Teaching Methods (1)
FALL.
Prerequisite: GEOG 120, GEOG 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. (Cross-listed GEOG 390)

GEOG 392
Seminar in History and Philosophy of Geography (2)
Prerequisite: Junior standing or permission of the instructor.
The development of geographic thought from early to contemporary time.

GEOG 399
Directed Study (1–15)
Maximum of 6 credits may be earned. Prerequisites: Permission of the instructor and the department chair. Individual study concerned with an appropriate problem closely directed by a geography staff member. Science or social studies credits may be earned depending on the nature of the problem undertaken.

GEOG 406
Women and Men in the Cultural Landscape (1)
The created landscape reflects human values and experience. This course examines ways in which women and men create, use and experience the humanized landscape. We will examine spatial patterns of human activity from a variety of times and places, linking geographic theory to everyday environments. The course will include map work, slide analysis and a field exercise as tools for identifying and interpreting cultural landscapes. (Cross-listed WMST 466)

GEOG 410
Geomorphology (5)
Prerequisite: GEOG 100 or GEOG 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 414
Regional Climatology (3)
Prerequisite: GEOG 204 or 314 or permission of the instructor.
Provides a study and analysis of climate, distribution and function of climate controls and elements and the climate regions of the world.

GEOG 420
Applied Geographic Studies (2–5)
Prerequisite: Junior or permission of the instructor.
Problem formulation and analysis as they apply to geographic studies. Practical use of geographical techniques mainly for student-originated studies. The course may be repeated for different problems. Credits vary, depending on type of study undertaken.

GEOG 427
Desktop Mapping (3)
Prerequisite: CPILA 101 or permission of the instructor.
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)
Prerequisite: GEOG 428.
Advanced course in geographic information 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)
Prerequisite: GEOG 428, or instructor’s permission.
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 450
Global Transportation Development (3)
Prerequisite: 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 451
Field Studies (2–10)
Prerequisite: Permission of the instructor.
The course may be repeated for different problems, variable credit, or by permission of the instructor. Extended field study of topics of special geographic interest in the U.S. or foreign areas.

GEOG 452
Historical Geography of North America (3)
Prerequisite: Junior standing or permission of the instructor.
This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effects of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration. (Cross-listed with HIST 469, PLAN 469)

GEOG 453
Symbol and Structure (3)
Prerequisite: GEOG 101 or permission of the instructor.
This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effects of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration. (Cross-listed with HIST 469, PLAN 469)

GEOG 455
The Geographer’s Capstone (5)
Prerequisite: Senior standing or permission of the instructor. (satisfies senior capstone university graduation requirement.)
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 456
GIS Portfolio (2)
Prerequisite: GEOG 429 or instructor’s permission.
This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effects of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration. (Cross-listed with HIST 469, PLAN 469)

GEOG 457
Internship (1–15)

GEOG 458
Urban Geography: Origins, Forms and Functions (3)
Prerequisite: GEOG 428.
Urbanization has been such a central aspect of human civilization that the forces affecting cities and towns are almost as diverse as those shaping culture itself. This course in urban geography will deal with two major aspects of urbanization: the role, purpose and evolution of cities; and the processes at work in our society that both create and transform the physical structure of cities. Because urban places are central to our economy as well as society, we will consider a broad and varied range of material from other academic disciplines, with the primary focus on the North American city.

GEOG 459
Built Environments of North America: Symbol and Structure (3)
Prerequisite: GEOG 101 or permission of the instructor.
This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effects of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration. (Cross-listed with HIST 469, PLAN 469)

GEOG 460
Urban geography: Origins, Forms and Functions (3)
Prerequisite: GEOG 428.
Urbanization has been such a central aspect of human civilization that the forces affecting cities and towns are almost as diverse as those shaping culture itself. This course in urban geography will deal with two major aspects of urbanization: the role, purpose and evolution of cities; and the processes at work in our society that both create and transform the physical structure of cities. Because urban places are central to our economy as well as society, we will consider a broad and varied range of material from other academic disciplines, with the primary focus on the North American city.
GEOLGY
College of Science, Health and Engineering
Richard Orndorff, Chair
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BA, BS
Minor
Faculty: J. Buchanan, T. Doughty, E. Gilmore, L. McCollum, C. Nezat, R. Orndorff, J. Thomson
Adjunct: A. Bookstrom, R. Derkey, T. Frost, M. Hamilton, M. Zientek

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 exploitation 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 analytical geochemistry. 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. These relationships help to place students and graduates in jobs.

Students should decide on a geology major early to ensure timely graduation with the many credits needed in the Bachelor of Science program. For the BS in Geology, ENGL 205 Introduction to Technical Communication and GEOG 328 and 428 Geographic Information Systems are desirable. Substitutions of courses in the Geology major must be approved by the department. Interested students should contact the department for guidance as early as possible. 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.)

General Admissions Requirements for Geology: High school students planning to major in Geology should take two years of algebra, one year of geometry/trigonometry and one year of chemistry and physics. They are also encouraged to take four years of English. The ability to express ideas and concepts clearly and concisely, both orally and in written form, is fundamental to all sciences.

Entering freshmen and transfer students electing to major in Geology should contact the Department for advising as soon as possible. Failure to do so may result in an additional year to finish the BS program. Especially important for beginning students is early completion of the chemistry sequence.

Grade Requirement:
2.50 cumulative average
2.0 in each course

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

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.

Geology Major (65-72 credits)

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

Student Learning Outcomes

Students will:
• develop effective skills in oral and written communication in order to be successful in the field of geology,
• understand basic principles of the history and development of the earth through time,
• learn and demonstrate the proper use of office, laboratory and field equipment used in the field of geology.

Required Courses
GEOL 120 Physical Geology - The Solid Earth (5)
GEOL 121 Physical Geology - Surficial Processes (5)
GEOL 122 Historical Geology (5)
GEOL 311 Mineralogy I (4)
GEOL 312 Mineralogy II (4)
GEOL 313 Igneous and Metamorphic Petrology (4)
GEOL 408 Invertebrate Paleontology (4)
GEOL 411 Sedimentology and Stratigraphy (4)
GEOL 422 Environmental Geology (4)
GEOL 470 Hydrogeology (4)

Required Supporting Courses
CHEM 151 General Chemistry I (5)
CHEM 152 General Chemistry II (5)

Choose one from the following:
BIOL 171 Biology I (4)
GEOG 328 Geographic Information Systems I (5)
GEOG 410 Geomorphology (5)
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 380 Elementary Probability and Statistics (5)
PHYS 131 Introductory Physics I (4) and PHYS 132 Introductory Physics II (4)

Electives
GEOL 220 Environmental Geology (4)
GEOL 350 Structural Geology I (4)
GEOL 351 Structural Geology II (4)
GEOL 360 Geologic Hazards (4)
GEOL 408 Invertebrate Paleontology (4)
GEOL 411 Sedimentology and Stratigraphy (4)
GEOL 470 Hydrogeology (4)

Geology field course (up to 5 credits)

Required program credits 31-37 credits
Required supporting credits 14-15 credits
Elective credits 20 credits
Minimum total credits for above major 65 credits

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 GECRs and satisfy the University proficiency in Mathematics requirement.

Geology Major (105–108 credits)

Student Learning Outcomes

Students will:
• develop effective oral and written communication skills necessary for employment in the various fields of geology,
• develop critical thinking skills to solve geological problems encountered in the various fields of geology,
• understand and be able to use the tools and equipment available to professional geologists to solve geological problems,
• have a solid understanding of geologic principles and processes that operate in the complex systems of the earth.
### Geology Courses

**Terms offered**: If no terms are indicated, check with department or quarterly course announcement.

#### GEOL 100
**Discovering Geology (5)**
- Fall/Winter/Spring/Summer
  - [satisfies the GECR for natural sciences, geology] /
  - 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 non-science majors. Satisfies lab science requirement at most universities.

#### GEOL 115
**Investigating Earth Science (5)**
- [satisfies the GECR for natural sciences, geology] /
  - Prerequisite: pre-university basic skills in mathematics.

For students planning to teach elementary school.

Includes inquiry-based earth science investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements.

(Cross-listed GEOG 115)

#### GEOL 120
**Physical Geology - The Solid Earth (5)**
- Fall/Winter
  - [the completion of GEOL 120 counts as one course for the GECR in natural sciences, geology; the completion of GEOL 120 and 121 counts as two courses for the GECR in natural sciences, geology] /
  - GEOL 120 and 121 may be taken in either order.
  - Prerequisites: Two semesters of high school chemistry, MATH 104 or equivalent.

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. Weekly laboratories and one field trip are required.

#### GEOL 121
**Physical Geology - Surficial Processes (5)**
- Winter/Spring
  - The completion of GEOL 121 counts as one course for the GECR in natural sciences, geology; the completion of GEOL 120 and 121 counts as two courses for the GECR in natural sciences, geology. /
  - GEOL 120 and 121 may be taken in either order.
  - Prerequisites: GEOL 120 or 100, CPLA 101, MATH 104 or equivalent.

Introduction to physical geology for students majoring in geology, earth science or environmental science. This course emphasizes the quantitative analysis of processes that shape the earth’s surface (gravity, wind, water and ice) including weathering and erosion, the creation of sediments and sedimentary rocks and the development of landforms. Energy resources and the concept of earth systems are also explored. Weekly laboratories and one field trip are required.

#### GEOL 122
**Historical Geology (5)**
- Spring
  - Prerequisite: GEOL 121.
  - Introduction to earth history for students majoring in geology, earth science or environmental science. This course covers the diversity of life, catastrophic extinctions and the effect of biologic change on the environment. The basic principles of stratigraphy, use of stable isotopes to interpret sedimentary environments and the stratigraphic and tectonic history of the earth are also explored. Other topics include identification of the common fossil groups, survey of the fossil record in the context of geological evolution and practice using geographic maps. Weekly laboratories and one field trip are required.

#### GEOL 123
**Introduction to Geology (5)**
- Fall/Winter
  - Prerequisite: GEOL 120 or 121.
  - Problems in the earth's crust, including their occurrence, structure and minerals, rocks and volcanoes. This course is designed for Earth Science BAE majors. Does not satisfy elective requirements for the BS Degree in Geology: Prerequisite: GEOL 100 or 120.

- Spring
  - Prerequisite: Permission of the instructor.

- Topics vary with interest of student and instructor.

- Geology Minor (24 credits)

#### Required Courses
- GEOL 120 Physical Geology - The Solid Earth (5)
- GEOL 121 Physical Geology - Surficial Processes (5)
- GEOL 122 Historical Geology (5)
- GEOL 307 Rocks and Minerals (5)

- Total credits for above minor 24 credits

#### Minor:
- Geology Minor (24 credits)
- Required Courses
- GEOL 120 Physical Geology - The Solid Earth (5)
- GEOL 121 Physical Geology - Surficial Processes (5)
- GEOL 122 Historical Geology (5)
- GEOL 307 Rocks and Minerals (5)

- Geology elective (4)

- Total credits for above minor 24 credits

#### Electives
- Select credits from Geology courses, 8 of which must be upper-division.

- Required program credits
- 53 credits

- Required supporting credits
- 20 credits

- Elective credits
- 12 credits

- Minimum total credits for above major 105 credits

- Note: GEOL 307 may not be used to fulfill the upper-division electives for the BS degree in Geology.

#### Minor:
- Geology Minor (24 credits)
- Required Courses
- GEOL 120 Physical Geology - The Solid Earth (5)
- GEOL 121 Physical Geology - Surficial Processes (5)
- GEOL 122 Historical Geology (5)
- GEOL 307 Rocks and Minerals (5)

- Geology elective (4)

- Total credits for above minor 24 credits

#### Geology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 100</td>
<td>Discovering Geology (5)</td>
</tr>
<tr>
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<td>Investigating Earth Science (5)</td>
</tr>
<tr>
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<td>Physical Geology - The Solid Earth (5)</td>
</tr>
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</tr>
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<td>Historical Geology (5)</td>
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</tbody>
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#### Terms offered:
- Fall/Winter/Spring/Summer
- Prerequisites:
  - GEOL 100: Discovering Geology
  - GEOL 115: Investigating Earth Science
  - GEOL 120: Physical Geology - The Solid Earth
  - GEOL 121: Physical Geology - Surficial Processes
  - GEOL 122: Historical Geology

#### Further Information:
- For more details and specific course requirements, please consult the Eastern Washington University catalog for the academic year 2008-09.
GEOL 311
Invertebrate Paleontology (4)
FALL
Prerequisite: GEO 122 or permission of instructor.
Study of the origin of sediments and sedimentary rocks for advanced geology majors. Description and analyses of invertebrate fossils. Weekly laboratory exercises. Designed to be taken in series with GEO 312.

GEOL 312
Structural Geology I (4)
WINTER
Prerequisite: GEO 120.
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 GEO 331.

GEOL 331
Structural Geology II (4)
SPRING
Prerequisite: GEO 330.
Continuation of an introduction to geologic structures from GEO 330 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 338
Discovering Women in Science (1)
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOI 358, CHEM 358, HIST 358, PHYS 358, PSYC 358, WMST 358).

GEOL 360
Geologic Hazards (4)
Prerequisite: GEO 100 or 115 or 120 or 121, or GEOG 100 or 115.
Introduction to geologic hazards affecting humankind; emphasis on earthquakes, volcanism, floods and landslides. Applications to geological site engineering and city/regional planning.

GEOL 380
World Resources and Population (5)
(Satisfies international studies university graduation requirement.)
Interaction between population and resource utilization. Renewable and non-renewable energy resources, food and water supply, soil erosion and degradation and deforestation will be related to population growth.

GEOL 390
Earth Science Teaching Methods (1)
FALL
Prerequisite: GEO 120, GEO 121, GEOG 314, PHYS 121, EDUC 303 or permission of the instructor.
This course is designed for Earth Science majors planning to teach middle school, junior or senior high school. It includes the development of curriculum and the organization of teaching materials, techniques and evaluation. (Cross-listed GEO 390)

GEOL 397
Workshops, Short Courses, Conferences (1-5)

GEOL 400
Advanced Topics in Geology (4)
Prerequisite: Senior class standing and permission of the Undergraduate Advisor.
Current problems in geology. Topics will depend on interest of instructors and students.

GEOL 401
Women and Men in Science (1)
The course will examine the impact made by classroom interactions, laboratory procedure, test books and language on women’s participation in secondary or postsecondary science. It will make recommendations for gender balanced choices in these areas and it will introduce women role models from the past for use in science history and other science courses. (Cross-listed BIOL 401, WMST 401)

GEOL 408
Invertebrate Paleontology (4)
SPRING
Prerequisites: GEO 121, 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 biostatigraphy and paleoecology. Laboratory.

GEOL 411
Sedimentology and Stratigraphy (4)
FALL
Prerequisite: GEO 122, 307 or 312, or permission of the instructor.
Study of the origin of sediments and sedimentary rocks for advanced geology majors. Description and interpretation of processes 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 442
Petroleum Geology (4)
Prerequisite: GEO 122 or permission of the instructor.
Character, distribution, origin and recovery of petroleum.

GEOL 455
Geology of the Colorado Plateau (4)
Course fee. Prerequisite: GEO 100 or 205, or permission of the instructor.
This course is a week-long field study of the rocks and landforms of the Colorado Plateau region, specifically in Arches and Canyonlands National Parks. Geologic evolution and structural geology of the region will be discussed and the ancient sedimentary environments of deposition will be emphasized. A field trip will be held during the week of spring break.

GEOL 462
Principles of Geochemistry (5)
Prerequisites: GEO 311, 312, 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 diagenesis.

GEOL 463
Environmental Geochemistry (5)
Prerequisite: CHEM 152 or permission of the instructor.
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 465
Analysis of Metals in Environmental Samples (5)
Prerequisite: CHEM 152 or permission of the instructor.
Practical application of flame, graphite furnace and cold vapor atomic absorption, inductively coupled argon plasma emission spectrometry and inductively coupled plasma mass spectrometry for analysis of major and trace elements in water, waste water, soils, sediments, solid wastes and biological samples. Emphasis on the Environmental Protection Agency’s methods for the determination of metals in environmental samples, including quality assurance and quality control procedures.

GEOL 470
Hydrogeology (4)
Prerequisite: GEO 120 or 121, MATH 106, or permission of the instructor.
Relationship between groundwater and geologic materials, emphasizing quantitative analysis and principles governing groundwater flow. Lecture and weekly lab.

GEOL 475
Engineering Geology: Soils (4)
SPRING
Prerequisites: GEO 220, 313, 411 or 470 or permission of the instructor.
Engineering geology of soil and rock is closely related to geotechnical engineering. It includes the properties of soils and rock units related to hydraulic conductivity, compressibility, consolidation, fractures and stress.

GEOL 490
Senior Capstone: Field Camp (10)
(Satisfies senior capstone university graduation requirement.)
Prerequisites: Junior/Senior standing and permission of the instructor.
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. Course fee is to be determined.
GEOL 490
Senior Capstone: Water and the West (4)
(satisfies senior capstone university graduation requirement.)
Prerequisites: Junior/Senior standing.
This course focuses on the relationships between human activities and water resources in the largely arid western United States. Topics include tectonic and meteorological controls on the distribution and quantity of water and the history of conflict over scarce surface and groundwater resources. Case studies involve examples from the western United States and other countries including dry-land irrigation in Israel, dam building in Egypt and China, and fishery loss in Mexico.

GEOL 491
Senior Thesis (4)
(satisfies senior capstone university graduation requirement.)
Prerequisites: Senior standing and permission of the instructor.
Directed research on a geological problem and organization of the results for oral and written presentation. End of program assessment will be required. May be used to fulfill the Senior Capstone requirement.

GEOL 495
Practicum (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the department chair.
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 Courses (1–5)

GEOL 497
Workshops, Short Courses, Conferences (1–5)

GEOL 498
Seminars (1–5)

GEOL 499
Directed Study (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor.
Seminar in a selected field of geology to suit a student's need. May be repeated for a total of 15 credits if a different study is undertaken each time.

UNDERGRADUATE PROGRAMS

The Department of Government and the International Affairs Program 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 Government — is strongly committed to a liberal arts orientation. In concert with the rest of the University the department believes in linking traditional liberal arts preparation with meaningful career preparation through the inclusion of minor and supporting course work in or other departments. Employment opportunities for graduates are many and varied. A number of those who graduate each year continue their studies in law or other professional and graduate programs. A similar number find employment in the public sector, or with domestic or international business firms. Opportunities also exist in party politics, campaign organizations, the military forces or with the communications media.

The department maintains close relations with the programs in Criminal Justice and contains the International Affairs program. In each, selected government courses are required parts of the core curriculum.

Internship and Work-Study Programs for Students: The department maintains a dynamic internship program which provides practical experience with local political and governmental agencies and annually sponsors a Winter Quarter in Olympia in which selected students intern with the Washington State Legislature. When possible, it is strongly urged that students include an internship as a part of their program.

In addition to external internships, students may gain practical experience through a combination of work/study and internship with a particular faculty member. Students qualifying for such programs assist the professor to whom they are assigned with research work in an area of the faculty member’s interest. The Department has an active faculty with diverse research interests who have produced books and monographs, presented papers at conventions of national and regional Political Science associations and of other, more specialized scholarly organizations and completed research grants funded by agencies of the government. The opportunity to assist in such work is of value particularly to those students planning to continue their studies, or to work in the public sector in areas necessitating faculty guidance in research techniques.

Pi Sigma Alpha: In the Spring of 1982, the Nu Gamma Chapter of Pi Sigma Alpha, the National Political Science Honorary Society, was chartered at Eastern. This student organization serves as a vehicle for recognition of outstanding academic achievement in government 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 government.

www.ewu.edu
General Admissions Requirements for Government: Successful completion of ENGL 101 or its equivalent is required of all majors in Government; successful completion of a 200-level English course is strongly recommended for all majors in government. Course offerings at the 300-400 level are designed to provide maximum flexibility for faculty and students. Consequently, formal prerequisites are not generally practical; however, students taking a 400-level course as a part of the major requirement are urged to first complete a 300-level course in the same area.

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

Bachelor of Arts (BA)

The 55-credit major is designed for the student with a relatively casual interest in the political realm who wishes to combine such interest with study of another major or minor field. The 70-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. The 85-credit Pre-law Major is designed for students interested in law school or work as a paralegal.

Government Major (55 credits)

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

Note: THIS OPTION REQUIRES A SEPARATE MINOR OR GOVT/CBSJS APPROVED CERTIFICATE PROGRAM FOR COMPLETION.

Note: NO SUBSTITUTIONS FOR CORE COURSES.

Student Learning Outcomes (Student Learning Outcomes are the same for the 55 credit major, 70 credit major and Pre-Law Option)

Students will:

• demonstrate basic knowledge, skills and values related to various forms and structure in governments and relate those specifics to political and policy outcomes as necessary for responsible and active participation as both national and international citizens,

• effectively apply critical thinking and problem solving skills to political issues and should be able to utilize normative and empirical analysis tools in the study of national and international political realities,

• be able to apply an understanding of foundational and enduring political thought and ideas throughout history to questions of politics and policy at the national and international levels,

• demonstrate an awareness of the role played by race, ethnicity, gender and religion in historic and contemporary political debates and an awareness of effects of multiculturalism and diversity on domestic and international affairs,

• possess effective communication skills including the verbal and written skills needed to communicate clearly and effectively, make persuasive, professional presentations and convey information essential to the discipline and beyond in an orderly and understandable manner,

• demonstrate analytical and conceptual skills, reading skills, critical thinking and problem solving skills and be able to effectively apply those skill sets to political issues.

Introductory Courses

GOVT 100 Modern Government in American Context (5)

GOVT 203 Introduction to Comparative Politics (5)

or

GOVT 204 Introduction to International Politics (5)

GOVT 313 Classical Political Thought (5)

or

GOVT 314 Modern Political Thought (5)

Social and Behavioral Sciences Foundation Courses

At least two of the following courses

CSBS 320 Introductory Statistics for the Social Sciences (5)

CSBS 330 Integrated Social Science Methods (5)

CSBS 331 Documents-Based Research Methods (5)

GOVT 339 Political Field Research (5)

GOVT 498 Seminar in Government (5)

Disciplinary Core

Three 300 level courses with at least one course from each of the following areas: Political Philosophy, American Government, International Relations/Comparative Politics

Certificate or Elective Concentrations

Two 400 level courses from two of the following areas

American Government and Politics:

GOVT 300 Law and the Legal Process (5)

GOVT 301 Supreme Court and Public Policy (5)

GOVT 302 Criminal Procedure (5)

GOVT 304 Equality, Discrimination and the Law (5)

GOVT 305 Jurisprudence (5)

GOVT 306 Basic Concepts of Criminal Law (5)

GOVT 307 American Constitution (5)

GOVT 308 The American Policy (5)

GOVT 310 Administrative Politics in the United States (5)

GOVT 311 Introduction to American Public Management (5)

GOVT 317 American Political Theory (5)

GOVT 330 American Local Government and Politics (5)

GOVT 331 American Federalism and State Politics (5)

GOVT 335 Legislative Politics (5)

GOVT 336 Political Parties and Elections (5)

GOVT 400 Topics in American Politics (5)

International Relations/Comparative Politics:

GOVT 320 International System (5)

GOVT 321 International Organization (5)

GOVT 322 International Political Economy (5)

GOVT 323 American Foreign Policy (5)

GOVT 326 Politics of Western Europe (5)

GOVT 327 Politics of the Developing Nations (5)

GOVT 328 Politics of People’s Republic of China (5)

GOVT 329 Survey of the Pacific Rim: Asia (5)

GOVT 402 Topics in International Relations and Comparative Politics (5)

Other

GOVT 397 Workshop in Government

GOVT 497 Workshop in Government

GOVT 403 Honors in Government

GOVT 495 Public Affairs Internship

GOVT 499 Directed Study

Capstone

GOVT 400 Governance - Senior Capstone (5)

Introductory credits

Social and behavioral sciences foundation credits

Disciplinary core credits

Certificate/elective concentration credits

Total credits for above major

15 credits

10 credits

15 credits

15 credits

55 credits

Bachelor of Arts (BA)

Government Major (70 credits)

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

Note: NO SUBSTITUTIONS FOR CORE COURSES.

Introductory Courses

GOVT 100 Modern Government in American Context (5)

GOVT 203 Introduction to Comparative Politics (5)

or

GOVT 204 Introduction to International Politics (5)

GOVT 313 Classical Political Thought (5)

or

GOVT 314 Modern Political Thought (5)

Social and Behavioral Sciences Foundation Courses

At least two of the following courses

CSBS 320 Introductory Statistics for the Social Sciences (5)

CSBS 330 Integrated Social Science Methods (5)

CSBS 331 Documents-Based Research Methods (5)

GOVT 339 Political Field Research (5)

GOVT 498 Seminar in Government (5)

Disciplinary Core

Three 300 level courses with at least one course from each of the following areas: Political Philosophy, American Government, International Relations/Comparative Politics

Certificate or Elective Concentrations

Two 400 level courses from two of the following areas

One additional 300 or 400 level course

(One 400 level requirement may be met with GOVT 490)

(Only one 400 level requirement may be satisfied from the other courses category)

Political Philosophy:

GOVT 305 Jurisprudence (5)

GOVT 313 Classical Political Thought (5)

GOVT 314 Modern Political Thought (5)

GOVT 315 Theoretical Problems of Modern Politics (5)

GOVT 316 Foundations of Political Society (5)

GOVT 317 American Political Thought (5)

GOVT 410 Topics in Political Theory (5)
American Government and Politics:
GOVT 300 Law and the Legal Process (5)
GOVT 301 Supreme Court and Public Policy (5)
GOVT 302 Criminal Procedure (5)
GOVT 304 Equality, Discrimination and the Law (5)
GOVT 305 Jurisprudence (5)
GOVT 306 Basic Concepts of Criminal Law (5)
GOVT 307 American Constitution (5)
GOVT 308 The American Polity (5)
GOVT 310 Administrative Politics in the United States (5)
GOVT 311 Introduction to American Public Management (5)
GOVT 317 American Political Theory (5)
GOVT 330 American Local Government and Politics (5)
GOVT 331 Federalism and State Politics (5)
GOVT 335 Legislative Politics (5)
GOVT 336 Political Parties and Elections (5)
GOVT 400 Topics in American Politics (5)

International Relations/Comparative Politics:
GOVT 320 International System (5)
GOVT 321 International Organization (5)
GOVT 322 International Political Economy (5)
GOVT 323 American Foreign Policy (5)
GOVT 325 Politics of Western Europe (5)
GOVT 327 Politics of Developing Nations (5)
GOVT 328 Politics of People’s Republic of China (5)
GOVT 329 Survey of the Pacific Rim: Asia (5)
GOVT 402 Topics in International Relations and Comparative Politics (5)

Other:
GOVT 397 Workshop in Government
GOVT 497 Workshop in Government
GOVT 403 Honors in Government
GOVT 495 Public Affairs Internship
GOVT 499 Directed Study

Capstone:
GOVT 490 Governance - Senior Capstone (5)

Introductory credits
Social and behavioral sciences foundation credits
Disciplinary core credits
Certificate/elective concentration credits
Total credits for above major

Government Major with Pre-Law Option (85 credits)

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

Note: NO SUBSTITUTIONS FOR CORE COURSES.

Introductory Courses
GOVT 100 Modern Government in American Context (5)
GOVT 205 The Study of Law (5)
GOVT 331 Documents-Based Research Methods (5)
GOVT 302 Criminal Procedure (5)
GOVT 307 Constitutional System (5)

Pre-Law Electives (two of four without duplication)
GOVT 300 Law and the Legal Process (5)
GOVT 301 The Supreme Court and Public Policy (5)
GOVT 304 Equality, Discrimination and the Law (5)
GOVT 306 Basic Concepts of Criminal Law (5)

Disciplinary Core

Restricted Options
GOVT 313 Classical Political Thought (5)
GOVT 314 Modern Political Thought (5)
GOVT 305 Jurisprudence (5)
GOVT 315 Theoretical Problems of Modern Politics (5)
GOVT 310 Foundations of Social and Behavioral Science Theory (5)

Government Electives (at least one from each pairing)
GOVT 203 Introduction to Comparative Politics (5)
GOVT 204 Introduction to International Relations (5)
GOVT 310 Administrative Politics (5)
GOVT 331 American Federal System and State Politics (5)
GOVT 320 The International System (5)
GOVT 323 American Foreign Policy (5)
GOVT 335 Legislative Process (5)
GOVT 336 Political Parties and Elections (5)

Elective Requirements
Outside Elective Requirements (Select a two course series) (10 credits)
ECON 202 Introduction to Microeconomics (5)
and ECON 201 Introduction to Macroeconomics (5)

ENGL 205 Introduction to Technical Communication (5)
and ENGL 305 Professional Communication (5)
PHIL 210 Critical Thinking (5)
and PHIL 301 Introduction to Formal Logic (5)

Or other outside elective pairing with written permission of advisor.

Three 400 level courses from the following areas. (Only one 400 level requirement may be satisfied from the other courses category)

American:
GOVT 400 Topics in American Politics (5)

Political Philosophy:
GOVT 401 Topics in Political Theory (5)

International Relations/Comparative Politics:
GOVT 402 Topics in International Relations and Comparative Politics (5)

Other
GOVT 497 Workshop in Government
GOVT 403 Honors in Government
GOVT 495 Public Affairs Internship
GOVT 499 Directed Study

Capstone
GOVT 490 Governance - Senior Capstone (5)

Introductory credits
Pre-law elective credits
Restricted option credits
Government elective credits
Outside elective requirement credits
400-level credits
Total credits for above major

Certificates
Asia Studies Certificate (34 credits minimum)

Interest in Asia and Asian Studies has increased dramatically in recent years. For some, Asia represents opportunity for business, trade and commercial exchange as one of the new and vast marketplaces of the 21st century. For others, Asia is a place where remarkable expressions of traditional culture such as religion, poetry and art have stayed alive even into the 21st century. Located in the Pacific Northwest, Washington State is a gateway to the East and offers an ideal setting to learn about the interactions between Asia and the rest of the world. This Asia Studies Certificate offers students the opportunity for a highly specialized and integrative look at trans-regional and international issues related to Asia focusing on the culture, history, politics and languages of the region.

Acceptance to the certificate program requires that the student have at least a 3.0 cumulative grade point average in all courses at EWU and the approval of the certificate coordinator. In no course required for the certificate can the student receive a grade below a 3.0 and all courses within the certificate must have a 3.3 minimum cumulative grade point average. All required courses for the certificate other than the language requirement must be completed at EWU. Transfer credits other than language 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.

Student Learning Outcomes
Students will:
• demonstrate awareness of historical, social, cultural, geographic and political dynamics in Asia and Asian countries,
• apply normative and empirical tools to the study of Asian political, cultural and governmental realities, both past and present,
• apply knowledge of Asian history to interpret current political, social and cultural dynamics in Asia and in comparison to other world regions,
• acquire basic communication skills in at least one Asian language,
• attain advanced understanding of Asia sufficient to enter graduate studies concerning the region, or a career track wherein expertise in Asia is necessary.

Required Certificate Courses
1) Language requirement: 10 Credits of a relevant language. This may be met with credits from outside of EWU.
2) Choose two courses from two of the areas and one course from the third*
3) All students must complete the one-credit assessment course. (GOVT 493)

All course selections must be approved by the certificate coordinator.

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Government:
- GOVT 322 International Political Economy (5)
- GOVT 327 Politics of Developing Nations (5)
- GOVT 328 Politics of the People’s Republic of China (5)
- GOVT 329 Survey of the Pacific Rim: Asia (5)
- INST 380 Japan Today (4)

History:
- HIST 300 Nationalism and Colonialism in Southeast Asia (5)
- HIST 310 Imperial China (5)
- HIST 410 China in the 19th and 20th Centuries (5)
- HIST 416 History of Modern Japan (5)
- HIST 498 Democracy and Human Rights in Asia (1-5)

Anthropology/Geography:
- ANTH 349 Major Civilizations of Asia (5)
- GEOG 335 Geography of Monsoon Asia (4)
- GEOG 335 The Geography of the Pacific Rim (4)

Directed Study Assessment:
- GOVT 495 Certificate Synthesis and Assessment (1)

Required language credits: 10 credits
Area course credits: 23-25 credits
Assessment course: 1 credit
Minimum total required credits for certificate: 34 credits

*Other courses may be substituted as electives if selected in consultation with and approved by the certificate coordinator.

Public Policy and Administration Certificate (44 credits minimum)

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. Acceptance to the certificate program requires that the student have at least a 3.0 cumulative grade point average in all courses at EWU and the approval of the certificate coordinator. In no course required for the certificate can the student receive below a 3.0 and all courses within the certificate must have a 3.3 minimum cumulative grade point average.

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.

Student Learning Outcomes

Students will:
- 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.

Government requirements
- GOVT 310 Administrative Politics in the United States (5)
- GOVT 311 Introduction to Public Management (5)
- GOVT 330 State and Local Government (5)

Statistics Requirement (meets MPA statistics background requirement)
- CSBS 320 Statistics for the Social Sciences (5)
- OR MATH 380 Elementary probability and Statistics (5)

English Requirement
- ENGL 205 Introduction to Technical Writing (5)

Economics Requirement
- ECON 200 Introduction to Macroeconomics (5)
- ECON 450 Public Finance and Public Policy (5)

And one of the following:
- ECON 435 Managerial Economics (5)
- ECON 452 Health Economics (5)
- ECON 457 Natural Resource Economics (5)
- ECON 458 Regional Economics (5)
- ECON 470 International Economics (5)

Exit Synthesis Requirement
- PADM 507 Public Policy Analysis (4)

Required government credits: 15 credits
Required statistics credits: 5 credits
Required English credits: 5 credits
Required economics credits: 15 credits
Required exit synthesis credits: 4 credits
Total credits for above certificate: 44 credits

(to qualify for the Advanced Standing MPA Program)

Minor

Government Minor (15 credits)

Required Courses
- GOVT 100 Modern Government in American Context (5)
- GOVT 203 Introduction to Comparative Politics (5)
- GOVT 204 Introduction to International Politics (5)

Total credits for above minor: 15 credits

Government Courses

Terms offered: Fall/Winter/Spring/Summer

GOVT 100 Modern Government in American Context (5)
FALL/WINTER/SPRING/SUMMER
(satisfies the GECR for social sciences, list 1, economics and government.)

A general introduction to the concepts, methods and concerns involved in the study of government, this course discusses fundamental ideas such as power, ideology and constitutionalism; the citizen role in democratic politics; the structure and processes of major governmental institutions; and selected areas of policy making. Emphasizes the comparison of the American political system with that of other major, chiefly democratic, systems.

GOVT 203 Introduction to Comparative Politics (5)
FALL/WINTER
(satisfies international studies university graduation requirement.)

An introduction to concepts, such as state, power, ideology and political phenomena, emphasizing similarities and differences in selected political systems.

GOVT 204 Introduction to International Politics (5)
FALL/SPRING
(satisfies international studies university graduation requirement.)

A basic introduction to the nature of politics in the international arena, with special attention to the instruments of national power, diplomacy, international law and the role of various international organizations and alliance systems.

GOVT 205 The Study of Law (5)
SPRING-EVERY OTHER YEAR

An introduction to the study of law emphasizing familiarity with the common law system, the development of skills in case and statutory analysis, the fundamentals of legal research and writing and an introduction to the law school admission test. Intended for the student of any major who is thinking of going to law school.
GOVT 299
Special Studies (1–5)
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor.
Subjects studied vary according to faculty and student interest.

GOVT 300
Law and the Legal Process (5)
FALL
A survey of the role of law in society and processes by which disputes and ultimately public policy questions are settled through legal-judicial processes. This includes examination of judicial processes from the trial court level through the Supreme Court of the United States.

GOVT 301
The Supreme Court and Public Policy (5)
An examination of the functions, operations and impact of the Supreme Court on American politics with emphasis on the processes of decision-making and on the court’s relationships to the government structure.

GOVT 302
Criminal Procedure (5)
SPRING
This course is an examination of the philosophic and legal bases for protection of the rights of the criminally accused, with emphasis on Supreme Court decisions on the fourth, fifth and sixth Amendments and on the due process clause of the 14th Amendment.

GOVT 304
Equality, Discrimination and the Law (5)
WINTER-EVERY OTHER YEAR
An investigation of the legal problems surrounding claims by various groups for equal treatment. The course emphasizes the problems of racial, economic, sexual, political and religious discrimination.

GOVT 305
Jurisprudence (5)
WINTER-EVERY OTHER YEAR
An examination of the fundamental concepts of law such as the nature of the legal order; the concept of rules, the idea of legal justice and the nature of legal reasoning.

GOVT 306
Basic Concepts of Criminal Law (5)
FALL/SPRING
A survey of the basic concepts and content of the American substantive criminal law, including consideration of the purposes of the criminal law, the basic concepts utilized to define criminal offenses, defenses to criminal charges and examination of selected substantive offenses; e.g., assault, homicide, larceny.

GOVT 307
The Constitutional System (5)
An examination, through the study of decisions of the United States Supreme Court, of the principal structural features of the American governmental system - particularly separation of powers and federalism and of the development of the powers of the national government and its legislative, executive and judicial branches in the light of the powers retained by the states.

GOVT 308
The American Polity (5)
WINTER
The study of a political system as a polity looks at the functioning of political institutions in their social and historical context. All modern states have governments which are thought to be necessary to the functioning of their societies, but the differences in the way those governments actually function often illustrate important differences in the societies they serve.

GOVT 310
Administrative Politics in the United States (5)
FALL
A survey of administrative politics in the United States, emphasis on the growth of the chief executive office (president, governor, mayor) in American politics; executive-legislative, executive bureau relations; and the role of the bureaucracy in our pluralist political system.

GOVT 311
Introduction to American Public Management (5)
SPRING
A survey of the application of rational management methods to American government, with emphasis on the political theories underlying the use of rational management techniques in the United States, the interplay between political reform and the development of modern management science and the conflicts between managerial and political values in the American governmental system.

GOVT 313
Classical Political Thought (5)
FALL/WINTER
This course acquaints students with the political ideas of the classical world as found in the writings of Plato, Aristotle, St. Augustine, Cicero and Machiavelli.

GOVT 314
Modern Political Thought (5)
WINTER
An examination of the contribution to our understanding of political life of the major political philosophers from Machiavelli to Marx.

GOVT 315
Theoretical Problems of Modern Politics (5)
SPRING-EVERY OTHER YEAR
Identification and analysis of a number of conceptual and evaluative issues. Some of the most salient are: the proper role of a citizen in the modern nation state; the nature of democracy and totalitarianism; the characteristics and appropriate limits of political power; the nature of the good society; and the question of revolution.

GOVT 316
The Foundations of Political Society (5)
WINTER-EVERY OTHER YEAR
The general purposes served by the very existence of government may be grouped under three headings: maintenance of the social order, enforcement of moral conventions and construction of institutions for coping with the environment. The complex relationships which exist between these options which a society may choose are the subject of this course.

GOVT 317
American Political Thought (5)
FALL-EVERY OTHER YEAR
A critical examination of the interplay of ideas and action in the American tradition. Examines questions such as authority, democracy, community, individualism, constitutionalism and political economy through the writings of selected theorists and publicists.

GOVT 320
The International System (5)
FALL
An analysis of change and its direction in international politics. Assesses the historical past and explores future possibilities. Evaluates alternative theories of international behavior. Examines special problems such as nuclear armaments, coercion, diplomacy and morality in international politics.

GOVT 321
International Organization (5)
WINTER
(satisfies international studies university graduation requirement.)
A study of the purposes, structures and approaches of international organizations within the world community. Focuses primarily on the United Nations system, its significance from the standpoint of global, national and individual perspectives.

GOVT 322
International Political Economy (5)
SPRING
Prerequisite: GOVT 204 or instructor permission.
This class examines the ways in which the structure and processes of the global political economy affect the economic choices of states, firms and individuals in international trade, monetary relations, investments, transnational corporations and development.

GOVT 323
American Foreign Policy (5)
SPRING
An analysis of important cases in American foreign policy formulation since WW II. Emphasizes bureaucratic factors that shape foreign policy decisions.

GOVT 325
Introduction to Russian Politics (5)
WINTER
A survey of Russia’s transition from the Soviet past to its present attempt to create a modern, law-governed, democratic society. Special attention is focused on the problems inherent to democratic institution building within a culture lacking significant democratic roots.

GOVT 326
Politics of Western Europe (5)
FALL
(satisfies international studies university graduation requirement.)
An in-depth study of political life in Great Britain, France and West Germany, with emphasis on the origins and contemporary practices of parliamentary democracy in Europe. (The course is taught from a comparative perspective with two main purposes in mind: to convey an important body of knowledge and to stimulate thought and discussion on the diversity of democratic government. The American experience with political democracy serves as a constant reference point for lectures and discussions.)

GOVT 327
Politics of the Developing Nations (5)
WINTER-EVERY OTHER YEAR
An analysis of the problems of political development in the developing nations emphasizing the dilemmas of political development in traditional and transitional societies with special reference to nation-building, economic development and social change; ideologies and political development; and elites, parties, military and bureaucracies.

GOVT 328
Politics of the People’s Republic of China (5)
WINTER-EVERY OTHER YEAR
An examination of Chinese political institutions and their functions with emphasis on the political culture, party apparatus, military and leadership. Additional reference is made to the process of political socialization and recruitment.

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GOVT 329  
Survey of Pacific Rim Asia (5)  
FALL/WINTER/SPRING-EVERY OTHER YEAR  
(satisfies international studies university graduation requirement.)  
Prerequisite: ENGL 201.  
An introduction to the dynamics of the diverse and independent Asian Pacific Rim Nations. Specific attention will be drawn to the dynamics of change, development strategies, regional and international trade, military and security relationships, political elites and the political process.

GOVT 330  
American Local Government and Politics (5)  
WINTER/SPRING/Summer  
Survey of local government in the United States with special emphasis on public policy formation and its political consequences.

GOVT 331  
American Federal System and State Politics (5)  
FALL  
A survey of the background and operation of the American federal system, emphasizing the governments of the states and localities.

GOVT 335  
American Legislative Politics (5)  
WINTER  
An analysis and evaluation of the concept of representation, the structure and process of conventional representative institutions and the relationships between these institutions and contemporary policy-making centers. The analysis considers the relationship between representation, policy and legitimate authority.

GOVT 336  
Political Parties and Elections (5)  
WINTER  
An analysis and evaluation of political party systems with a focus on the party system as a channel for political participation and choice as a means of institutionalizing social conflict and as an agent providing leadership and direction for political change.

GOVT 339  
Political Field Research (1–5)  
FALL/WINTER/SPRING  
A project-oriented seminar emphasizing the gathering, processing and analysis of primary research data. Techniques used, e.g., survey research, content analysis, voting analysis, explanatory modeling, etc., vary with the selection of a particular seminar project.

GOVT 350  
Contemporary Political Problems (1–5)  
FALL/WINTER/SPRING/SUMMER  
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 the Law and Pacific Rim. Analysis of contemporary problems may be under the guidance of one or more department members.

GOVT 351  
Reason in Public Policy (4)  
FALL  
Topics are said to be means to ends, but where the policy is public, the question is whether policy can mirror the ends of the whole society or just some part of it. Selected political debates illustrate ideological, interest and “scientifically neutral” ways in which policies are justified in the name of the public.

GOVT 397  
Workshop in Government (1–5)  
FALL  
Specialized offerings in a workshop-type situation of materials emphasizing current topics and problems in the political arena.

GOVT 400  
Topics in American Politics (5)  
FALL/WINTER/SPRING  
Seminars in American politics: American politics in the period of the New Deal, American politics in the period of the Cold War, American politics in the late 20th century. Prerequisite: Permission of instructor.

GOVT 401  
Topics in Political Theory (5)  
FALL/WINTER/SPRING  
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.

GOVT 402  
Topics in International Relations and Comparative Politics (5)  
FALL/WINTER/SPRING  
Selected topics, depending on student and faculty research interests, including international law, international organization, problems of the international political system, comparative political analysis, causes of political change and political stability, modernization and political development, causes and results of revolutions and the impact of social forces on the political system.

GOVT 403  
Honors in Government (5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Invitation of the instructor only. Preferably upper-division standing and major in government. Topics to vary according to instructor’s and students’ interest.

GOVT 490  
Governance - Senior Capstone (5)  
WINTER/SPRING  
satisfies senior capstone university graduation requirement.)  
This seminar examines issues of Global Governance in the 21st century, inviting students to explore trends and transformations in: international politics, the global economy, technology, the world’s environment. The importance of context - from the global and holistic to the local and personal - is emphasized throughout the course. Prerequisites: GOVT 335, GOVT 336, GOVT 350.

GOVT 493  
Certificate Synthesis and Assessment (1)  
FALL/WINTER/SPRING  
satisfies senior capstone university graduation requirement.)  
This seminar examines issues of Global Governance in the 21st century, inviting students to explore trends and transformations in: international politics, the global economy, technology, the world’s environment. The importance of context - from the global and holistic to the local and personal - is emphasized throughout the course. Prerequisites: GOVT 335, GOVT 336, GOVT 350.

GOVT 495  
Public Affairs Internship (1–5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Permission of the instructor and the department chair.

GOVT 496  
Seminar (1–5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: 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.

GOVT 499  
Directed Study (1–5)  
WINTER/SPRING  
Prerequisites: Permission of the instructor and department chair.

HEALTH EDUCATION  
See PHYSICAL EDUCATION, HEALTH AND RECREATION.
HEALTH SERVICES ADMINISTRATION

College of Business and Public Administration
Mary Ann Keogh Hoss, Program Director
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UNDERRGRADUATE PROGRAMS

The Health Services Administration Program is offered by the College of Business and Public Administration. This Interdisciplinary program is designed for students interested in a variety of careers in the field of health services administration. Positions are available within long-term care facilities, health maintenance organizations, health insurance companies, home health agencies, mental health agencies, physician practices, health departments, various regulatory agencies and community-based agencies among others. Responsibilities carried out by health managers/administrators include: budgeting/financial management, planning, human resource management, data analysis, marketing, physician relations and administration.

The required courses are in the areas of health services administration, business, health and economics. In addition, the program requires that the student complete a track or a minor in a specific sub-specialty. Examples of tracks include: aging, social work, planning, human resource management, and information technology. Students must have approval of the program advisor for track or minor chosen and courses selected. HSAD students must maintain a 3.0 cumulative GPA for all HSAD classes and no more than two course grades may be below 3.0. Students earning three or more grades of less than 3.0 in HSAD courses will be dismissed from the program. The culmination of the student’s experience in the program will be an internship in a health care setting. To qualify for the internship, the student must have at least a 3.0 grade point average in HSAD classes plus permission from the department.

Students in the Health Services Administration Program must have an overall cumulative grade point average of 2.25 and not less than a 2.0 in any given course. Also, students must complete one year of a foreign language, such as Spanish or sign language in college or two years of a single high school foreign language.

Upon acceptance to the program students must complete at least 92 credit hours. Students choosing to minor in health services must complete 20 credit hours. Courses are offered on an every other year basis and students should check with the program director and class schedule each quarter.

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, whether voluntary or paid. Students are urged to consult with their advisors in order to plan their program.

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

Bachelor of Arts (BA)

Health Services Administration Major (92–93 credits)

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

Student Learning Outcomes

Students will:
- develop excellent oral and written communication skills,
- apply strategies learned in the core curriculum during an internship,
- articulate health services competencies gained in core curriculum classes.

Required Courses

- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- BUED 302 Business Communication (4)
- DSCI 245 Data Analysis for Business (4)
- or DSCI 303 Applications of Statistics I (4)
- ECON 200 Introduction to Microeconomics (5)
- ECON 445 Insurance and Risk (5)
- ECON 452 Health Economics (5)
- HLED 256 Medical Terminology (1)
- HSAD 300 Health Care Organization and Administration (4)
- HSAD 310 Health Care Supervision (4)
- HSAD 322 Health Care Technology (4)
- HSAD 410 Health Law, Regulation and Ethics (4)
- HSAD 435 Process Improvement in Health Care (4)
- or OPSM 330 Operations Management (4)
- HSAD 440 Health Care Research Design and Methods (5)
- or EXSC 455 Research and Analysis (2)
- HSAD 460 Long Term Care Administration (4)
- or HLED 370 Personal and Community Health (4)
- HSAD 470 Reimbursement and Management Strategies in Healthcare (4)
- HSAD 490 Senior Capstone: The Impact of Culture, Gender and Race on Health (4)
- HSAD 495 Internship (5)
- HUMR 328 Human Resource Management (4)
- MISC 311 Information Technology in Business (4)
- MKTG 310 Principles of Marketing (4)

Track or minor: courses to be selected with approval of Health Services Administration Advisor: 8 credits minimum

Required program credits: 84-85 credits
Track or minor credits: 8 credits
Minimum total credits for above major: 92 credits

Minor

Health Services Management Minor (20 credits)

Required Courses

- HSAD 300 Health Care Organization and Administration (4)
- HSAD 310 Health Care Supervision (4)
- HSAD 322 Health Care Technology (4)
- HSAD 410 Health Law, Regulation and Ethics (4)

Electives (Choose one of the following)

- HSAD 435 Process Improvement in Health Care (4)
- HSAD 460 Long Term Care Administration (4)

Required program credits: 16 credits
Elective credits: 4 credits
Total credits for above minor: 20 credits

GRADUATE PROGRAM

The College of Business and Public Administration through its Health Services Administration Program, offers graduate courses and a graduate-level certificate in health services administration. Courses from health services administration are often included in a number of programs such as: Social Work, the Master of Business Administration, the Master of Public Administration and Master of Urban and Regional Planning.

In general, the graduate courses are designed to expand one’s understanding of issues that impact the successful delivery of health services. The individual classes focus on unique 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 and managerial aspects of delivering health care in several different environments. They also will aid non-health
Health Services Administration Courses

**Terms offered**: If no terms are indicated, check with department or quarterly course announcement.

**HSAD 300**
Health Care Organization and Administration (4)
FALL/SPRING
This is a survey course that looks at the multitude of healthcare entities (public and private), how they interact and the issues that are in today's complex health care environment.

**HSAD 305**
Health Care Coding and Terminology (3)
Prerequisite: HSAD 300 or permission of the instructor. An overview of the design and development of ICD9 and diagnostic related groups (DRGs). Also, a review of ICD9 as used for patient care financing and an introduction to some of the major DRGs. The course will review common medical terminology used by health care administrators.

**HSAD 310**
Health Care Supervision (4)
WINTER
Prerequisite: HSAD 300 or consent of the instructor. Topics covered include: tasks, education, roles and values of health services managers in various settings; control, organization behavior, design, professional integration, adaptation and accountability. Case analysis method will be emphasized.

**HSAD 322**
Health Care Technology (4)
SPRING
Prerequisites: HSAD 300, MISC 311 or consent of the instructor.
This course introduces the student to the technology used in health care for administrative, clinical and facility needs. Support systems for health care are also discussed. This illustrates the breadth and scope of technology in health care and its impact on patients, providers and payors.

**HSAD 399**
Special Studies (1-10)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the instructor and the Program Director.
Subjects vary according to faculty and student interest and need.

**HSAD 410**
Health Law, Regulation and Ethics (4)
FALL
Prerequisites: HSAD 300, 310, 322 or consent 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 health care 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 420**
Health Care Technology (4)
SPRING
Prerequisites: HSAD 300, MISC 311 or consent of the instructor.
This course introduces the student to the technology used in health care for administrative, clinical and facility needs. Support systems for health care are also discussed. This illustrates the breadth and scope of technology in health care and its impact on patients, providers and payors.

**HSAD 430**
Seminar in Managed Care Administration (4)
Prerequisites: HSAD 300 or consent of the instructor.
An introduction to managed care organizations and their unique terminology. The course will be conducted in two parts. The first will be a self based review of the managed care terminology. The second will be an overview of the alignments health care organizations make to improve the quality of the health care delivery system and provide more cost effective care.

**HSAD 435**
Process Improvement in Health Care (4)
Prerequisites: HSAD 300, 310, 322 and 410 or consent of the instructor.
This course examines strategic planning in health care, the application of quality management in health care and strategies for competitive advantage. The student is exposed to a variety of strategies as well as a systems approach to understanding concepts as they apply to health care.

**HSAD 440**
Health Care Research Design and Methods (3)
WINTER
Prerequisites: DSCI 245 or 303, HSAD 300 or consent of the instructor.
This course covers the methods used in health care research and evaluation which includes research designs, measurement and methods of analysis. The objective of the course is to provide the student with an understanding of the research process as it relates to health care.

**Program Requirements**
1. Two copies of official transcripts for all college work completed.
2. Meet Graduate Program admission requirements.
3. A letter describing one's background and experience in the health delivery system and how the Health Services Administration Certificate fits into one's professional goals.
4. Application materials should be sent directly to Graduate Studies Office, 206 Showalter, Eastern Washington University, Cheney, WA 99004-2444

**Application Deadline**
The Health Services Administration programs accept students into courses at any time. HSAD 500, U.S. Health Care Systems is the first class and is offered in the fall. It is the prerequisite for the remaining classes.

**Certificate**
Graduate Certificate in Health Services Administration
The Health Services Administration Certificate is intended to provide students who have an interest in working within the health field with an understanding of the many different types of health organizations that exist in the U.S. The courses also present students with an overview of the financial, legal and administrative issues that face all health administrators in today’s market.

**Students who wish a Health Services Administration Certificate must successfully complete the following courses:**

- **Required Courses**
  - HSAD 500 U.S. Health Care Systems (4)
  - HSAD 510 Health Law (4)
  - HSAD 520 Health Reimbursement Issues (4)
  - HSAD 598 Seminar in Health Services Administration (4)

**Total required credits:** 20 credits

HSAD 500, 510 and 520 are the core classes for the certificate. HSAD 530 and 598 must be completed for the certificate-only students. For students in master’s programs seeking the Professional Specialization Option, the core classes must be completed. Master’s students are strongly encouraged to complete HSAD 530 and 598. Master’s students, with their program advisor, may determine that other classes would better meet the needs in gaining insight into health issues in their specific discipline. This process will include the HSAD program advisor.

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EASTERN WASHINGTON UNIVERSITY 2008–09
HSAD 460
Long Term Care Administration (4)
WINTER
Prerequisite: HSAD 300 or consent of the instructor.
The administrative issues of care for long term patients will be addressed with specific discussion on the aged and primary and extended care of the age. The peculiar social, cultural and economic environment will be discussed as each is related to accessibility and availability of health services and the aspects of administration in long term care facilities.

HSAD 470
Reimbursement and Management Strategies in Healthcare (4)
WINTER
Prerequisite: HSAD 300, 310, 322, 410, ACCT 251, 252, MISCI 311, DSCI 245, ECON 200.
This course examines reimbursement and management strategies in health care, through medical practice simulation. Topics include an introduction to health care strategic planning, review of current implementation of billing and coding and decision making in practice management. This course also reviews performance metrics and overall operation and financial health of a practice.

HSAD 480
Senior Project (5)
Prerequisite: Permission of the instructor.
With the assistance of the instructor, students will complete a project based on original or library research related to a particular problem or issue in the field of health administration. Students will share the results of their research and assist each other in developing important information retrieval techniques and other research related competencies.

HSAD 490
Senior Capstone: The Impact of Culture, Gender and Race on Health (4)
SPRING
This course examines how culture related differences due to the impact of gender, ethnicity and race on health. It attempts to put this information in a context which allows health program managers to use this information to better plan, design and implement programs which are sensitive to the health needs of diverse populations. To achieve this goal the course will examine epidemiological research, historical and cultural studies and social and psychological theories pertaining to health status and communication.

HSAD 495
Internship (5)
SPRING
Prerequisites: HSAD 300, 305, 310, 322, 410, 415, 420, 440, 451. Permission of the instructor; upper division GPA of at least 3.0.
Students will spend 16–20 hours a week on-site under the direct supervision of a supervisor learning the day to day operations of a health care organization.

HSAD 499
Directed Study (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor and the department chair
Individual study in a field of special interest.

HSAD 500
U.S. Health Care Systems (4)
FALL
Prerequisite: Graduate standing.
This course concentrates on the health care environment and how it impacts on health services administration. Considerable time is spent discussing the effectiveness of the health care system in the United States as it exists today. Topics to be covered include: the various health care delivery models, financing health care, managed care organizations, Medicare and Medicaid, health manpower, single and multi-hospital systems, long-term care and historical data.

HSAD 510
Health Law (4)
SUMMER
Prerequisite: HSAD 500.
The objective of the course is to develop in the student an appreciation for the depth and reach of the law in all facets of the health care delivery process. The course will emphasize the impact of the law in private and public health settings. Topics include an introduction to our legal system, professional liability issues related to providers, legal issues in the operation and regulation of health care institutions and legal issues in the institution-patient relationship as well as the institution-physician relationship.

HSAD 512
Introduction To U.S. Environmental Law (2)
WINTER
This course will be to explore the major environmental laws and their implementation in the United States. To achieve this end the class will examine the sources of rights and responsibilities as they pertain to injuries sustained by natural resources. Then the class will review the various legal claims and liabilities that may be associated with injuries to environmental resources.

HSAD 515
Health Economics (4)
Prerequisite: HSAD 500 and either ECON 200, 201 or PADM 501 and 507 or consent of the instructor.
Topics include consumer behavior, determinants of demand for health services, production theory, the role of competition and regulation in the health care industry, health risks and their economic impact, insurance and alternative financial mechanisms, cost-benefit analysis of health care inflation.

HSAD 520
Health Reimbursement Issues (4)
WINTER
Prerequisite: HSAD 500 and either BADM 530 or PADM 507 and 512 or consent of the instructor.
Reimbursement issues are reviewed for two perspectives (1) institutions/providers and (2) payers and users of health care, such as insurers, business and consumers. Topics covered from the providers’ perspective include evaluation of one’s financial information for clinical and managerial decisions. Topics covered from the payer’s perspective include financial incentives and disincentives. Implications for efficient and effective delivery of health care services are identified and explored.

HSAD 530
Seminar on Business and Health (4)
SPRING
Prerequisite: HSAD 500 and advanced graduate standing or consent 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 560
Managed Care Systems (4)
Prerequisite: HSAD 500, 520 or consent of the instructor.
This course introduces the participants to several countries from both the developed and developing world, their political systems, demography and health care systems. Class will address current and major health care issues in each country studied.

HSAD 570
Comparative Health Systems (4)
Prerequisite: HSAD 500.
The purpose of this course is to describe and analyze the key political and organizational issues that have shaped and continuously influenced administrative policy and managerial activities for the delivery of health and medical care to American Indians people. This course is also intended to be an exploratory treatment of major Indian health care management issues.

HSAD 595
Internship (1–5)

HSAD 596
Experimental Course (2–5)

HSAD 598
Seminar in Health Services Administration (4)
SUMMER
This course is designed to emphasize the manager’s role when conducting grant writing or research within the field of health care. The course will emphasize the managerial applications of survey research and grant writing from a theoretical and practical perspective. Students will learn to conduct survey research or write a grant during this course with the assistance of the instructor.

HSAD 599
Directed Readings (1–5)

www.ewu.edu
History Degree Descriptions

The History Department offers both a major Archives and the City/County Historic Preservation Office. in the area, such as the Northwest Museum of Arts and Culture, the University materials at the Northwest Museum of Arts and Culture and the Washington In addition to resources of the university library, students have access to cross-cultural relations. understanding each others’ past paves the way for harmonious and beneficial

Students will:

• articulate how their historical training can be applied in various careers,
• demonstrate knowledge about a wide variety of historical issues, themes, events and persons,
• articulate how their historical training can be applied in various careers,
• display an appreciation for the culturally diverse nature of human beings from a historical perspective.

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

History Major (50 credits)

History endorsement


Undergraduate Programs

George Santayana wrote that “Those who cannot remember the past are condemned to repeat it.” History provides the most useful key of knowledge for unlocking all other realms of human development. It embraces many fields of academic inquiry and uses them to provide a detailed picture of various cultures and their governments, legal systems, social behavior, art, economic systems, literature, religions, medicines, technologies, sports, fashions and a myriad other endeavors. A university-level education would be inconceivable without it, because learning about the past is imperative to understanding the present and preparing for the future. The study of history provides a solid foundation not only for history and social studies education majors but for careers in law, business, government, international relations, journalism, library services and museums, to name but a few. As peoples of different ethnicities interact with each other more frequently in the 21st century, understanding each others’ past paves the way for harmonious and beneficial cross-cultural relations.

In addition to resources of the university library, students have access to materials at the Northwest Museum of Arts and Culture and the Washington State Archives, Eastern Region. Internships are available at several agencies in the area, such as the Northwest Museum of Arts and Culture, the University Archives and the City/County Historic Preservation Office.

History Degree Descriptions: The History Department offers both a major and a minor for the bachelor of arts degree. History courses also appear in Africana Studies, American Indian Studies, Chicano Studies and Women’s Studies Programs. The department also offers a Master of Arts degree.

Any student who is considering a major or minor in history is strongly encouraged to consult with an advisor from the Department of History in the early stages of his or her academic study at EWU. History majors are strongly encouraged to complete two or more years of a college-level foreign language.

General Degree Completion Requirements: Courses used to fulfill the History Program requirements for the BA (50 and 65 credit options) and the History Minor (18 credits) require a minimum of 2.0 in each course and a minimum GPA of 2.5 for all such courses.

History majors (65 or 50 credit option) require at least one course (4–5 credits) from a non-Western and/or pre-modern area.

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

Bachelor of Arts (BA)

History Major (50 credits)

Student Learning Outcomes

Students will:

• display an ability to do original research in library, archival and electronic resources,
• develop writing proficiency on historical topics,
• analyze and interpret a wide spectrum of historical source materials,
• demonstrate knowledge about a wide variety of historical issues, themes, events and persons,
• articulate how their historical training can be applied in various careers,
• display an appreciation for the culturally diverse nature of human beings from a historical perspective.

Required Courses

Introductory Surveys chosen from the following:
HIST 104 East Asia: Tradition and Transformation (5)
HIST 105 Western Heritage: Origins to the 18th Century (5)
HIST 106 Western Heritage: 18th Century to the Present (5)
HIST 110 The American Experience: A Survey (5)

Foundation Courses
CSBS 351 Documents-Based Research Methods (5)
HIST 290 History Today: Issues and Practices (5)
or CSBS 310 Foundations of Social and Behavioral Science Theory (5)
HIST 490 Senior Capstone Seminar (5)

Core Courses
U.S. History (10)
European History (10)
Global/Comparative History (10)

Pre-Modern or Non-Western core courses: Choose one or more courses listed under the 65-credit major (counts toward core courses requirement above)

Required introductory survey credits 5 credits
Required foundation credits 15 credits
Required core credits (need 25 credits or more upper-division) 30 credits
Total credits for above major (35 credits must be upper-division) 50 credits

Note: The above major requires the completion of a minor or certificate approved by a history advisor.

Note: Students must complete at least 25 credits of this major at Eastern Washington University.

History Major (65 credits)

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

Required Courses

Introductory Surveys chosen from the following:
HIST 104 East Asia: Tradition and Transformation (5)
HIST 105 Western Heritage: Origins to the 18th Century (5)
HIST 106 Western Heritage: 18th Century to the Present (5)
HIST 110 The American Experience: A Survey (5)

Foundation Courses
CSBS 351 Documents-Based Research Methods (5)
HIST 290 History Today: Issues and Practices (5)
or CSBS 310 Foundations of Social and Behavioral Science Theory (5)
HIST 490 Senior Capstone Seminar (5)

Core Courses
U.S. History (10)
European History (10)
Global/Comparative History (10)

Additional Electives (10)

Pre-Modern or Non-Western core courses: Choose one or more of the following (counts toward core courses requirement above)
HIST 310 Imperial China (5)
HIST/AAST 315 African History (5)
HIST 340 The Middle Ages (5)
HIST 341 The Renaissance and the Reformation Europe (5)
HIST 343 Early Modern Europe (5)
HIST 365 Latin American History (5)
HIST 410 China in the 19th and 20th Centuries (5)
HIST 416 Modern Japan (5)
HIST 425 Greek History to 400 BC (5)
HIST 426 Hellenistic Greece (5)
HIST 427 Roman Republic (5)
HIST 428 Roman Empire (5)
HIST 429 Ancient Near East (5)
HIST 430 History of England to 1603 (5)
HIST 455 Medieval Russia (5)
HIST 461 Colonial Latin America (5)
HIST 463 Cultural History of Latin America (5)
HIST 464 History of Mexico (5)

Required introductory survey credits 10 credits
Required foundation credits 15 credits
Required core credits (need 30 credits or more upper-division) 40 credits
Total credits for above major (45 credits must be upper-division) 65 credits

Note: Students must complete at least 25 credits of this major at Eastern Washington University.
### Distribution list:

**U.S. History:**
- HIST 303 U.S. History, 1607–1877 (5)
- HIST 304 U.S. History, 1877–Present (5)
- HIST 305 Paths to the American Present (5)
- HIST 373 History of the American Wilderness (5)
- HIST 392 Women in the American West (4)
- HIST/WMST 394 Women in American History (4)
- HIST 470 First American Frontier, 1607–1763 (4)
- HIST 471 Era of the American Revolution, 1763–1789 (4)
- HIST 472 Young Republic, the U.S. from 1783–1824 (5)
- HIST 473 Age of Jackson (5)
- HIST 475 Civil War and Reconstruction (5)
- HIST 478 Contemporary America (5)
- HIST 481 History of American Foreign Relations from 1898 (5)
- HIST 482 History of the American Frontier (5)
- HIST 483 History and Government of the Pacific Northwest (5)
- HIST 487/ECON 412 Economic History of the United States (5)
- HIST 489/ECON 420 Labor History (5)

**European History:**
- HIST 306 Modern Europe (5)
- HIST 340 The Middle Ages (5)
- HIST 341 Renaissance and Reformation (5)
- HIST 345 Early Modern Europe (5)
- HIST 350 War and Society (5)
- HIST 360 History of Spain (5)
- HIST/GERM 382 20th Century Germany, From World Wars to Cold War. Culture, Political Conflict and National Identity (5)
- HIST 425 Greek History to 400 BC (5)
- HIST 426 Hellenistic Greece (5)
- HIST 427 Roman Republic (5)
- HIST 428 Roman Empire (5)
- HIST 429 Ancient Near East (5)
- HIST 430 History of England to 1603 (5)
- HIST 431 History of England 1603 to 1870 (5)
- HIST 432 Modern Britain Since 1870 (5)
- HIST 433 British Empire Since 1850 (5)
- HIST/ANTH 435 Irish History and Culture (5)
- HIST 445 History of Modern Germany (5)
- HIST 448 French Revolution and Napoleon (5)
- HIST 454 Diplomatic History of Europe, 1914 to the Present (5)
- HIST 455 Medieval Russia (5)
- HIST 456 Imperial Russia (5)
- HIST 457 20th Century Russia (5)

**Global/Comparative History:**
- HIST/AAST 215 Early African American History (5)
- HIST/AAST 216 20th Century African American History (5)
- HIST/CHST 218 Chicano History (5)
- HIST 301 History of the Present (5)
- HIST 310 Imperial China (5)
- HIST 313 Asian American History (5)
- HIST/AAST 315 African History (5)
- HIST 350 War and Society (5)
- HIST 365 Latin American History (5)
- HIST 410 China in the 19th and 20th Centuries (5)
- HIST 416 Modern Japan (5)
- HIST 440 History of World War I (4)
- HIST 441 History of World War II (4)
- HIST 461 Colonial Latin America (5)
- HIST 463 Cultural History of Latin America (5)
- HIST 464 History of Mexico (5)

### Certificate

**Latin American and Iberian Studies Certificate (35 credits):**

Stretching over twenty countries, from Mexico to Central America and the Caribbean to South America, Latin America is a major world region, neighbor to the United States and increasingly the point of origin for a significant number of Americans. Through growing hemispheric links such as NAFTA, CAFTA and the OAS, Latin America has been and will continue to be a major area of U.S. business, economic and political relations. The Latin American and Iberian Studies Certificate will provide the EWU student, and the Spokane metropolitan area, with the opportunity to gain a highly specialized and integrative knowledge of the internal and international issues related to Latin America and Iberia (Spain and Portugal), by focusing on culture, history, politics and language in a premier public university setting.

Acceptance to the certificate program requires that the student have at least a 3.0 cumulative GPA in all courses at EWU and the approval of the certificate coordinator. In no course required for the certificate can the student receive below a 3.0 and all courses within the certificate must have a 3.3 minimum cumulative GPA.

All courses for the certificate must be completed at EWU; transfer credits will not be accepted for certificate completion. Completion of this certificate will also satisfy the minor requirement for students completing majors where a minor is required.

**Student Learning Outcomes**

Students will:
- demonstrate awareness of the historical, social, cultural, geographic, and political dynamics of the Latin American and Iberian countries (Latin America, Spain, and Portugal),
- apply normative and empirical tools to the study of Latin American and Iberian political, cultural, and governmental realities, both past and present,
- apply knowledge of Latin American and Iberian history to interpret current political, social, and cultural dynamics in Latin America and Iberia (Spain and Portugal) and in comparison to other world regions,
- acquire basic communication skills in Spanish, French, or Portuguese,
- attain advanced understanding of Latin America and Iberia, sufficient to enter graduate studies concerning the region, or a track therein expertise in Latin America, Spain and/or Portugal is necessary.

**Required Certificate Courses:**

**Language requirement:**

15 credits of instruction in the Spanish, Portuguese or French languages through the Modern Languages and Literatures language programs.

**Students must take all of the following 11 credits:**

- ANTH 357 Peoples of Latin America (5)
- HIST 365 Latin American History (5)
- HIST/GOVT/ANTH 493 Certificate Synthesis/Portfolio Assessment (1)

**Students select two courses (total min. 9 credits) from the following:**

**Anthropology:**

- ANTH 366 Revolution and Development in the 3rd World (5)
- ANTH 455 Archaeology of Meso-America (5)

**Chicano Studies:**

- CHST 218 Chicano History (5)
- CHST 300 Survey of Chicano Literature (5)
- CHST 310 Latinas and Latinos in the U.S. Media (5)
- CHST 330 Latino Immigration to the United States (5)
- CHST 340 Latina/o Communities in the U.S.: Field Research in Chicana/o Latino/o Studies (5)

**Geography:**

- GEOG 352 Geography of Latin America (4)

**Government:**

- GOVT 320 The International System (5)
- GOVT 322 International Political Economy (5)
- GOVT 327 Politics of the Developing Nations (5)
- GOVT 402 Topics in International Relations and Comparative Politics (5)

**History:**

- HIST 360 History of Spain (5)
- HIST 461 Colonial Latin America (5)
- HIST 463 Cultural History of Latin America (5)
- HIST 464 History of Mexico (5)

Students may incorporate the following courses into the program when certificate themed and with the approval of the certificate coordinator:

- ANTH 499 (5)
- CHST 499 (5)
- GOVT 499 (5)
- HIST 499 (5)

Other certificate-themed courses at the 300 or 400 level may exceptionally fulfill requirements with the approval of the certificate coordinator.

**Required language credits:**

15 credits

**Core requirements:**

11 credits

**Area requirements:**

9 credits

**Minimum number of credits for above certificate:**

35 credits

**Minors**

**History Minor (18 credits)**

**Required Courses**

Select history courses from two or more of the three above-listed areas (U.S. History, European History, Global/Comparative History). At least 10 credits of course work for the minor must be upper-division.

**Total credits for above minor**

18 credits
History/Secondary Minor (30 credits)

This minor satisfies the endorsement for grades 5–12.

Note: This minor endorsement requires a grade of 2.5 in all course work done in the minor at Eastern.

Required Courses

HIST 104 East Asia: Tradition and Transformation (5)
or HIST 365 Latin America History (5)
HIST 105 Western Heritage: Origins to the 18th Century (5)
HIST 106 Western Heritage: 18th Century to the Present (5)
or HIST 366 Modern Europe (5)
HIST 303 U.S. History, 1607–1877 (5)
HIST 304 U.S. History, 1877–Present (5)
HIST 483 History and Government of the Pacific Northwest (5)

Total credits for above minor 30 credits

Course Requirements for Teacher Certification/Add-on Endorsements

(For students who currently possess a Washington State Teaching Certificate)

History/Add-on Endorsement (49 credits)

This add-on satisfies the endorsement for grades 5–12.

Note: This add-on endorsement requires a grade of 2.5 in all course work done in the add-on at Eastern.

Required Courses

ECON 100 General Education Economics (5)
GOVT 100 Modern Government in American Context (5)
GEOG 101 Fundamentals of Human Geography (5)
HIST 104 East Asia: Tradition and Transformation (5)
or HIST 365 Latin America History (5)
HIST 105 Western Heritage: Origins to the 18th Century (5)
HIST 106 Western Heritage: 18th Century to the Present (5)
or HIST 366 Modern Europe (5)
HIST 303 U.S. History, 1607–1877 (5)
HIST 304 U.S. History, 1877–Present (5)
HIST 483 History and Government of the Pacific Northwest (5)
SOST 390 Social Studies in the Secondary School (4)

Total credits for above add-on endorsement 49 credits

GRADUATE PROGRAM

Master of Arts

Michael Conlin, Program Advisor
200E Patterson Hall
509.359.7851
Michael.Conlin@ewu.edu

The MA program in History is designed to prepare students for pursuits requiring a historical background. Students who are interested in teaching careers, in preparation for doctoral programs and in participation in professional internships such as library, museum, or archival work, can design a program to suit their needs.

Applicants for the MA program in History should submit:

1. An official transcript from an accredited college or university which has awarded the student a baccalaureate degree. At least a 3.0 (B) average is normally expected, although most applicants have a higher GPA. Applicants are expected to have a background in history.
2. A substantial writing sample reflecting serious academic effort.
3. A one-page personal statement on career plans and interest in pursuing graduate studies in history.
4. Letters of recommendation from two individuals familiar with the applicant’s academic work or other experience relevant to historical training.
5. Official scores for the Graduate Record Examination.

Deadlines for admission to the MA program in History:
Fall Quarter (May 15); Winter Quarter (November 15); Spring Quarter (February 15); and Summer Quarter (April 15).

After admission to the graduate program, candidates will complete at least sixty (60) credits of course work, five (5) to fifteen (15) credit hours may be History 501, Thesis or History 601, Research Report. No more than twenty (20) credits of course work 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. The student’s program and choice of courses must be approved by the department program advisor. All candidates must take the master’s oral examination. In addition, candidates will either complete a master’s thesis, a research report in lieu of thesis or take written examinations over their two fields, which are explained in the next paragraph. The oral examination and the thesis, research report or written examinations will be completed during the student’s final quarter of graduate study. All courses included in the student’s graduate program must be completed with a grade of 3.0 or higher.

Prior to selecting a thesis topic, research report topic or two fields of specialization, graduate students shall acquire appropriate historiographic background by completing History 501, Introduction to Historical Studies and four (4) readings courses. Note: History 501, History 550, History 590, History 598, History 599, History 600, History 601 and History 694 are not readings courses. Students are also required to complete History 550, Graduate Research Seminar and History 598, Graduate Writing Seminar. Note that History 550 is a prerequisite for History 598. History 550 and History 598 must be completed before a student can be advanced to candidacy. Only students who are passed to candidacy can take History 600 or History 601. Further specialization for the master’s degree includes the preparation of one of the following: 1) two fields (normally selected from two of the readings courses) plus an additional ten credits of History 599 Independent Study/Reading or other approved course work, or 2) a Thesis, or Research Report. Special professional internships in library, museum and archival work are available. These must be arranged with the department and have graduate committee approval. Public history students are required to fulfill all of the requirements of the MA described above.

A research report may be substituted for the thesis requirement. Students interested in the public history field should contact the graduate program advisor as early as possible. Finally, students who receive a grade below 3.0 more than once will be dropped from the History MA program.

Student Learning Outcomes

Students will:

• understand historical studies, including historical methodology and selected aspects of modern historiography,
• demonstrate factual and bibliographic mastery and the ability to interpret institutional and cultural change in two historical fields,
• conduct effective library research and write a major graduate research paper,
• think critically about historical information and historical problems.

Degree Requirements

Common Requirements and Credit Hours

Required Core

HIST 501 Introduction to Historical Studies (5)
HIST 550 Graduate Research Seminar (5)
HIST 598 Graduate Writing Seminar (5)
Four (4) Graduate Readings Courses (20)
Further Specialization
Preparation of two fields or HIST 600 Thesis or 601 HIST Research Project
Electives

Required core credits 35 credits
Required further specialization credits 5–15 credits
Elective credits 10–20 credits
Total credits for above master’s degree 60 credits
History Courses

HIST 104
East Asia: Tradition and Transformation (5)
FALL/WINTER/SPRING/SUMMER
(satisfies international studies university graduation requirement.)
The political, social, cultural and other aspects of the Chinese, Japanese and Korean heritage from antiquity to the present. The course deals with forces which shaped these Asian nations.

HIST 105
Western Heritage: Origins to the 18th Century (5)
FALL/WINTER/SUMMER
(satisfies the GECR for social sciences, list 3, history.)
The origins and early development of the political, social, cultural and other aspects of our Western heritage.

HIST 106
Western Heritage: 18th Century to the Present (5)
FALL/WINTER/SUMMER
(satisfies the GECR for social sciences, list 3, history.)
The political, social, cultural and other aspects of the western heritage from the 18th century. The course deals with the forces which shape the modern world.

HIST 110
The American Experience: A Survey (5)
FALL/WINTER/SUMMER
(satisfies the GECR for social sciences, list 3, history.)
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 215
Early African American History (5)
FALL
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: ENGL 100.
Examines the African American experience from African civilizations in the fourth century AD through slavery to the end of the Reconstruction Era in the United States. (Cross-listed AAST 215)

HIST 216
20th Century African American History (5)
WINTER/SUMMER
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: ENGL 100.
The study of the history of African Americans from the end of the Reconstruction period to the present. (Cross-listed AAST 216)

HIST 218
Chicano History (5)
FALL/WINTER/SUMMER
(satisfies cultural and gender diversity university graduation requirement.)
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. (Cross-listed GHST 218)

HIST 290
History Today: Issues and Practices (5)
FALL/SUMMER
An introduction to history as a discipline, the theoretical issues relevant to the discipline today and the organization of the history profession in the United States. Topics to be covered include: an overview of modern historiography, why historians interpret the past in different and often contested ways; problems of historical method, objectivity, causation, periodization and categories of historical analysis (such as nation-state, gender, race and class); and publications, professional organizations and careers in history.

HIST 299
Special Studies (1–5)
FALL/WINTER/SUMMER/SUMMER
Prerequisite: Permission of the instructor.
Subjects studied vary according to faculty and student interest.

HIST 300
Special Topics in History (1–5)
FALL/WINTER/SUMMER/SUMMER
A series of specialized studies of different areas of history, such as conservation, urban history, science and technology. The topics are announced each quarter and may or may not be offered each year.

HIST 301
History of the Present (5)
FALL/SUMMER
(satisfies international studies university graduation requirement.)
The historical background of contemporary problems and events, such as the Arab-Israeli conflict. Topics vary with changes in the world situation.

HIST 303
U.S. History, 1607–1877 (5)
FALL/WINTER/SUMMER
This course is designed primarily, but not exclusively, for history majors and minors and is required as part of the social studies major core. It examines aspects of this nation’s political, economic, cultural and social development from its time of English settlement to the end of Reconstruction.

HIST 304
U.S. History, 1877–Present (5)
FALL/WINTER/SUMMER
This course is designed primarily, but not exclusively, for history majors and minors and is required as part of the social studies major core. It emphasizes American’s unfinished journey from the end of Reconstruction to the present. Emphasis is also given to the vast changes in American culture and society since the Civil War.

HIST 305
Paths to the American Present (5)
SUMMER
Prerequisite: 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)
SPRING/SUMMER
A study of political, social, cultural, diplomatic, economic and other issues in Europe of the 19th and 20th centuries.

HIST 310
Imperial China (5)
WINTER-ALTERNATE YEARS
(satisfies international studies university graduation requirement.)
This class surveys the imperial era of Chinese history from the Qin dynasty to the mid-Qing (221 BC–1800 AD).

HIST 313
Asian American History (5)
SPRING
(satisfies cultural and gender diversity university graduation requirement.)
American history often focuses on the Atlantic migration and its consequences. Not all Americans have European origins. Many immigrants came from Asia. This course with an emphasis on the Pacific migration examines the experience of these Asian immigrants and their descendants in the United States from the 1840s to the present. The discussions give preference to six major ethnic groups: Chinese, Japanese, Filipinos, Koreans, Vietnamese and Asian Indian. Their collective history will be studied within the broad context of American history, involving various historical themes such as westward expansion, modern industrialization, urban development, international conflict, immigration policy, labor unrest, reform movement and cultural exchanges. The purpose of this course is to deepen our understanding of American history as well as our multicultural society.

HIST 315
African History (5)
SPRING
(satisfies international studies university graduation requirement.)
A survey of African history from prehistory to the present. Emphasizes earlier African civilizations, extensive contact with the outside world and the formation of African nations. (Cross-listed AAST 315)

HIST 334
The Historical Geography of Canada (4)
SPRING
Canada occupies a strategic place in world geography owing to its central location with regard to Europe, Asia and the United States, its resource base, its role in regional and world organizations and the distinctive national characteristics and traditions that its peoples have developed. This course provides an overview of the major geographic regions of Canada based on physical environments, history, settlement patterns, natural resources, transportation and industry, urbanization and cultural and ethnic diversity. (Cross-listed GEOG 334)

HIST 338
Discovering Women in Science (1)
SPRING
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOL 338, CHEM 338, GEOG 338, PHYS 338, PSYC 338, WMST 338)

HIST 340
The Middle Ages (5)
WINTER-ALTERNATE YEARS
The social, political, religious and cultural development of Europe from the decline of the Roman Empire in the West to the year 1500.

HIST 341
The Renaissance and the Reformation (5)
FALL-ALTERNATE YEARS
Prerequisite: HIST 105 or permission of the instructor.
History of Europe from the 14th through the 16th Centuries. This course examines the religious, artistic and intellectual developments of the period in their social and political context.

HIST 343
Early Modern Europe (5)
WINTER-ALTERNATE YEARS
Political, economic, social and intellectual forces in European history from 1500 to 1815.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 350</td>
<td>War and Society</td>
<td>5</td>
<td>WINTER</td>
<td>A survey of military technology, strategy and tactics and their relationship to non-military aspects of society from the Middle Ages to the present. Emphasis is on European land warfare, but aerial, naval and non-European aspects are not excluded.</td>
</tr>
<tr>
<td>HIST 360</td>
<td>History of Spain</td>
<td>5</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>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.</td>
</tr>
<tr>
<td>HIST 365</td>
<td>Latin American History</td>
<td>5</td>
<td>FALL/SUMMER</td>
<td>Covers Spanish and Portuguese conquests in the Western hemisphere and the formation of a new civilization. The Hispanic colonial centuries, the revolutions for independence and subsequent experiences with dictatorships and democracy punctuate dramatic and distinct histories.</td>
</tr>
<tr>
<td>HIST 373</td>
<td>History of the American Wilderness</td>
<td>5</td>
<td>SPRING</td>
<td>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.</td>
</tr>
<tr>
<td>HIST 382</td>
<td>20th-Century Germany, From World Wars to Cold War: Culture, Political Conflict and National Identity</td>
<td>5</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>Prerequisite: ENGL 201 or permission of the instructor. This interdisciplinary course introduces students to central problems in German history and culture, from the end of World War I to the end of the Cold War. Topics addressed include: the impact of World War I on German national identity; avant-garde culture in the Weimar Republic; the rise of fascism and daily life in Nazi Germany; the Holocaust; cultural and political divides between East and West Germany. (Cross-listed GERM 382)</td>
</tr>
<tr>
<td>HIST 395</td>
<td>History Internship</td>
<td>1–5</td>
<td>FALL/WINTER/SUMMER</td>
<td>Prerequisites: Permission of the instructor and the department chair. An opportunity for history students to work with historical agencies. Individual learning and career development contact is coordinated through Internship Programs.</td>
</tr>
<tr>
<td>HIST 405</td>
<td>Women and Men in History</td>
<td>1</td>
<td>SUMMER</td>
<td>This course will deal with the placing of women and men within history. A comparative analysis will be made of the historical treatment given to both women and men. Using American history as an example, the workshop will set forth principles that will effectively help the classroom teacher create a gender balanced course and the student to recognize gender balance in history education. Attention will be given to non sexist textbooks, audiovisual materials and testing. (Cross-listed WMST 405)</td>
</tr>
<tr>
<td>HIST 410</td>
<td>China in the 19th and 20th Centuries</td>
<td>5</td>
<td>FALL-ALTERNATE YEARS</td>
<td>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.</td>
</tr>
<tr>
<td>HIST 416</td>
<td>Modern Japan</td>
<td>5</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>History of Japan as traditionalism is modified and the modern nation emerges, from the 17th century to the present.</td>
</tr>
<tr>
<td>HIST 425</td>
<td>Greek History to 400 BC</td>
<td>5</td>
<td>FALL-ALTERNATE YEARS</td>
<td>Ancient Greece from earliest times to 400 BC. The art, archaeology and history of the Golden Age of Athens.</td>
</tr>
<tr>
<td>HIST 426</td>
<td>Hellenistic Greece</td>
<td>5</td>
<td>WINTER-ALTERNATE YEARS</td>
<td>The history of ancient Greece from 400 BC to 30 BC. This course will focus on Alexander the Great and the results of his conquests. The course covers the period from the end of the Peloponnesian War to the conquest of the East by Rome.</td>
</tr>
<tr>
<td>HIST 427</td>
<td>Roman Republic</td>
<td>5</td>
<td>WINTER-ALTERNATE YEARS</td>
<td>The course begins with the earliest settlements in Italy and follows the Western Greeks, Etruscans, Carthage and the foundations of Rome to 30 BC, the beginning of the reign of Augustus.</td>
</tr>
<tr>
<td>HIST 428</td>
<td>Roman Empire</td>
<td>5</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>The history of Rome from Augustus to Constantine the Great (30 BC—337 AD). The course includes cultural as well as political developments.</td>
</tr>
<tr>
<td>HIST 429</td>
<td>Ancient Near East</td>
<td>5</td>
<td>SPRING-ALTERNATE YEARS</td>
<td>An intensive study of the ancient Near East including Mesopotamia, Egypt, the Indus Valley and Assyria.</td>
</tr>
<tr>
<td>HIST 430</td>
<td>History of England 1603 to 1693</td>
<td>5</td>
<td>WINTER-ALTERNATE YEARS</td>
<td>Various aspects of English history from the Roman conquest to 1693. Attention is given to social, cultural, economic and constitutional developments.</td>
</tr>
</tbody>
</table>

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HISt 455
Medieval Russia (5)
ALTERNATE YEARS
Prerequisite: Junior standing or permission of the instructor.
The history of Russia from 1700. Major topics include the
foundation of the Russian state and state expansion,
Christianization, the Mongol conquest, the reign of
Ivan the Terrible and Muscovite society and politics.

HISt 456
Imperial Russia (5)
ALTERNATE YEARS
Russian history from 1700 to 1905. Major themes include:
efforts at reform by Russian tsars, intellectuals and peasants;
development of the revolutionary movement; and the social and
devolutionary life of the Russian people.

HISt 457
20th Century Russia (5)
ALTERNATE YEARS
Russia in a century of unrest. The course will explore the
intent and results of revolution, including the
Marxist "victory" in 1917, Joseph Stalin's "revolution from above"
and the Gorbachev "revolution" in the 1980s.

HISt 461
Colonial Latin America (5)
WINTER-ALTERNATE YEARS
An outline of the Spanish and Portuguese conquests in
the Western hemisphere and the two countries' political,
economic and social development. An emphasis upon the process by which they attained
independence.

HISt 463
Cultural History of Latin America (5)
WINTER/SPRING/ALTERNATE YEARS
Focuses on the evolution of institutions in Hispanic America related to the thought of their day.

HISt 464
History of Mexico (5)
SPRING-ALTERNATE YEARS
A study of Mexico from pre-conquest times to the present. Attention is given to social, cultural and
political developments with special emphasis on the National Period.

HISt 468
History of Modern American Women (4)
ALTERNATE YEARS
This course explores the history of women in America from the 1900s to the present through the use of a
wide range of contemporary documents that allow a variety of women of the immediate past to speak for
themselves. (Cross-listed WMST 468)

HISt 469
Built Environments of North America: Symbol and Structure (3)
ALTERNATE YEARS
This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine
such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology
and climate to the availability of building materials and technology and the effect of these on the human built environment, especially in the Pacific
Northwest. Special emphasis will be placed on the visual differentiation of building styles and the
symbolic, political and philosophical foundations of architectural form and decoration.
(Cross-listed GEOG 469, PLAN 469)

HISt 470
The First American Frontier, 1607–1763 (4)
WINTER-ALTERNATE YEARS
The development of American life, thought and institutions in the earliest settlements to the end of the French and Indian War. Topics include Puritanism, colonial wars, Native Americans and the family.

HISt 471
The Era of the American Revolution, 1763–1789 (4)
FALL-ALTERNATE YEARS
Surveys the courses and consequences of the American Revolution. Course begins with the colonies in
the British imperial system, explores the reasons for revolt and covers the military, political and social history of the Revolution. The class investigates the
need for and the nature of the new constitution.

HISt 472
The Young Republic, The U.S. from 1783–1824 (5)
SPRING-ALTERNATE YEARS
Federalists, Jeffersonians and the Era of Good Feelings. United States history from 1783 to 1824, emphasizing the conflict between nationalism and sectional interests.

HISt 473
The Age of Jackson (5)
SPRING-ALTERNATE YEARS
The causes, course and effects of the Jacksonian Revolution, especially in their effect upon the development of the course of American nationality.

HISt 475
Civil War and Reconstruction (5)
FALL
The struggle over slavery and attendant problems. Particular emphasis is given to the philosophy and
statesmanship of Abraham Lincoln.

HISt 478
Contemporary America (5)
WINTER-ALTERNATE YEARS
A consideration of United States history in recent decades. Attention is given to the United State's
position as a world leader, the interplay of foreign and
domestic affairs and the oscillations of U.S. policy in
recent times.

HISt 481
History of American Foreign Relations from 1898 (5)
FALL
A topical approach to the expansion of America's open-door empire from 1898 to the present, with
emphasis on the patterns of U.S. intervention around the globe, the impact of World Wars and the history of the Cold War.

HISt 482
History of the American Frontier (5)
SPRING-ALTERNATE YEARS
The development of the United States as seen in its advancing frontiers. The impact upon the political, societal and cultural development of the nation is
emphasized.

HISt 483
History and Government of the Pacific Northwest (5)
WINTER/SUMMER
An intensive study of the principal events and institutions of the four states comprising the Pacific Northwest and especially of their relations to the
Federal Union. A comparative analysis of British Columbia is also included.

HISt 487
Labor History (5)
FALL-ALTERNATE YEARS
A chronological examination of labor movements in the United States. Focuses on trade-union activity and the
impact unions have had on their members and society. Draws occasional examples from European and Latin American labor history for purposes of comparison and examines various labor history
theories. (Cross-listed ECON 420)

HISt 490
Certificate Synthesis and Assessment (1)
Prerequisite: 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)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the instructor and the
department chair.
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.

HISt 497
History Workshop (1–5)
FALL/WINTER/SPRING/SUMMER

HISt 499
Directed Study (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor.
Directed study and research projects in various fields of
history. Limited to senior and graduate students.

HISt 501
Introduction to Historical Studies (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor.
A seminar on the nature and problems of historical study with an emphasis on recent historiographical trends and research methods.

HISt 512
Modern European History (5)
Prerequisite: Permission of the instructor.
Readings on problems in European history since
HIST 527
Comparative Social History (5)
Prerequisite: 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)
Prerequisite: 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)
Prerequisite: Permission of the instructor.
A survey of problems of research and interpretation in American History to 1783.

HIST 534
19th Century U.S. America (5)
Prerequisite: 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)
Prerequisite: Permission of the instructor.
Readings in selected topics relating to contemporary America.

HIST 538
History of the American West (5)
Prerequisite: 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)
Prerequisite: 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)
Prerequisite: 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 550
Graduate Research Seminar (5)
Prerequisites: 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)
Prerequisite: Permission of department.
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 597
Experimental Course (1–5)
Prerequisite: Permission of the department.
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.

HIST 598
Graduate Writing Seminar (5)
Prerequisites: HIST 590 and permission of the instructor.
Writing seminar involving presentation and critique of research papers.

HIST 599
Independent Study/Reading (1–5)
Prerequisites: Permission of the instructor and the department chair.

HIST 600
Thesis (1–15)
Prerequisites: MA candidacy and permission of the department chair and the graduate research chair. 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)
Prerequisites: MA candidacy and permission of the department chair and the graduate research chair. 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 694
History Internship (2–5)
Graded Pass/No Credit.
Prerequisite: Permission of the department.
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.

HIST 696
College Teaching Internship (2–5)
Prerequisite: Permission of the department.
Learn teaching techniques appropriate for university teachers. Includes course planning, arranging bibliographical and instructional aids, experience in classroom instruction and student course evaluation.

HONORS

Undergraduate and Graduate Studies
Dana C. Elder, PhD, Director
202 Cheney Hall (Returning to Hargreaves Hall spring 2009)
509.359.2822

Mary Benham, Coordinator and Advisor
Honors@ewu.edu
www.ewu.edu/honors

Faculty: C. Cutler, P. Higman, J. Johnson, T. MacMullan
Rotating Faculty: D. Elder, L. Greene, J. Hanegan, G. Kenney, W. Kraft, A. LeBar, I. Preisig, A. Sen, G. Smith, H-Y. Steiner

UNDERGRADUATE PROGRAM

The Honors Program cultivates excellence in undergraduate education by providing enhanced educational opportunities to superior students, as well as special teaching opportunities to outstanding faculty. Honors courses and Honors activities seek to develop thorough knowledge and appreciation of the liberal arts and sciences; cultivate excellent writing, calculation and critical thinking skills; and inspire an attitude of self-responsibility, lifelong intellectual development and engagement with the world. Admission to Honors at Eastern is based entirely on demonstrated and potential qualifications.

Recognition as an Honors scholar is beneficial to students who apply for admission to graduate or professional schools; it also strengthens applications for employment. Participation in University Honors gives gifted and academically accomplished students the opportunity to develop and apply their talents by providing closer interaction between faculty and peers. Honors students delve more deeply into their major disciplines and gain a broader perspective of their personal roles in society. Participation in the program shows that students are serious about learning; therefore, they receive special attention. Faculty members honor this commitment by providing special courses, individualized instruction and special advisors.

University Honors has both general and departmental honors components:
• General Honors emphasizes academic excellence in liberal arts curriculum areas. These Honors Sequence courses (101, 102, 103 and 104) are interdisciplinary in nature and designed primarily for freshmen, satisfy 6 of the General Education Core Requirements.
• University Honors 398 courses are interdisciplinary in nature and intended to encourage Honors students to consider their own fields of study from the perspective of a broader cultural framework. These courses are offered for transfer students, sophomores, juniors and seniors.
• Departmental Honors emphasizes academic excellence in one of the academic disciplines.

Financial Assistance: Incoming freshmen and transfer students have an excellent chance to receive one of several scholarships: the Killin, Academic Honors, Scholastic Honors, Honors Assistantship or the Transfer Honors Award. These awards are specifically for the academically gifted and accomplished. Contact University Honors for additional information.

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Procedural Information for Honors: Incoming freshmen and transfer students who have exhibited outstanding scholastic ability and intellectual promise are invited to apply to University Honors. Invited students generally have GPAs of 3.6+ and superior SAT or ACT scores.

Other criteria include the Washington Pre-College Test, class rank, the Scholastic Aptitude Test, Letters of recommendation from teachers or counselors and personal interviews. Special consideration is shown to students who have participated in honors programs while in high school or community college. National Merit Semifinalists or Finalists, National Achievement Semifinalists or Finalists and National Achievement Commended students are automatically eligible. Students not admitted to University Honors upon initial enrollment may be accepted into the program no later than the middle of their junior year. Such students must have at least a 3.3 college GPA and be recommended by a department, faculty member or by the Director of University Honors, based on a personal interview.

Along with the college Admission Application, freshmen as well as transfers should complete the EWU General Scholarship Application to apply to the Honors Program. The Scholarship Application requires a current transcript, a letter of recommendation from an instructor or counselor and a brief letter indicating academic interest areas.

Degree Requirements for Honors:

<table>
<thead>
<tr>
<th>Honors Designations</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen honors sequence courses</td>
<td>16 credits</td>
</tr>
<tr>
<td>Total credits for Honors ad valorem</td>
<td>16 credits</td>
</tr>
</tbody>
</table>

1. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Honors ad valorem:

   - Required freshman honors sequence courses: 16 credits
   - Required honors 398 courses: 8 credits
   - Required senior capstone credits: 4 credits
   - Total credits for Honors ad majorem: 28 credits

2. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Transfer Honors ad valorem:

   - Required departmental honors credits: 12 credits
   - Required honors 398 courses: 8 credits
   - Required senior capstone credits: 4 credits
   - Total credits for Transfer Honors ad majorem: 24 credits

3. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Honors ad majorem:

   - Required freshman honors sequence courses: 16 credits
   - Required honors 398 courses: 12 credits
   - Required senior capstone credits: 4 credits
   - Total credits for Honors ad maxima valorem: 44 credits

   See course descriptions under participating programs and departments.

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

**HONS 101**

**The Intellectual Tradition: The Ancient World (8)**

**FALL**

Introduces major ideas of Western and Eastern thought—ideas that find expression in great works of ancient literature, philosophy, history, drama, art and science. Readings, class discussions and written assignments help provide understanding of these ideas through close, detailed study of important primary texts and through reading of secondary works that establish historical and cultural background for the primary texts.

**HONS 102**

**The Intellectual Tradition: Middle Ages Through the Reformation (8)**

**WINTER**

Introduces major ideas of Western thought during the late Middle Ages through the Renaissance and Reformation—ideas that find expression in great works of literature, philosophy, history, drama, art, music and science. Readings, class discussions and written assignments help provide understanding of these ideas through close, detailed study of important primary texts and through reading of secondary works that establish historical and cultural background for the primary texts.

**HONS 103**

**Modern Science and Society (8)**

**SPRING**

Introduces major ideas of natural and social scientists of the 19th and 20th centuries. Readings, class discussions and written assignments help provide understanding of these ideas through close, detailed study of important primary texts and through reading of secondary works that establish historical and cultural background of the primary texts.

**HONS 104**

**Honors Natural Science Lab (1)**

**SPRING**

The completed sequence of HONS 103 and 104 satisfies the GECR as one natural sciences course and HONS 103 alone satisfies one social sciences course.

Prerequisite: Must be taken concurrently with HONS 103.

The Honors Lab employs the scientific method to investigate and process physical, statistical and aesthetic data. Experiments are generally student designed.

**HONS 298**

**Honors Courses (3–5)**

Subject matter varies according to faculty and student interest. Designed for sophomores, juniors and seniors.

**HONS 398**

**Honors Courses (3–5)**

Subject matter varies according to faculty and student interest. Designed for sophomores, juniors and seniors.

**HONS 495**

**Honors Internship (1–5)**

**HONS 499**

**Independent Study (1–5)**

**HUMAN RESOURCE MANAGEMENT**

See BUSINESS ADMINISTRATION.
HUMANITIES

College of Arts and Letters
Grant Smith, Coordinator
100C Patterson Hall
509.359.6023

BA Minor
Faculty: Varies

UNDERGRADUATE PROGRAMS

Study of the humanities is distinguished by an interest in the human aspect of all knowledge. The humanities are therefore broad in nature and a variety of individual programs can be designed for students who want a non-vocational, liberal arts background.

Each student majoring in humanities is expected to give careful attention to the relationships among the courses chosen for major and supporting purposes and he or she should consult with the program coordinator frequently regarding the most effective means for achieving a synthesis.

The following distribution requirements are expected to meet the needs of most students; other patterns may be developed with approval of the program coordinator. In addition to the courses listed below, individual study of the classical languages, Greek and Latin, may be arranged.

The Humanities program offers two minors—a twenty credit minor in Humanities proper and 21–25 credit minor in Religious Studies (see description page 301).

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

Bachelor of Arts (BA)

Humanities Major (64 credits minimum)

64 credits must be earned in courses not used for GECRs

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

Student Learning Outcomes

Students will:
- learn to distinguish basic forms and strategies of philosophy, literature and at least one of the arts and of the social sciences,
- recognize significant steps in the development of Western Civilization, not only how values have developed internally, but also the ways in which new values have entered the culture from other civilizations,
- write clear and effective English in a variety of rhetorical contexts,
- use the different areas and functions of a library and demonstrate practical use of information resources in simple but independent research,
- learn how useful interpretations arise from differing experiences and information, especially from those who are different in age, abilities, ethnicity, gender or sexual orientation,
- learn the values of intellectual honesty, personal responsibility and the habits of active rather than passive learning.

Required Courses

Fine Arts

Select 2 or 3 courses from the following:
- Art Department and/or
- Music Department and/or
- Theatre Department

Literature

Select 2 or 3 courses from the following:
- English Department and/or
- Modern Languages and Literatures Department and/or
- Humanities

Philosophy

Select at least 2 courses from the following:
- Department of Philosophy and/or
- Humanities

Social Sciences

Select 2 or 3 courses from the following:
- Geography/Anthropology Department (courses in anthropology) and/or
- Economics Department and/or Government Department and/or
- History Department and/or Psychology Department and/or Sociology Department

Electives required in the major

Select any humanities courses not used for General Education Core Requirements. These courses may be taken from the participating departments' offerings or from the Humanities program itself. Consult with the program coordinator.

HUMN 491 Senior Thesis (4)
or ITGS 400 Interdisciplinary Senior Capstone (4)

Required fine arts credits 10 credits
Required literature credits 10 credits
Required philosophy credits 10 credits
Required social science credits 10 credits
Elective credits 20 credits
Senior thesis/capstone 4 credits
Total credits for above major 64 credits

Note: Because the above is an interdisciplinary major, all students are required to consult with the program coordinator when selecting courses for the above major. Humanities courses emphasize analysis, history and theory of a subject. Practicums, workshops, internships, studio and applied courses are usually not applicable.

Minor

Humanities Minor (20 credits)

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.

Required Courses

20 credits in addition to courses used for GECRs

Select 15 credits in at least two of the following three areas:

Fine Arts

Literature

Philosophy

Select 5 elective credits 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.
Students should seek prior approval of the Program Coordinator for course selections.

Humanities courses emphasize analysis, history and theory of a subject. Practicums, workshops, internships, studio and applied courses are usually not applicable.

Total credits for above minor 20 credits
Humanities Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

HUMN 101
Introduction to Women's Studies (5)
(satisfies cultural and gender diversity university graduation requirement.)
Explores the struggle for equality, the message and impact of the media, power of language, influence of religion and the effects of socialization, education, race, class, roles, stereotypes and romantic love on the experience of women. (Cross-listed WMST 101)

HUMN 201
Dance in the Humanities (4)
Studies the dance heritage of Western civilization through an examination of the development of dance forms from their primitive beginnings to the present. The dance forms are viewed as a reflection of the interrelationship of humans and their culture.

HUMN 202
Theatre in the Humanities (5)
(satisfies the GECR for humanities and fine arts, list 2, fine arts.)
Elements of theatre, dramatic structure, types and styles of tradition, values and ideas of the theatre and humanity's relationship to it. (Cross-listed THTR 202)

HUMN 210
Classics in Literature (5)
(satisfies the GECR for humanities and fine arts, list 1, literature.)
Studies works generally considered among the best and most typical of the early (e.g., Hebrew and Greco-Roman) expressions of Western culture and traditions. Discusses the development of specific themes and ideas (e.g., humanism) as they are found in several different works.

HUMN 211
Masterpieces of the Western World (5)
(satisfies the GECR for humanities and fine arts, list 1, literature.)
Literary works selected from the Early Middle Ages through the Renaissance which illustrate themes and ideas central to Western culture, especially the interaction of faith and individualism.

HUMN 212
Music in the Humanities (5)
(satisfies the GECR for humanities and fine arts, list 2, fine 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. (Cross-listed MUSC 212)

HUMN 213
Art in the Humanities (5)
(satisfies the GECR for humanities and fine arts, list 2, fine arts.)
A survey of cultural interrelationships of the arts, emphasizing the visual arts of painting, sculpture and architecture. (Cross-listed ART 213)

HUMN 214
Introduction to African American Culture (5)
(satisfies cultural and gender diversity university graduation requirement.)
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. (Cross-listed AAST 214)

HUMN 215
Introduction to Religion (5)
FALL/WINTER/SPRING/SUMMER
(satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.)
An introduction to the range of basic conceptual, historical, comparative, cultural and methodological issues in religion.

HUMN 270
Great World Views (5)
(satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.)
An analyses of selected writings from the viewpoint of what is said about human nature, the scheme of things and man's place in that scheme. Emphasis on rational reflection and the relation of various philosophies to the life and conduct of the student.

HUMN 290
Arts and Ideas (5)
This course may be used to satisfy any one of the three Humanities and Fine Arts areas in the General Education Core Requirements (List 1, 2, or 3) but it is normally offered in summers only.
This course traces the development of basic ideas and values in Western culture during the Renaissance—e.g., individualism and technical innovation. Special focus is placed on similar ideas and techniques found in the art, music, theater, literature and philosophy of the period, with frequent guest presenters from different fields of study.

HUMN 298
Seminar (1–5)

HUMN 299
Individual Study (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the instructor and the program coordinator.
Special humanities studies vary according to faculty and student interests.

HUMN 300
Humanities in the United States (3)
Examines the artistic, philosophic and literary trends in the United States since Colonial times.

HUMN 303
Survey of Theatre History (5)
Prerequisite: THTR 202 or upper class standing.
Surveys the major periods of Western theatre from Greek to modern trends. (Cross-listed THTR 303)

HUMN 310
Issues in Women's Studies (4)
(satisfies cultural and gender diversity university graduation requirement.)
Analyzes causes and effects of sexual stereotypes and surveys new scholarship through women's studies in psychology, economics, female biology, history, literature and others. (Cross-listed WMST 310)

HUMN 311
African American and African Art History (5)
(satisfies cultural and gender diversity university graduation requirement.)
Prerequisite: ENGL 100.
Surveys visual arts from prehistoric Africa to the modern African American artist. (Cross-listed ART 311, AAST 311)

HUMN 315
East-West Philosophies and Religions (5)
(satisfies international studies university graduation requirement.)
Comparative study of the world's theological systems in their philosophical, historical and ethical contexts.

HUMN 316
Human Values in the Modern World (5)
Prerequisite: Junior standing or permission of the instructor.
Confronts the question of values inherent in such timely and relevant issues as the worth of higher education; the new morality and its approach to such topics as abortion, euthanasia and homosexuality; technological and medical values; racism; and religion.

HUMN 317
Frontiers of Human Knowledge (5)
Prerequisite: Junior standing or permission of the instructor.
A survey (with regular guest presentations) of recent creative achievements in a variety of academic and artistic areas. Focus of the survey is on the roles of models and paradigms in science.

HUMN 319
Women Artists and Society (2)
Prerequisite: English clearance.
Survey of women artists from antiquity to the modern period. The work of painters and sculptors will be discussed in terms of the social context and artistic style of their times. (Cross-listed BIOL 320)

HUMN 325
Women in the Judeo-Christian Tradition (3)
Explores ancient and Christian attitudes toward women.

HUMN 339
Human Values and Societal Expressions in Dress (4)
A survey of cultural and societal attitudes and their interrelationships with dress, manners, customs, morals, religion, sex, ego and position.

HUMN 379
American Literature of Ethnic Minorities (5)
(satisfies cultural and gender diversity university graduation requirement.)
Course may be taken more than once with different subject matter.
Any one of several major areas of ethnicity may be focused on: Native American, Asian American, Latin American/Chicano and Black American. Specialized sub-topics within these general areas may also be the subjects of this course in different offerings. Different subject matter will be indicated by words added to the title in the quarterly Course Announcement. (Cross-listed AAST 379, ENGL 379)

HUMN 381
Nationalism and Racism in Central European Film (4)
(satisfies international studies university graduation requirement.)
Prerequisite: ENGL 201.
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. (Cross-listed GERM 381)

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### HUMN 410
**Feminist Theory (4)**
Prerequisite: WMST 101 or HUMN/WMST 310.
Feminist theories developed to explain women's subordinate position in society and current trends in feminist thought. Includes psychoanalytic feminism, feminist literary criticism and cross-cultural views of feminism. (Cross-listed WMST 410)

### HUMN 415
**Gay, Lesbian, Bisexual and Transgender Studies (5)**
Prerequisite: One course in or cross-listed with Women's Studies.
This course consists of a theoretical examination of gay, lesbian, bisexual and transgender identities. The course material will include texts from queer theory and a wide variety of academic disciplines. (Cross-listed WMST 415)

### HUMN 440
**Perspectives on Death (5)**
Prerequisite: Junior standing or permission of the instructor.
Human awareness of death is unique, but the philosophical, religious and cultural response to it has been one of great variety. All human beings have dealt with the reality of death and the course will consider the most prevalent and meaningful perspectives.

### HUMN 451
**Comparative Drama: Tragedy (4)**
Prerequisite: Junior standing or permission of the instructor.
Various tragedies based on a Greek myth, as presented by the Greek tragedians and adapted by dramatists such as Seneca, Racine, Jeffers, O'Neill, Gide.

### HUMN 452
**Comparative Drama: Comedy (4)**
Prerequisite: Junior standing or permission of the instructor.
English translation of the comedies of dramatists such as Aristophanes, Menander, Plautus, Terence, Moliere and Giraudoux.

### HUMN 454
**Comparative Satire (4)**
Prerequisite: Junior standing or permission of the instructor.
Satire from classical times to the present.

### HUMN 460
**Mass Media and American Society (5)**
Prerequisite: Junior standing or permission of the instructor.
The impact contemporary mass media have on all facets of American society. Audiovisual materials and guest speakers are an important element of this discussion-oriented course.

### HUMN 491
**Senior Thesis (4)**
Prerequisite: Senior standing.
The Interdisciplinary Senior Capstone carries students from the academic community into civic life. The course assembles students into teams for studying problems which graduates 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. The University offers this course as an option for completing the senior capstone graduation requirement, depending on the student’s major. (Major advisors can inform students about their major senior capstone requirements.)
INTERDISCIPLINARY GRADUATE PROGRAMS

Vice Provost for Graduate Education, Research and Evaluation
Ron Dalla
206 Showalter Hall
509.359.4675

Interdisciplinary programs using existing offerings from qualified departments may be arranged with the approval of the vice provost for Graduate Education and Research and a committee representing the fields of study involved. This committee, under the vice provost, provides the student with program advice and supervision.

Admission

Students applying for admission to a Master of Arts or Master of Science interdisciplinary degree program must follow the procedures for general admission to Graduate Studies as set forth previously in this catalog. In addition, admission to an interdisciplinary degree program requires:

1. A GPA of at least 3.0 for the last 90 graded quarter credits
2. An approved program proposal that has signatures of the faculty who have agreed to serve as advisors. The proposal form can be found at the Graduate Studies website, www.ewu.edu/grad.

Program Requirements

1. Minimum of 50 quarter credits
2. No more than 12 credits at the 400 level
3. No more than 12 credits of independent study (499 or 599)
4. 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

Note: The major field must be selected from one of the master’s degree programs listed in this catalog. The minor field may be from either another master’s degree program or from another academic department.

5. 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)
6. 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
7. Inclusion within the program of a project (variable credit) that integrates the various disciplines represented
8. 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 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 student’s faculty committee will consist of two or three members representing the disciplines with at least 15 credits in the program and will be chaired by the faculty member representing the major field. An oral comprehensive examination is required to complete an interdisciplinary graduate degree program.
INTERDISCIPLINARY STUDIES

John L. Neace, Director
300 Senior Hall
509.359.2402 (Cheney)
509.359.6368 (Spokane)

BA
Faculty: Varies according to degree program option.

UNDERGRADUATE PROGRAMS

The Interdisciplinary Studies Program offers alternatives for students seeking degree programs which provide a broad background applicable to a variety of careers. The program has three options: liberal arts, prior learning and interdisciplinary studies.

This program and its options are intended to serve:
• Students who prefer a broad liberal arts concentration (Liberal Arts).
• Students who have acquired substantial specialized training and experience outside the academic classroom (Prior Learning).
• Students who wish to complete an interdisciplinary option using two or three academic disciplines (Interdisciplinary).

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

Bachelor of Arts (BA)

Student Learning Outcomes

Students will:
• possess the essential verbal and written communications skill to write and speak effectively in varied career environments,
• exercise critical thinking in order to adequately problem solve in any venue,
• be technologically literate to adapt to ever changing software programs,
• acquire research skills necessary for post baccalaureate educational endeavors,
• be informed on contemporary global issues and how they affect their lives,
• be prepared for career success, mobility and adaptability.

Interdisciplinary Studies: Liberal Arts Option

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

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 three breadth areas. These categories parallel the GECRs but are broader categories and are not restricted to those particular departments and courses. These courses must be completed in addition to Eastern Washington University’s GECR requirement. Final approval of the degree plan is required by the director of Interdisciplinary Studies.

Total credits for above major 60 credits

Interdisciplinary Studies: Prior Learning Option

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

This program is designed for the returning adult who comes to Eastern with a specialized professional or paraprofessional preparation and experience. Selection is based upon assessment of documentary evidence describing each student’s competencies, skills, learning outcomes and areas of expertise. Students design a 60-credit, upper-division emphasis that meets their specific goals and objectives. Specific courses are not required other than the Portfolio Development course (ITDS 300). This course enables the adult learner to translate prior learning into elective credit through the development of a portfolio. Portfolios are submitted to faculty members who determine the credit award. A student may earn up to 45 elective credits for prior learning experience that can be applied only to the prior learning option. Portfolio assessment does require a fee; please contact the Interdisciplinary Studies Program for current cost.

Total credits for above major 60 credits

Interdisciplinary Studies: Interdisciplinary Option

Note: Two years of a single high school foreign language or one year of a single college level foreign language is 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. Pre-approval is required from departments or program directors and the Interdisciplinary Studies director.

Courses selected for this program may require prerequisite and advanced standing.

Total credits for above major 60 credits

Interdisciplinary Studies: Occupational Therapy

Note: See Occupational Therapy.

Interdisciplinary Studies: Philosophical Studies

Note: See Philosophy.

Interdisciplinary Study Courses

ITDS 295
Contracted Learning (1–15)
FALL/WINTER/SPRING/SUMMER

ITDS 397
Workshops, Short Courses, Conferences (1–15)
FALL/WINTER/SPRING/SUMMER

ITDS 396
Portfolio Development (4)
FALL/WINTER/SPRING
Graded Pass/No Credit.
Prerequisite: Permission of the instructor.
Significant prior learning is documented for evaluation and awarded elective academic credit.

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INTERNATIONAL AFFAIRS
College of Social and Behavioral Sciences
Kristin Edquist, Director
212P Patterson Hall
509.359.7460
BA
Faculty: Varies

UNDERGRADUATE PROGRAM
The International Affairs (IA) Program, housed in the Government Department, is designed to provide students interested primarily in the fields of international relations and comparative politics with a body of knowledge, perspectives, and critical skills for understanding the political, economic, historical, and socio-cultural relationships and issues shaping today’s global community. It offers a thoughtfully 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 students a choice of two concentrations—one in Global Studies and another in Area Studies (currently Asia or Europe). The interdisciplinary curriculum includes courses in International Studies, History, Economics, Political Science, Psychology, Geography, and Foreign Languages. Students majoring in International Affairs will gain competency in global studies coursework, proficiency in a foreign language and skills in research, writing and oral communication. Students will be prepared to go on to graduate study in international relations and comparative politics with a body of knowledge, perspectives; to grapple with economic, political and social linkages between and among global and domestic actors and events; and to apply this knowledge and comprehension of complex global processes to a wide range of issues. IA students learn to consider issues broadly, to see interconnections amongst processes and 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.

Students who major in International Affairs are able to tailor their plan of study to their individual educational and career goals by choosing courses in Government, Economics, Sociology, History, Communications, Anthropology/Geography and Foreign Languages. IA majors are also strongly encouraged to pursue foreign study or internship opportunities with public, private, semi-private and volunteer agencies as part of their undergraduate education. The IA major culminates in a Senior Capstone in which students demonstrate their ability to master analytical approaches to complex issues and questions regarding globalization and to apply those approaches to an issue or process of their choosing. This course thus brings to bear their acquired knowledge of world events and their critical thinking skills on an issue, process and/or region of significance to the particular student.

Students majoring in international affairs will gain competency in global relations, proficiency in a foreign language 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.

Recognition of outstanding students is an additional feature of the International Affairs Program. Outstanding International Affairs graduates have been honored at graduation with Eastern Washington University’s H. Kent Goodspeed Diplomat-in-Residence Award, as well as other awards for which all students in the Government department and the College of Social and Behavioral Sciences are eligible. IA students regularly are among the top students in the department and the college.

The program, in conjunction with the International Affairs Club, EWU’s Model United Nations and EWU’s chapter of the political science honor society, Pi Sigma Alpha, sponsors regular lectures, forums and debates on campus which encourage students and faculty to confront and consider the integrated character of global and regional political, economic and social issues. IA students regularly participate in these clubs and in the design and preparation for these IA Program-sponsored events.

Admission Requirements/Preparation
Prerequisites: 40 credits (includes GECRs)
ANTH 101 Cultural Anthropology (5)
ECON 200 Introduction to Microeconomics (5)
ECON 201 Introduction to Macroeconomics (5)
Foreign Language Second Year (10)
Required courses in the following programs of study may have prerequisites. Reference the course description section for clarification.

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 as a general EWU graduation requirement. However, the IA major requires another 10 college-level credits of the second year of a foreign language.

International Affairs Major (72–74 credits)

Student Learning Outcomes

Students will:
• apply social science research methods to at least one non-U.S. case study
• demonstrate analytical and conceptual skills, reading skills, critical thinking and problem solving skills and be able to effectively apply those skill sets to political issues,
• identify and represent accurately the key ideas, people, historical events, social processes and governmental systems associated with various geographic regions around the world,
• apply critical thinking and problem solving skills to political issues and should utilize normative and empirical analysis tools in the study of national and international political realities,
• demonstrate awareness of racial, ethnic, gender and religious dynamics in historic and contemporary political practices.
• demonstrate mastery of and apply accurately key analytic concepts of the social sciences, to cases, states and regions around the world.

Introduction Course
Choose one:
GOVT 203 Introduction to Comparative Politics (5)
GOVT 204 Introduction to International Politics (5)

Foundation Courses
CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)

Plus one course selected from:
CSBS 320 Introductory Statistics for the Social Sciences (5)
CSBS 330 Integrated Social Science Methods (5)
CSBS 331 Documents-Based Research Methods (5)

Core Requirements
CMST 440 International Communication (5)
GOVT 322 International Political Economy (5)
HUMN 210 Classics in Literature (5)
INST 200 Global Issues (4)
INST 490 Governance - Senior Capstone (5)

Concentration I: Global Studies
This concentration is for those students who are interested in a more general, broad-based understanding of global affairs.

Government—5 credits selected from:
GOVT 320 The International System (5)
GOVT 321 International Organization (5)
GOVT 323 American Foreign Policy (5)
GOVT 326 Politics of Western Europe (5)
GOVT 327 Politics of the Developing Nations (5)
GOVT 328 Politics of the People’s Republic of China (5)
GOVT 329 Survey of the Pacific Rim: Asia (5)
GOVT 402 Topics in International Relations and Comparative Politics (5)

Anthropology/Geography—3–5 credits selected from:
ANTH 342 Tribes, Bands and Chiefdoms (5)
ANTH 348 Peasant Societies (5)
ANTH 366 Revolution and Development in the Third World (5)
GEOG 459 Political Geography (5)

Economics—5 credits selected from:
ECON 415 History of Economic Thought (5)
ECON 417 Political Economy (5)
ECON 421 Labor Economics (5)
ECON 424 Economics of Poverty and Discrimination (5)
ECON 450 Public Finance and Public Policy (5)
ECON 470 International Economics (5)
ECON 474 International Finance (5)
ECON 475 Economic Development (5)

History—5 credits selected from:
HIST 301 History of the Present (5)
HIST 306 Modern Europe (5)

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INTERNATIONAL AFFAIRS

International Affairs Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

See course descriptions listed under the participating programs and departments: Economics, Geography, Anthropology, Government, History, Humanities, Management (School of Business) and Modern Languages and Literatures.

INST 200
Global Issues (4)

Winter
Satisfies international studies university graduation requirement.
Prerequisites: ENGL 101 and historical. A broad overview of global economic, environment, and development in the world. Required for beginning students in the international studies major.

INST 380
Japan Today (4)
Satisfies international studies university graduation requirement.
Prerequisite: ENGL 201 or instructor permission. A broad survey of contemporary Japan including society, culture, economy, and government. Required for beginning students in the international studies major.

INST 490
Governance - Senior Capstone (5)
Satisfies senior capstone university graduation requirement.
This seminar examines issues of Global Governance in the 21st century, inviting students to explore trends and transformations in international politics, the global economy, technology, and environment. Required for beginning students in the international studies major.

FOREIGN LANGUAGE (Study Abroad) (10 credits)
or INTERNSHIP (Government or Corporate) (10 credits)
or Electives (10 credits)
Electives (300-level and above) are to be selected in consultation with the program director from appropriate disciplines in the Social Sciences, Humanities, Philosophy, the Sciences, Business and relevant special curricula, including interdisciplinary/cross-cultural programs.

Required introduction credits 5 credits
Required foundation credits 10 credits
Required core credits 29 credits
Required concentration credits 28-30 credits
Minimum credits for above major 72 credits

European Area Studies
Government—5 credits selected from:
GOVT 326 Politics of Western Europe (5)
GOVT 402 Topics in International Relations and Comparative Politics (5)

Anthropology/Geography—3–5 credits selected from:
ANTH 343 Old World Prehistory (5)
ANTH 348 Peasant Societies (5)
ANTH 435 Irish History and Culture (5)
GEOG 459 Political Geography (5)

Economics—5 credits selected from:
ECON 415 History of Economic Thought (5)
ECON 417 Political Economy (5)
ECON 421 Labor Economics (5)
ECON 424 Economics of Poverty and Discrimination (5)
ECON 450 Public Finance and Public Policy (5)
ECON 470 International Economics (5)
ECON 474 International Finance (5)
ECON 475 Economic Development (5)

History—5 credits selected from:
HIST 306 Modern Europe (5)
HIST 360 History of Spain (5)
HIST 382 20th Century Germany (5)
HIST 420 Modern Britain Since 1870 (5)
HIST 433 British Empire Since 1850 (5)
HIST 445 History of Modern Germany (5)
HIST 455 Diplomatic History of Europe, 1914 to the Present (5)

FOREIGN LANGUAGE (Study Abroad) (10 credits)
or INTERNSHIP (Government or Corporate) (10 credits)
or Electives (10 credits)
Electives (300-level and above) are to be selected in consultation with the program director from appropriate disciplines in the Social Sciences, Humanities, Philosophy, the Sciences, Business and relevant special curricula, including interdisciplinary/cross-cultural programs.

Required introduction credits 5 credits
Required foundation credits 10 credits
Required core credits 29 credits
Required concentration credits 28-30 credits
Minimum credits for above major 72 credits

INST 380
Japan Today (4)

INST 498
International Studies Senior Seminar (5)
Prerequisite: ENGL 101 or instructor permission. A broad overview of contemporary Japan including society, culture, economy, and government. Required for beginning students in the international studies major.

INST 490
Governance - Senior Capstone (5)
Satisfies senior capstone university graduation requirement.
This seminar examines issues of Global Governance in the 21st century, inviting students to explore trends and transformations in international politics, the global economy, technology, and environment. Required for beginning students in the international studies major.

An advanced-level seminar dealing with issues relating to the formation, implementation and evaluation of policy in international undertakings.
JAPANESE
See MODERN LANGUAGES AND LITERATURES

JOURNALISM
College of Arts and Letters
William Stimson, Program Director
Cheney, WA
509.359.6032
BA, BS
Minor
Faculty: J. Neely, W. Stimson

UNDERGRADUATE PROGRAMS

The Journalism Program is designed to prepare students for professional journalism careers in print and electronic news reporting, public relations, public information and electronic publishing.

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.

General Admissions Requirements for Transfer Students: Transfer students should contact a Journalism program advisor during their application to the University. Freshmen and Sophomores: Journalism majors should try to complete their GECRs during their first two years. Freshmen are encouraged to take JRNM 100 (Easterner Staff). Freshmen and sophomores should contact the Journalism Program’s advisors to identify those courses needed to prepare for their selected degree option. Completion of ENGL 101 and ENGL 201 are required for admission to the Journalism Program.

Because journalism careers build upon one another and are not repeated during the year, it is recommended that students begin study in the fall.

The BA News-Editorial Option prepares students for traditional roles in print and electronic journalism. News Editorial Option journalism students take approximately three-fourths of their courses outside the professional program.

The option in Public Relations provides students with the theoretical and applied knowledge and skills required to enter the field of public relations, community relations and allied disciplines.

The interdisciplinary Technology and Computer Science options are designed to prepare students for careers in web design, Internet and Intranet information system design and management.

Internships: Students completing the News-Editorial Option are encouraged to complete an internship. Those completing either the Technology or the Computer Science Option or the Public Relations Option are required to complete an internship.

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

Bachelor of Arts (BA)

Students working toward the BA degree may either major or minor in journalism.

Student Learning Outcomes

Students will:
- write in both report and feature story forms,
- understand local government and the public policy process,
- be a critical and analytical observer of the American public policy process,
- know how to observe and write efficiently and clearly about public events and public issues.

Journalism Major with Computer Science Option (85–96 credits)

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
- JRNM 330 Mass News Media (5)
- JRNM 332 News Writing (5)
- JRNM 333 Advanced News Writing (5)
- JRNM 337 Editing and Publishing (4)
- JRNM 341 Reporting (5)
- JRNM 351 Law of Journalism (4)
- JRNM 395 In-Service Training (5–16)
- JRNM 470 Desktop Publication Design (4)

Take the following courses or others in consultation with the Computer Science Department
- CPLA 215 Internet and WWW Basics (2)
- CSCD 110 Introduction to Programming (4)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 240 C and Unix Programming (4)
- CSCD 300 Data Structures (4)
- CSCD 305 C++ Programming (4)
- CSCD 378 Web Programming (4)
- CSCD 411 Multimedia Techniques (4)
- CSCD 414 Multimedia Programming (4)
- CSCD 419 Multimedia Development (4)
- TECH 368 Introduction to Web Page Design (4)

Required core credits: 37–48 credits

Required computer science credits: 48 credits

Minimum total credits for above major: 85 credits

Journalism Major with News Editorial Option (90 credits)

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
- JRNM 330 Mass News Media (5)
- JRNM 332 News Writing (5)
- JRNM 333 Advanced News Writing (5)
- JRNM 337 Editing and Publishing (4)
- JRNM 341 Reporting (5)
- JRNM 349 Photojournalism (4)
- JRNM 351 Law of Journalism (4)
- JRNM 442 Advanced Reporting (5)

Elective Core Courses
- JRNM 334 Magazine Article Writing (4)
- JRNM 395 In-Service Training (5–16)
- JRNM 435 Critical Writing (4)
- JRNM 451 Introduction to Public Relations Theory (4)
- JRNM 452 Advanced Public Relations Theory (4)
- JRNM 453 Public Relations Writing (4)
- JRNM 470 Desktop Publication Design (4)

Second Concentration

Select courses in consultation with journalism advisor.

Required core credits: 37 credits

Elective core credits: 8 credits

Required second concentration credits: 45 credits

Total credits for above major: 90 credits

Journalism Major with Technology Option (93–104 credits)

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
- JRNM 330 Mass News Media (5)
- JRNM 332 News Writing (5)
- JRNM 333 Advanced News Writing (5)
- JRNM 337 Editing and Publishing (4)
- JRNM 341 Reporting (5)
- JRNM 351 Law of Journalism (4)
- JRNM 395 In-Service Training (5–16)
- JRNM 470 Desktop Publication Design (4)

www.ecwu.edu
Take the following courses or others in consultation with the Computer Science department.

- CPLA 215 Internet and WWW Basics (2)
- or HTML Knowledge
- CSCD 110 Introduction to Programming (4)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 300 Data Structures (4)
- CSCD 378 Web Programming (4)
- CSCD 411 Multimedia Techniques (4)
- CSCD 414 Multimedia Programming (4)
- CSCD 419 Multimedia Development (4)

Take the following courses or others in consultation with the Engineering & Design department.

- TECH 216 Computer Graphics (4)
- TECH 360 Publishing for Print and the World Wide Web (4)
- TECH 263 Visual Communication Design I (4)
- TECH 368 Introduction to Web Page Design (4)
- TECH 373 Introduction to Multimedia Design (4)

Required core credits: 37–48 credits
Required computer science credits: 36 credits
Required engineering & design department credits: 20 credits
Minimum total credits for above major: 93 credits

Bachelor of Science (BS)

Journalism Major with Public Relations Option (83–90 credits)

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.

Student Learning Outcomes

Students will:

- know how to observe and write efficiently and clearly about public events and public issues, understand local government and the public policy process, be able to write in both report and feature story forms and be a critical and analytical observer of the American public policy process,
- develop expertise in analyzing public relations opportunities, issues and environments; learn how to research, prepare and execute public relations tasks and campaigns, develop skills for appropriately interacting with members of disparate publics; develop persuasive and analytical writing and other verbal skills; demonstrate professional behavior, including meeting deadlines, producing clean and well-organized work and being prepared for a variety of types of organizational assignments.
- develop expertise in analyzing public relations opportunities, issues and environments; learn how to research, prepare and execute public relations tasks and campaigns, develop skills for appropriately interacting with members of disparate publics; develop persuasive and analytical writing and other verbal skills; demonstrate professional behavior, including meeting deadlines, producing clean and well-organized work and being prepared for a variety of types of organizational assignments.
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- develop expertise in analyzing public relations opportunities, issues and environments; learn how to research, prepare and execute public relations tasks and campaigns, develop skills for appropriately interacting with members of disparate publics; develop persuasive and analytical writing and other verbal skills; demonstrate professional behavior, including meeting deadlines, producing clean and well-organized work and being prepared for a variety of types of organizational assignments.
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- develop expertise in analyzing public relations opportunities, issues and environments; learn how to research, prepare and execute public relations tasks and campaigns, develop skills for appropriately interacting with members of disparate publics; develop persuasive and analytical writing and other verbal skills; demonstrate professional behavior, including meeting deadlines, producing clean and well-organized work and being prepared for a variety of types of organizational assignments.
- develop expertise in analyzing public relations opportunities, issues and environments; learn how to research, prepare and execute public relations tasks and campaigns, develop skills for appropriately interacting with members of disparate publics; develop persuasive and analytical writing and other verbal skills; demonstrate professional behavior, including meeting deadlines, producing clean and well-organized work and being prepared for a variety of types of organizational assignments.

Journalism Courses

- **JRNM 332** News Writing (5)
  - FALL/WINTER
  - Students study, cover and write about local education, labor, business, law enforcement, crime and criminal law, religion, science and sports.

- **JRNM 333** Advanced News Writing (5)
  - WINTER
  - Prerequisite: JRNM 332
  - In-depth reporting and news writing methods.

- **JRNM 334** Magazine Article Writing (4)
  - WINTER
  - Prerequisite: JRNM 332 or permission of the instructor.
  - Special emphasis is placed on the development of article ideas, the preparation of manuscripts and analysis of various markets with a view of selling articles.

- **JRNM 337** Editing and Publishing (4)
  - WINTER
  - Newspaper and magazine copy editing and makeup and the preparation of copy, art and photography for the printer.

- **JRNM 341** Reporting (5)
  - WINTER
  - Prerequisite: JRNM 332
  - Local government procedures at the city level, from a reporter’s view. Coverage of the Federal Building.

- **JRNM 349** Photographic Journalism (4)
  - SPRING
  - Photography for newspaper and magazine illustration. Analysis of picture newsworthiness. Practical experience in taking and developing pictures.

- **JRNM 351** The Law of Journalism (4)
  - FALL
  - Prerequisite: Junior standing or permission of the instructor.
  - Laws relating to journalism including freedom of the press, libel, privacy, contempt of court and property rights in news.

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In-service training (5–16)  
FALL/WINTER/SPRING/SUMMER  
Prerequisite: Permission of the instructor. Students spend one quarter in professional news media, including newspapers, radio and television or working in PR with an organization. Time may be divided equally among all three or restricted to a single medium of major interest. An opportunity to work with and observe professional newsmen in the gathering, preparation and distribution of news.

Critical Writing (4)  
SPRING  
Prerequisite: JRNM 332 or permission of the instructor. Focuses on editorial and column writing and the reviewing of books, films, plays and television.

Advanced Reporting (5)  
SPRING  
Prerequisite: JRNM 341. Local government at the county level, from a reporter’s view. Coverage of court trials and the state legislature.

Public School Journalism (3)  
SUMMER  
Planning and design of school newspapers, using desktop publishing principles.

Introduction to Public Relations Theory (4)  
FALL  
Prerequisite: 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.

Advanced Public Relations Theory (4)  
WINTER  
Prerequisite: JRNM 451 or permission of the instructor. Applies journalism, communications and public relations theories and skills to case study examples in organizations and communication environments.

Public Relations Writing (4)  
SPRING  
Prerequisites: JRNM 332, 451 or permission of the instructor. Methods of preparing and producing messages for organizations in print and other media forms.

Desktop Publication Design (4)  
SPRING  
Prerequisite: DESN 360 or permission of the instructor. Applies the theories and principles of publication design to newspaper, newsletter, magazine and brochure formats as produced with desktop publishing technology.

Workshops, Short Courses, Conferences (1–5)  
FALL/WINTER/SPRING/SUMMER

Seminar in Journalism Problems (1–5)  
FALL/WINTER/SPRING/SUMMER

Directed Study (1–5)  
FALL/WINTER/SPRING  
Prerequisite: Permission of the instructor.

LINGUISTICS

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Minor

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.

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

Linguistics Minor (20 credits)  

Required Courses  
ANTH 445 Anthropological Linguistics (5)  
or  
ENGL 360 Language Structure and Use (5)  
ENGL 459 Grammar for Teachers (5)

Electives (choose a minimum of 10 credits)  
ANTH 446 Sociolinguistics (3)  
ENGL 460 Modern Grammar (5)  
ENGL 461 Survey of Psycholinguistics (3)  
ENGL 468 History of the English Language (5)  
Modern Languages and Literatures: 5 maximum—see Note below

Required credits  
10 credits

Elective credits  
10 credits

Minimum credits for above minor  
20 credits

Note: One to five credits in language courses, as approved by the program advisor, may be applied toward meeting the requirements of the linguistic minor.

Courses  
See course descriptions listed under participating programs and departments: Communication Disorders, English, Anthropology and Modern Languages and Literatures.

LIBRARY SCIENCE  
See EDUCATION.

MANAGEMENT  
See BUSINESS ADMINISTRATION.

INFORMATION SYSTEMS  
See BUSINESS ADMINISTRATION.

MARKETING  
See BUSINESS ADMINISTRATION.
The department has been strengthening its faculty and its faculty members in K–8 mathematics. Graduates of this program have the background to be K–8 teachers or to pursue graduate work in mathematics teaching methods, learning theories, problem solving, and the use of technology by providing background in mathematics content, history of mathematics, and in various areas of mathematics education including concept maps, functions, and number sense in primary children and construction of mathematical understanding.

An important function of the department is to provide services to students from a wide range of disciplines. Mathematics tutoring labs provide employment for high-achieving students and assistance to students in all mathematics courses.

In addition, computers equipped with mathematics software and tutorials are used in conjunction with several courses offered by the department and allow students the practice needed to be successful in their mathematics courses.

General Admissions Requirements for Mathematics:
High school students who want to pursue a major in mathematics (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 Mathematics Department 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 Mathematics Department to identify appropriate lower-division and major/minor preparatory courses.

Placement Testing Policy:
All students admitted to Eastern Washington University without an A.A. direct transfer degree must take the Mathematics Placement Test (MPT) prior to registering for classes at Eastern. The only exceptions are students who have received a score of 3.0 or higher on the Advanced Placement Test and students who have received a grade of 2.0 or higher from a post-secondary institution in a course equivalent to the level of Intermediate Algebra or above.

There are two tests: The Intermediate Mathematics Placement Test and the Advanced Mathematics Placement Test. The Intermediate MPT has 35 questions from the topics of Elementary Algebra, Intermediate Algebra and Precalculus I (topics from Algebra I and II in high school). The Advanced MPT has 50 questions from the topics of Intermediate Algebra, Precalculus and Calculus. The test you take depends on your background in mathematics and placement in a mathematics course is determined by the percentage of problems answered correctly.

A photo ID card is required at testing time. No calculators are allowed. The Mathematics Placement Test may be taken twice a year, with at least two weeks between test times. Contact the Mathematics Department for more information.

Prerequisite Policy:
Students must have earned a grade of 2.0 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 Mathematics Department.

Academic Progress Policy for Math Majors and Minors:
The intent of the Academic Progress Policy is to support mathematics department 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 2.0 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 2.0 grade 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 2.0 grade 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:

- (a) The student be allowed to continue in the program without specific remediation.
- (b) The student be required to remediate specific deficiencies in a way prescribed by the committee.

Mathematics students who fail to make at least a 2.0 grade 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.

Five-Year Bachelor of Arts/Master of Science in Mathematics Program:

Students seeking entrance into the five-year bachelor of arts/master of science in mathematics program are required to:

1. Take a year of Calculus in their senior year at a college or at their high school. If the student takes Calculus at a college, he or she must average 3.5 or better. If the student takes Calculus in high school, he or she must take the Calculus Advanced Placement Exam (preferably the BC) and earn a 4 or a 5.
2. Apply to the Mathematics Department for admission into the program; a letter of recommendation from a high school mathematics teacher is required.

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

Bachelor of Arts (BA)

Student Learning Outcomes

Students will:

- apply knowledge gained in computer science courses to mathematical problems,
- apply mathematical concepts to economics,
- write clear, well-reasoned proofs,
- understand the interconnectedness between mathematics and economics,
- understand the interconnectedness between various branches of mathematics,
- demonstrate competence in mathematics and school mathematics.

Mathematics Major (89 credits)

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

Required Courses

- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 360 or 460 Continuous Functions (4)
- MATH 431 Introduction to Modern Algebra I (4)
- MATH 432 Introduction to Modern Algebra II (4)
- MATH 461 Advanced Calculus I (4)
- MATH 462 Advanced Calculus II (4)
- MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)

Mathematics Electives

Select six courses from the following:

- MATH 345 Numerical Analysis I (4)
- MATH 347 Introductory Differential Equations (4)
- MATH 385 Probability and An Introduction to Statistics (4)
- MATH 430 Advanced Linear Algebra (4)
- MATH 433 Introduction to Modern Algebra III (4)
- MATH 445 Numerical Analysis II (4)
- MATH 447 Differential Equations (4)
- MATH 470 Foundations of Geometry (4)
- MATH 481 Complex Analysis (4)
- MATH 485 Theoretical Probability and Mathematical Statistics (4)

Supporting Courses

Courses satisfying this requirement must be selected from the following two lists, with at least 5 credits from List A and at least 6 credits from List B. Additional prerequisites may be required for List A courses. Please check computer science course descriptions for prerequisite listings.

List A

- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 255 C Programming for Engineers (5)
- CSCD 305 C++ Programming (4)
- CSCD 334 Advanced Techniques in Visual Basic (4)

List B

- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (5)
- CHEM 423 Physical Chemistry (3)
- CSCD 420 Automata (4)
- CSCD 421 Automata and Languages (4)
- CSCD 501 Theory of Computing I (4)
- CSCD 502 Theory of Computing II (4)
- ECON 430 Mathematical Economics (5)
- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)

Required program credits 52 credits

Mathematics elective credits 24 credits

Required supporting credits 13 credits

Total credits for above major 89 credits

Mathematics Major with Computer Science Option (114 credits)

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

Required Courses

- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 345 Numerical Analysis I (4)
- MATH 360 or 460 Continuous Functions (4)
- MATH 385 Probability and An Introduction to Statistics (4)
- MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)
- CSCD 110 Introduction to Programming (4)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 240 C and UNIX Programming (4)
- CSCD 260 Architecture and Organization I (4)
- CSCD 300 Data Structures (4)
- CSCD 305 C++ Programming (4)
- CSCD 310 Discrete Structures I (4)
- CSCD 320 Algorithms (4)
- ENGR 160 Digital Circuits (4)

Electives

Select three courses from one of two categories and four courses from the remaining category (for a total of 7 courses):

Category 1:

- MATH 347 Introductory Differential Equations (4)
- MATH 431 Introduction to Modern Algebra I (4)
- MATH 445 Numerical Analysis II (4)
- MATH 447 Differential Equations (4)
- MATH 485 Theoretical Probability and Mathematical Statistics (4)

Any other four credit Mathematics course numbered at or above 400 with the approval of the designated advisor for this degree.

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Mathematics Major with Statistics Option (87 credits)

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

Required Courses
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 450 Introduction to Modern Algebra I (4)
- MATH 455 Introduction to Modern Algebra II (4)
- MATH 433 Introduction to Modern Algebra III (4)
- MATH 445 Numerical Analysis II (4)
- MATH 470 Foundations of Geometry (4)
- MATH 481 Complex Analysis (4)
- MATH 485 Theoretical Probability and Mathematical Statistics (4)
- MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)
- MATH 552 General Topology I (4)
- MATH 560 Advanced Calculus I (4)
- MATH 562 Advanced Calculus II (4)
- MATH 581 Complex Analysis I (4)
- MATH 582 Complex Analysis II (4)
- MATH 600 Thesis (8)

Mathematics Electives
- Select five courses from the following:
  - MATH 345 Numerical Analysis I (4)
  - MATH 347 Introduction to Modern Algebra I (4)
  - MATH 385 Probability and an Introduction to Statistics (4)
  - MATH 430 Advanced Linear Algebra (4)
  - MATH 433 Introduction to Modern Algebra II (4)
  - MATH 445 Numerical Analysis II (4)
  - MATH 447 Differential Equations (4)
  - MATH 470 Foundations of Geometry (4)
  - MATH 481 Complex Analysis (4)
  - MATH 485 Theoretical Probability and Mathematical Statistics (4)
  - MATH 552 General Topology II (4)

(For students wishing to pursue careers in industry, the Mathematics Department recommends the following five courses: MATH 345, MATH 385, MATH 445, MATH 470 and MATH 485; for students wishing to pursue a PhD in Mathematics, we recommend MATH 305, MATH 343, MATH 402, MATH 470 and any other from the list.)

Supporting Courses
Courses satisfying this requirement must be selected from the following two lists, with at least 5 credits from List A and at least 8 credits from List B. Additional prerequisites may be required for List A courses. Please check computer science course descriptions for prerequisite listings.

List A
- CSCI 210 Programming Principles I (5)
- CSCI 211 Programming Principles II (5)
- CSCI 255 C Programming for Engineers (5)
- CSCI 305 C++ Programming (4)
- CSCI 334 Advanced Techniques in Visual Basic (4)

List B
- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 423 Physical Chemistry (3)
- CSCD 420 Automata (4)
- CSCD 421 Automata and Languages (4)
- CSCD 501 Theory of Computing I (4)
- CSCD 502 Theory of Computing II (4)
- ECON 430 Mathematical Economics (5)
- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)

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Master's Thesis
A Master's thesis in mathematics should make an original and constructive contribution to its field, at least in exposition if not in new mathematics. To this end, a thesis should demonstrate:
(a) a mastery of a substantial body of mathematics
(b) the ability to search the mathematics literature and
(c) a talent for presenting mathematics clearly in correct English.
Ideally, a Master’s thesis may establish a new result, but new results are not required. Instead, a thesis may present mathematics from other research works, in an exposition accessible to mathematicians who do not specialize in the topic of the thesis. The final version of the thesis may follow either a local format or a format required for submission to a professional mathematics journal.

Final Comprehensive Examination
A two-hour final examination conducted by the chair of the candidate’s graduate committee is required. The candidate will present his or her thesis for the first hour. The remaining time is to be left for questions from the committee on the thesis as well as material selected from the candidate’s course work.

Required undergraduate credits 52 credits
Required graduate credits 44 credits
Mathematics elective credits 20 credits
Required supporting credits 14 credits
Total credits for above major 130 credits

Bachelor of Arts in Education (BAE)

Student Learning Outcomes
Students will:
• provide evidence of competence in mathematics and school mathematics,
• demonstrate knowledge as learners of mathematics,
• demonstrate knowledge of mathematics pedagogy,
• demonstrate a positive attitude towards mathematics,
• demonstrate a positive attitude towards teaching mathematics and working with students.

Mathematics/Elementary Major (43 credits)
Completion of this major, the General Degree Completion Requirements for Education, Elementary and a minor field of study satisfies the state requirements for an Elementary Education teaching endorsement. This major is not designed to satisfy the state mathematics endorsement (secondary, grade levels 5–12). The Mathematics/Secondary Major and Minor for programs are designed to satisfy the requirements for a 5–12 mathematics endorsement.

Required Courses
MATH 211 Structure of Elementary Mathematics I (5)
MATH 212 Structure of Elementary Mathematics II (5)
MATH 311 Functions and Relations (5)
MATH 312 Geometry for the K–8 Teacher (5)
MATH 390 Methods of Teaching Elementary School Mathematics (5)
MATH 411 Development of the Number System (4)
MATH 412 Advanced Methods of Teaching K–8 Mathematics (5)
MATH 420 Problem Solving for K–8 Teachers (4)
MATH 490 Senior Capstone: Mathematics Practicum (5)

Total credits for above major 43 credits

Mathematics/Secondary Major (76 credits)
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).

Required Courses
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
MATH 225 Foundations of Mathematics (5)
MATH 231 Linear Algebra (5)
MATH 241 Calculus IV (5)
MATH 320 History of Mathematics (4)
MATH 360 Continuous Functions (4)
MATH 370 Survey of Geometries (5)
MATH 385 Probability and An Introduction to Statistics (4)
MATH 386 Applied Statistics (4)
MATH 393 Methods of Teaching Secondary Mathematics I (3)
MATH 431 Introduction to Modern Algebra I (4)
MATH 432 Introduction to Modern Algebra II (4)
MATH 490 Senior Capstone: Mathematics Practicum (4)
MATH 492 Problem Solving Seminar (5)
MATH 493 Methods of Teaching Secondary Mathematics II (3)
MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)

Total credits for above major 76 credits

Mathematics Minor (29–30 credits)

Required Courses
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
MATH 225 Foundations of Mathematics (5)
MATH 231 Linear Algebra (5)

Select one course from the following (4–5 credits)
MATH 345 Numerical Analysis I (4)
MATH 360 or 460 Continuous Functions (4)
MATH 370 Survey of Geometries (5)
MATH 385 Probability and An Introduction to Statistics (4)

Required program credits 25 credits
Required select one credits 4–5 credits
Minimum total credits for above minor 29 credits

Mathematics/Elementary Minor (29 credits)
Completion of this minor, the General Degree Completion Requirements for Education, Elementary and a minor field of study, satisfies the state requirements for an Elementary Education teaching endorsement. This minor is not designed to satisfy the state mathematics endorsement (secondary, grade levels 5–12). The Mathematics/Secondary Major and Minor for programs are designed to satisfy the requirements for a 5–12 mathematics endorsement.

Required Courses
MATH 211 Structure of Elementary Mathematics I (5)
MATH 212 Structure of Elementary Mathematics II (5)
MATH 311 Functions and Relations (5)
MATH 312 Geometry for the K–8 Teacher (5)
MATH 390 Methods of Teaching Elementary School Mathematics (5)
MATH 412 Advanced Methods of Teaching K–8 Mathematics (5)
MATH 420 Problem Solving for K–8 Teachers (4)

Total credits for above minor 29 credits
Mathematics/Secondary Minor (39 credits)
Completion of this minor, the General Degree Completion Requirements for Education, Secondary and a major field of study satisfies the state requirements for a state mathematics teaching endorsement (secondary, grade levels 5–12).

Required Courses
- MATH 161 Calculus I (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 320 History of Mathematics (4)
- MATH 370 Survey of Geometries (5)
- MATH 380 Elementary Probability and Statistics (5)
- MATH 393 Methods of Teaching Secondary Mathematics I (3)
- MATH 451 Introduction to Modern Algebra I (4)
- MATH 493 Methods of Teaching Secondary Mathematics II (3)

Total credits for above minor: 39 credits

Note: Certain Mathematics courses will be offered every other year, alternating according to the following schedule:

Students need to take this into account when planning a program of study in the Mathematics Department.

GRADUATE PROGRAM

Master of Arts in Teaching K-9 Mathematics

Program Description (At the time of publication this program was pending approval by the Higher Education Coordinating Board.)
The master's program in teaching K-9 mathematics is designed to promote professional and scholarly growth in the understanding of mathematics teaching and learning from theoretical, research and practical orientations. This program is designed for certified teachers who desire an opportunity to advance their understanding of the teaching and learning of mathematics. It is also intended for practicing teachers who wish to exercise leadership in school mathematics curriculum planning and teacher development. A copy of a current state teaching certificate must accompany the application.

General Admission Requirements for the Master of Arts in Teaching K-9 Mathematics Degree:
1. A bachelor's degree.
2. Recommendations from three persons in the field of education, one of whom has known the student in a supervisory capacity.
3. Acceptance into the graduate program (see admission policies and procedures as stated elsewhere in this catalog).
4. GRE
5. Demonstration of entry-level competency on an inventory of content knowledge for teaching administered in the Mathematics Department.
6. Current teaching certificate

Special requirements for Advancement to Candidacy:
1. Completion of university requirements as listed in advancement to candidacy section as stated elsewhere in this catalog.
2. Selection of master's program committee members as stated elsewhere in this catalog. See approved third member policy.

Exit Requirements:
1. Successful completion of all coursework and of a portfolio, written, and interview assessment process focused on a synthesis of course content.
2. Successful completion of the research report and final oral presentation.

Content Knowledge for Teaching Core (37 credits):
- EDUC 520 Methods of Educational Research (4)
- MATH 510 Number Sense for Teachers (3)
- MATH 511 Ratio and Proportion for Teachers (3)
- MATH 512 Geometric Reasoning for Teachers (3)
- MATH 513 Data Analysis and Probability for Teachers (3)
- MATH 514 Algebraic Reasoning for Teachers (3)
- MATH 515 Measurement for Teachers (5)
- MATH 524 Mathematics Curriculum in Elementary and Middle School (3)
- MATH 525 Assessment and Problem-Centered Learning (3)
- MATH 592 Theory and Research in Mathematics Teaching and Learning (3)
- MATH 601 Research Report (6)

Electives (11 credits):
- MATH 516 Calculus for Middle School Teachers (4)
- MATH 526 Leadership in Mathematics Education (3)
- MATH 527 Technology in Mathematics Teaching and Learning (3)
- MATH 529 Topics in Mathematics Education (3)

May be repeated with different topics, for example:
- a. Historical and Cultural Developments in Mathematics
- b. Equity and Mathematics
- c. History of Mathematics Education
- d. Systems Theory and Learning
- e. Lesson Study
- f. Game Theory
- MATH 593 Pedagogical Development Studies (1)

Minimum Total Credits for above Master's degree: 48 credits

Research Report
A master’s research report should make an original and constructive contribution to the field of mathematics teaching and learning, at least in exposition if not in new understanding. To this end, a research report should demonstrate:
1. a mastery of a substantial body of mathematics content knowledge for teaching,
2. the ability to research and synthesize the literature on mathematics teaching and learning,
3. application of understanding in these areas by designing and conducting an applied research project in mathematics teaching and learning, and
4. the ability to present the research report clearly.
The final written description of the research report and its results must be in APA format.

Final Oral Presentation (required for Master of Arts in Teaching K-9 Mathematics)
Each student shall complete a final oral presentation conducted by the chair of the candidate's master's program committee. The master's program committee will consist of two faculty members representing the interdisciplinary content of the student's program and a third member approved by the Graduate Office. The student will answer questions on his or her report posed by the committee. The final oral presentation will be open to all interested faculty and students and will be open to questions by outside members at the discretion of the committee.

Master of Science
Yves Nievergelt, Program Advisor
127 Kingston Hall
509.359.4259

The Masters of Science program in mathematics is designed to meet the needs of students seeking employment in business and industry, those seeking careers in education at the elementary, secondary and post-secondary level, as well as students preparing for doctoral study in mathematics. The programs are rigorous and prepare the student for an increasingly competitive workplace. Graduates of these programs are highly successful professionals, scientists and teachers; many have earned doctorates.

The master of science curriculum includes core courses in algebra, complex analysis, real analysis and topology, courses on advanced topics; a research-expository thesis is required for all programs with the exception of the teaching options, which require a research report. Overall, the program is designed to develop competence in the central areas of mathematics, algebra, analysis and geometry, to such a point that the student can begin to see the profound interconnections between them. The thesis demands an in-depth study of a subject at or near the forefront of mathematics. Theses have been written in theoretical computer science, theoretical physics, applied mathematics and statistics, as well as pure mathematics; research reports
focus on specific aspects of teaching mathematics at the high school or community college level. Well prepared entering undergraduates at Eastern Washington University may opt to combine the master of science program with the bachelor of arts in mathematics in the five-year bachelor of arts/master of science in mathematics program. Please consult the information in the undergraduate programs for Mathematics listed above for the complete description of this program.

The department offers three options with the MS Mathematics program, as well as special interdisciplinary master of science programs. The Applied Mathematics option provides an opportunity to complete a year-long sequence of courses in an applied field and write a thesis on the use of mathematics in such a field. This applied option retains most of the theoretical courses from the Master of Science curriculum, which also form the foundations of applications, so that student retain the flexibility to pursue applied or teaching careers or further research in doctoral programs. To achieve such breadth and depth, however, this applied option may require up to one additional year to complete. The Community College Instruction option is specifically tailored for the needs of an individual seeking a profession in community college or junior college teaching. The Secondary School Instruction option is designed for high school teachers who wish to extend their knowledge of mathematics and mathematics education. Both curricula include core graduate courses in mathematics and mathematics education, a research project and an internship. Interdisciplinary programs typically combine two fields (e.g., business and mathematics or computer science and mathematics); these programs are highly individualized and planned in conjunction with the two departments involved.

Graduate assistantships and graduate instructorships, with a partial tuition waiver, are available competitively to qualified applicants with a bachelor's degree in mathematics, mathematics education or equivalent. Graduate Assistantships receive approximately $12,500 per academic year and typically combine two fields (e.g., business and mathematics or computer science and mathematics); these programs are highly individualized and planned in conjunction with the two departments involved.

Admission Requirements/Preparation

Entrance requirements: In addition to applying for admission to the program, prospective MS students will need to apply for admission to the graduate school according to procedures described elsewhere in this catalog. The GRE general test is required for all graduate programs in mathematics. Expected preparation for MS students is a year of modern algebra along with introductory level courses in advanced calculus and topology.

Candidacy: Students who have been admitted and have begun their course of study should apply for admission to candidacy early in their program, using procedures described elsewhere in this catalog. Before candidacy can be approved, the student must remove all deficiencies regarding entrance requirements. Ordinarily, course work taken to help meet the entrance requirements will not count toward fulfillment of the student's graduate program requirements. Upon admission to candidacy, the members of the student's graduate committee are selected.

Degree Requirements

Note: All mathematics graduate students who have been awarded a graduate service appointment with a teaching assignment must take MATH 521, 522 and 523.

Student Learning Outcomes

Students will:

- demonstrate the ability to solve challenging in-depth mathematical problems,
- demonstrate the ability to learn advanced mathematics independently,
- demonstrate the ability to work effectively as a member of independent self-directed teams,
- demonstrate adaptability and flexibility to different contexts and situations,
- demonstrate the ability to effectively communicate mathematics research and exposition orally and in writing.

Graduate Core

MATH 531 Algebra I (4)
MATH 532 Algebra II (4)
MATH 533 Algebra III (4)
MATH 535 General Topology I (4)
*MATH 561 Real Analysis I (4)
*MATH 562 Real Analysis II (4)

MATH 573 Topics in Applied Mathematics (4)
*MATH 581 Complex Analysis I (4)
*MATH 582 Complex Analysis II (4)
MATH 600 Thesis (8)

Other Supporting Credits (For teaching assistants only)

*MATH 521 Methods of Teaching Mathematics I (1)
*MATH 522 Methods of Teaching Mathematics II (1)
*MATH 523 Methods of Teaching Mathematics III (1)

Elective

Additional mathematics courses (1–6)

Required graduate core credits 44 credits
Supporting credits 0–3 credits
Elective credits 1–6 credits
Minimum total credits for above master's degree 48 credits

Applied Mathematics Option

Required Courses

MATH 531 Algebra I (4)
MATH 532 Algebra II (4)
MATH 533 Algebra III (4)
MATH 535 General Topology I (4)
*MATH 561 Real Analysis I (4)
*MATH 562 Real Analysis II (4)
*MATH 581 Complex Analysis I (4)
*MATH 582 Complex Analysis II (4)
MATH 600 Thesis (8)

Elective

Twelve credits of approved courses approved by the Department of Mathematics Curriculum Committee. A thesis and a final comprehensive examination.

Required option credits 40 credits
Elective credits 12 credits
Total credits for above master's degree 52 credits

Community College Instruction Option

Required Courses

EDUC 520 Methods of Educational Research (4)
MATH 521 Methods of Teaching Mathematics I (1)
MATH 522 Methods of Teaching Mathematics II (1)
MATH 523 Methods of Teaching Mathematics III (1)
MATH 531 Algebra I (4)
MATH 532 Algebra II (4)
MATH 533 Algebra III (4)
*MATH 561 Real Analysis I (4)
*MATH 562 Real Analysis II (4)
*MATH 581 Complex Analysis I (4)
*MATH 582 Complex Analysis II (4)
MATH 592 Theory and Research in Mathematics Education (3)
MATH 695 Mathematics Education Internship (6)
MATH 601 Research Report (8)

Total credits for above master's degree 52 credits

Secondary School Instruction Option

Required Courses

EDUC 520 Methods of Educational Research (4)
MATH 521 Methods of Teaching Mathematics I (1)
MATH 522 Methods of Teaching Mathematics II (1)
MATH 523 Methods of Teaching Mathematics III (1)
MATH 531 Algebra I (4)
MATH 532 Algebra II (4)
MATH 533 Algebra III (4)
*MATH 561 Real Analysis I (4)
*MATH 581 Complex Analysis I (4)
*MATH 592 Theory and Research in Mathematics Education (3)
MATH 695 Mathematics Education Internship (6)
MATH 601 Research Report (8)

Three of the following:

*MATH 433 Introduction to Modern Algebra III (4)
*MATH 470 Foundations of Geometry (4)
*MATH 485 Theoretical Probability and Mathematical Statistics (4)
*MATH 486 Advanced Topics in Statistics (3)
or Approved upper division statistics course

MATH 492 Problem Solving Seminar (5)
MATH 493 Methods of Teaching Secondary Mathematics II (3)
MATH 532 Algebra II (4)
MATH 551 General Topology I (4)

Total credits for above master's degree 51–55 credits

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Master's Thesis
(Some options in the MS program in Mathematics require a research report instead of a thesis.)

A master's thesis in mathematics should make an original and constructive contribution to its field, at least in exposition if not in new mathematics. To this end, a thesis should demonstrate:

(a) a mastery of a substantial body of mathematics,
(b) the ability to search the mathematics literature and
(c) a talent for presenting mathematics clearly in correct English.

Ideally, a master's thesis may establish a new result, but new results are not required. Instead, a thesis may present mathematics from other research works, in an exposition accessible to mathematicians who do not specialize in the topic of the thesis. The final version of the thesis may follow either a local format or a format required for submission to a professional mathematics journal.

Final Comprehensive Examination
(Required for all MS programs in mathematics.)

A two-hour final examination conducted by the chair of the candidate’s graduate committee is required. The candidate will present his or her thesis or research report for the first hour. The remaining time is to be left for questions from the committee on the thesis as well as material selected from the candidate’s course work.

*Note: Certain mathematics courses will be offered every other year, alternating according to the following schedule:
Students need to take this into account when planning a program of study in the Mathematics Department.

Mathematics Courses

<table>
<thead>
<tr>
<th>Terms offered</th>
<th>If no terms are indicated, check with department or quarterly course announcement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 100, 101, 102</td>
<td>Basic/Intermediate Algebra Combined (5 each)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING</td>
<td>Does not count toward the 180 credit requirement.</td>
</tr>
<tr>
<td>Prerequisites: Math Placement Test score of 3 or less and/or recommendation by Advising and Developmental Mathematics Coordinator.</td>
<td></td>
</tr>
<tr>
<td>MATH 109, 101, 102 is offered as a three-quarter sequence alternative to MATH 103 and 104. Students who have a history of difficulty in mathematics may benefit from the slower pace of this course. Placement is determined by the Developmental Mathematics Coordinator and a student’s advisor and/or a math placement test score of 3 or less. Completion of MATH 100 and 101 with a grade of 2.0 or higher provides MATH 103 clearance and completion of MATH 102 with a grade of 2.0 or higher provides MATH 104 clearance.</td>
<td></td>
</tr>
<tr>
<td>MATH 103</td>
<td>Basic Algebra for College Students (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Does not count toward the 180 credit requirement.</td>
</tr>
<tr>
<td>Topics include algebraic properties of number systems, the algebra of polynomials, systems of equations, inequalities, rational functions and solutions to equations of the first and second degree. This course is designed to assist students in preparing for the Basic Skills in Mathematics clearance examination. You are encouraged to have mastered this material before entering EWU.</td>
<td></td>
</tr>
<tr>
<td>MATH 104</td>
<td>Intermediate Algebra (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>(satisfies the pre-university basic skills, mathematics.)</td>
</tr>
<tr>
<td>Does not count toward the 180 credit requirement. Prerequisite: A satisfactory score on the Mathematics Placement Test or MATH 103 or equivalent.</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of algebra. Designed for students who have had less than three semesters of high school algebra.</td>
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</tr>
<tr>
<td>MATH 105</td>
<td>Precalculus I (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisite: MATH 114 or equivalent course or a 3.0 or better in MATH 104 or a satisfactory score on the Mathematics Placement Test (MPT).</td>
</tr>
<tr>
<td>This course includes functions, graphing, polynomials, rational functions, logarithmic and exponential functions and complex numbers. Graphing calculators are used throughout the course.</td>
<td></td>
</tr>
<tr>
<td>MATH 106</td>
<td>Precalculus II (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>(for the undergraduate proficiency, the course may be substituted for MATH 115)</td>
</tr>
<tr>
<td>Prerequisite: MATH 105 or equivalent.</td>
<td></td>
</tr>
<tr>
<td>Trigonometric and inverse trigonometric functions, identities, complex numbers, sequences, series and mathematical induction. Graphing calculators are used throughout the course.</td>
<td></td>
</tr>
<tr>
<td>MATH 107</td>
<td>Mathematical Computing Laboratory I (1)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING</td>
<td>Prerequisite: Successful completion of the university computer literacy competency and permission of the instructor.</td>
</tr>
<tr>
<td>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 laboratory may be repeated for credit. The topics are specified in the section subtitles.</td>
<td></td>
</tr>
<tr>
<td>MATH 110</td>
<td>Algebra Concepts (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>(completion of this course with a grade of 2.0 or better satisfies mathematics competency.)</td>
</tr>
<tr>
<td>Prerequisites: Grade 3.0 or better in MATH 103, or grade of 2.0 or better in MATH 104, or a satisfactory score on the Mathematics Placement Test (MPT).</td>
<td></td>
</tr>
<tr>
<td>This course introduces selected algebra topics with in-depth implementation of graphing and mathematical reasoning and is designed to give you the foundation necessary to continue in mathematics courses at EWU.</td>
<td></td>
</tr>
<tr>
<td>MATH 115</td>
<td>Mathematical Reasoning (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>(satisfies the university proficiencies, mathematics.)</td>
</tr>
<tr>
<td>Prerequisites: MATH 104 or equivalent course, or a satisfactory score on the Mathematics Placement Test (MPT).</td>
<td></td>
</tr>
<tr>
<td>Computer Literacy Competency Recommended. The course explores sets, basic logic, truth tables, elementary probability and statistics, geometry and the connections between mathematics and art, exponential functions, logarithms and geometric series. The spirit of the course is one of reasoning and problem solving. This is a terminal course intended for students not taking any other mathematics courses for their program of study. This proficiency may be satisfied by examination.</td>
<td></td>
</tr>
<tr>
<td>MATH 116</td>
<td>Calculus I (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>(for the university proficiency, course may be substituted for MATH 115)</td>
</tr>
<tr>
<td>Prerequisites: MATH 106 and ENGL 180. A review of the concepts of functions, absolute value, open and closed intervals and solutions of inequalities. Limits, derivatives of single variable functions and their applications, anti-derivatives, the definite integral.</td>
<td></td>
</tr>
<tr>
<td>MATH 117</td>
<td>Calculus II (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING</td>
<td>Prerequisite: MATH 161. Applications of the definite integral, inverse functions, transcendental functions, techniques of integration, improper integrals, Taylor’s formula.</td>
</tr>
<tr>
<td>MATH 118</td>
<td>Calculus III (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING</td>
<td>Prerequisite: MATH 162. Polar coordinates, a brief treatment of conic sections, vectors, in R² and R³, parametric equations, introduction to partial differentiation, sequences and series.</td>
</tr>
<tr>
<td>MATH 196</td>
<td>Experimental Course (1–5)</td>
</tr>
</tbody>
</table>

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MATH 200
Finite Mathematics (5)
FALL/WINTER/SUMMER
(for the university proficiencies, course may be substituted for MATH 115.)
Prerequisites: MATH 114 or equivalent course, or a 3.0 or better in MATH 104, or a satisfactory score on the Mathematics Placement Test (MPT); Computer Literacy Competency recommended; ENGL 100 or placement into or above ENGL 101 on the EWU Writing Test.
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 205
Introduction to Mathematical Modeling (5)
FALL/WINTER/SUMMER/SUMMER
Prerequisites: MATH 105 and successful completion of ENGL 100.
An introduction to mathematical modeling from a heuristic point of view with emphasis on discrete models appropriate to the study of processes from the social, biological, behavioral and ecological sciences.

MATH 207
Mathematical Computing Laboratory I (1)
FALL/WINTER
Prerequisite: Successful completion of the university computer literacy competency 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 laboratory may be repeated for credit. The topics are specified in the section subtitles.

MATH 208, 209, 210
Structure of Elementary Mathematics
Combined (5 each)
FALL/WINTER/SUMMER
Completion of the three-course sequence MATH 208, 209, 210 with grades of 2.0 or higher satisfies the university mathematics proficiency requirement.
Prerequisites: MATH 114 or equivalent course, or a 3.0 or better in MATH 104, or a satisfactory score on the Mathematics Placement Test (MPT); ENGL 100 or placement into or above ENGL 101 on the EWU Writing Test.
MATH 208, 209, 210 is offered as a three-quarter sequence designed as an alternative to MATH 211 and 212 for future teachers and/or practicing elementary teachers. Students who have a history of difficulty in mathematics may benefit from the slower pace of this course. Grades above 2.0 in MATH 208 and 209 result in MATH 211 clearance and a grade above 2.0 in MATH 209 results in MATH 212 clearance. While addressing the content of MATH 211 and 212, the course will focus on developing individual effective learning attitudes, a cohesive learning community, mathematical independence and a profound understanding of fundamental mathematics.

MATH 211
Structure of Elementary Mathematics I (5)
FALL/WINTER/SUMMER
(for the university proficiencies, the completion of MATH 211 and 212 may be substituted for MATH 115.)
Prerequisites: MATH 114 or equivalent course, or a 3.0 or better in MATH 104, or a satisfactory score on the Mathematics Placement Test (MPT); ENGL 100 or placement into or above ENGL 101 on the EWU Writing Test.
This course is designed to give future K-8 teachers a basis for understanding elementary school mathematics. Topics include sets, number systems, functions and relations, operations on whole numbers, decimals and fractions, integers, percents, ratio and proportions and data analysis. There is a strong emphasis on conceptual understanding and problem solving.

MATH 212
Structure of Elementary Mathematics II (5)
FALL/WINTER/SUMMER/SUMMER
(for the university proficiencies, the completion of MATH 211 and 212 may be substituted for MATH 115.)
Prerequisite: MATH 211.
The course is designed to give future K-8 teachers a basis for understanding elementary school mathematics. Course topics include probability (including simple and complex experiments and fundamental counting principles), geometry (including relationships, symmetry and transformations) and measurement. All topics are approached from theoretical and practical perspectives.

MATH 225
Foundations of Mathematics (5)
FALL/WINTER/SUMMER
Prerequisite: MATH 106.
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)
FALL/WINTER
Prerequisite: MATH 161.
Theory and practice of vector geometry in R^2 and R^3, systems of linear equations, matrix algebra, determinants, vector spaces, bases and dimension, linear transformations, rank and nullity and applications.

MATH 241
Calculus IV (5)
FALL/SUMMER
Prerequisite: MATH 163.
Differential equations of several variables, multiple integrals, vector calculus. Should be taken as soon after Math 163 as possible.

MATH 297
Mathematical Computing Laboratory II (1)
FALL/WINTER
Prerequisite: Successful completion of the university computer literacy competency 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 laboratory may be repeated for credit. The topics are specified in the section subtitles.

MATH 301
Discrete Mathematics (5)
FALL/WINTER/SUMMER
(for the university proficiencies, course may be substituted for MATH 115.)
Prerequisite: MATH 105. You may not receive credit for both MATH 301 and MATH 225.
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 302
Calculus and Hypothesis Testing (5)
FALL/WINTER
Prerequisites: MATH 200 or MATH 301 or equivalent.
A study of business calculus, applied statistical measures and hypothesis.

MATH 307
Mathematical Computing Laboratory III (1)
FALL/WINTER
Prerequisite: Successful completion of the university computer literacy competency 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 laboratory may be repeated for credit. The topics are specified in the section subtitles.

MATH 311
Functions and Relations (5)
FALL/WINTER
Prerequisites: MATH 211 and 212 or permission of the instructor.
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)
FALL/WINTER
Prerequisites: (1) MATH 311 or permission of the instructor; and (2) CPLA 100 and CPLA 101 or the equivalent.
Concepts from two- and three-dimensional geometry are explored and demonstrated. The course includes geometric proofs and requires the use of technology widely used in the K–12 system (and available in the Mathematics Department).

MATH 320
History of Mathematics (4)
WINTER
Prerequisites: 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 328
Introduction to Graph Theory (4)
FALL/WINTER
Prerequisite: MATH 225 or 301.
Definition of graphs and digraphs, paths, cycles and semi paths. Trees, connectedness, degree sequences, cutpoints and bridges. Definitions of trees, binary trees, balanced trees, ordered trees and spanning trees. Applications of the concepts to such diverse topics as electrical networks, food chains, ecological phase spaces, traffic control and colorability of maps.
MATH 341, 342, 343
Topics in Applied Analysis I, II and III (4 each)
Prerequisites: for MATH 341: MATH 165; for MATH 342
and 343: MATH 241.
Selected topics in applied mathematics such as vector
analysis, complex variables, partial differential
equations, etc.

MATH 345
Numerical Analysis I (4)
WINTER-EVEN YEARS/SPRING-ODD YEARS
Prerequisites: Junior or higher standing; MATH 225 and
Math 231 and a high-level computer language. (MATH 225
requires MATH 161)
The course develops numerical linear algebra and
time 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.
The course also includes such applications as the
design and analysis of algorithms for floating-point
arithmetic, linear regression, orthogonal linear
regression, linear programming, or cubic splines,
with applications to engineering and the sciences.

MATH 347
Introductory Differential Equations (4)
FALL-ODD YEARS/WINTER EVEN YEARS
Prerequisite: MATH 163.
An introduction to ordinary differential equations,
a nonrigorous, problem-solving approach including
Laplace transforms and Fourier series with
applications.

MATH 360
Continuous Functions (4)
FALL
Prerequisites: MATH 225 and 231.
This 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 370
Survey of Geometries (5)
WINTER
Prerequisite: (CPLA 100 and 101) or equivalent; and
MATH 225.
Introduction to various finite and infinite geometries,
both Euclidean and non-Euclidean. The logical
notions of consistency, independence, interpretation
and models and completeness will be explored.
Properties and theorems of each geometric system
will be developed synthetically, analytically and
through use of technology.

MATH 380
Elementary Probability and Statistics (5)
FALL/WINTER/SPRING/SUMMER
([for university proficiencies, course may be substituted
for MATH 115.]
Prerequisites: MATH 105 or Mathematics Proficiency
Clearance, Computer Literacy Competency
Recommended. 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 An Introduction to Statistics (4)
FALL/WINTER-ODD YEARS/SPRING-EVEN YEARS
Prerequisites: MATH 163, 225, Computer Literacy
Competency Recommended.
Mathematical theory of probability: proofs of simple
theorems; Bayes’ theorem and its applications to real
world problems; discrete and continuous random
variables; probability distributions for the binomial,
geometric, Poisson, exponential and normal random
variables; the distribution of the sample mean.
Statistics: an introduction to confidence intervals and
hypothesis testing.

MATH 386
Applied Statistics (4)
WINTER
Prerequisite: MATH 380 or 385 or equivalent.
Statistical methods for research in the natural
sciences. The course includes analysis of variance,
multiple regression, analysis of covariance and
nonparametric statistical procedures.

MATH 390
Methods of Teaching Elementary School
Mathematics (5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: MATH 211 and 212 or equivalent courses
approved by the department; EDUC 303; junior standing.
Course designed to teach current methods for
teaching math (grades K–8).

MATH 393
Methods of Teaching Secondary
Mathematics I (3)
SPRING
Prerequisites: Junior standing and concurrent enrollment in
EDUC 413.
This course is designed to address the development
and evaluation of select content and process
standards: number sense, algebra, functions,
representation, reasoning, and communication in
the middle and high school. It includes the use of
traditional, technological and manipulative materials
consistent with current theory and practice.
Note: If through communication with your major
and minor advisors you determine that taking MATH
393 concurrently with EDUC 413 will result in an
overload, please contact the instructor of MATH 393.

MATH 399
Special Studies in Mathematics (1–5)
FALL/WINTER/SPRING/Summer
Prerequisites: Permission of the instructor and the
department chair.

MATH 401
Advanced Formal Logic (5)
Prerequisites: PHIL 301 or math equivalent and successful
completion of ENGL 101 and recommended placement
above MATH 104 on the Mathematics Placement Test or
MATH 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)
FALL/WINTER/SPRING
Prerequisite: Successful completion of the university
computer literacy competency 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 laboratory may be repeated for credit. The topics
are specified in the section subtitles.

MATH 411
Development of the Number System (4)
WINTER
Prerequisite: MATH 311 or permission of the instructor.
A rigorous development of the rational number system
by applying the basic rules of logic.

MATH 412
Advanced Methods of Teaching K–8
Mathematics (5)
WINTER/SPRING
Prerequisites: (1) (MATH 390 and MATH 311) or MATH
493 or approval of the instructor; and (2) (CPLA 100 and
CPLA 101) or the equivalent.
Advanced course in methods of teaching math (grades
K–8), including the (required) use of technology.
Focuses on the teaching of topics in measurement,
probability and statistics, algebraic reasoning, ratio
and proportion and geometry.

MATH 420
Problem Solving for K–8 Teachers (4)
FALL/SPRING
Prerequisites: (1) (MATH 390 or math teaching experience)
and (2) (MATH 311 or equivalent course approved by the
department) and (3) (CPLA 100 and CPLA 101) or the equivalent.
This math content course for prospective K–8
teachers requires students enrolled in the class to
solve a large variety of problem-solving problems
using a variety of strategies including the use
of manipulatives, technology and mathematical
representations. Techniques for teaching problem
solving are discussed in the course. The use of a
variety of types of technology is a required component
of the course.

MATH 430
Advanced Linear Algebra (4)
SPRING-EVEN YEARS
Prerequisites: MATH 225 and 231.
Advanced study of linear algebra, including the
structure theory of linear transformation, the Cayley-
Hamilton Theorem and multilinear algebra.

MATH 431
Introduction to Modern Algebra I (4)
FALL
Prerequisites: MATH 225, 231.
Sets, groups, cyclic and permutation groups,
Lagrange’s Theorem, quotient groups and the
isomorphism theorems.

MATH 432
Introduction to Modern Algebra II (4)
WINTER
Prerequisite: MATH 431.
Basic theory of rings and ideals. Polynomal rings,
principal ideal domains and unique factorization
doms. Modules.

MATH 433
Introduction to Modern Algebra III (4)
SPRING-ODD YEARS
Prerequisite: MATH 432.
Field theory: Splitting fields, Galois groups,
fundamental Theorem of Galois Theory. Applications
to classical problems of Euclidean constructibility and
solvability by radicals.
MATH 445  
Numerical Analysis II (4)
SPRING-EVEN YEARS
Prerequisite: Concurrent or higher standing; MATH 345.
The course combines numerical linear algebra with  
calculus to derive methods of scientific computing:  
numerical differentiation and integration, existence,  
uniqueness, stability and numerical approximation  
of solutions of nonlinear systems and of ordinary  
or partial differential equations, splines and fast Fourier  
or wavelet transforms.
The course also includes such applications to the  
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 (4)
WINTER-ODD YEARS
Prerequisites: MATH 225, 231 and 347.
Advanced study of differential equations including  
power series solutions, systems, numerical solutions  
and partial differential equations.

MATH 460  
Continuous Functions (4)
FALL
Prerequisites: MATH 225 and 231.
This 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. Homework and examinations in  
MATH 460 focus more on designing proofs new to the  
student than they do in MATH 360.

MATH 461  
Advanced Calculus I (4)
WINTER
Prerequisites: MATH 241 and 360 or 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 (4)
SPRING
Prerequisite: MATH 461.
This course builds on topics introduced in MATH 461 to  
treat integration. Topics include line integrals,  
exterior algebra and a general form of Stoke’s  
Theorem, with selected applications to algebra,  
topology and fluid dynamics if time permits.

MATH 470  
Foundations of Geometry (4)
SPRING-ODD YEARS
Prerequisite: MATH 225 and 231 or concurrent enrollment.
A treatment of plane Euclidean and projective  
geometries, including the theory of conics, utilizing  
analytic methods and linear algebra.

MATH 481  
Complex Analysis (4)
FALL-EVEN YEARS
Prerequisite: MATH 360.
The algebra and calculus of complex functions. Series,  
holomorphic maps, Cauchy’s Theorem, applications.

MATH 485  
Theoretical Probability and Mathematical Statistics (4)
SPRING-ODD YEARS
Prerequisites: MATH 241, 385.
Mathematical theory of probability; discrete and  
continuous multivariate distributions, moment  
generating functions, proof and application of the  
central limit theorem. Theory of statistical inference:  
topics in estimation and hypothesis testing; maximum  
likelihood estimates, the Neyman Pearson lemma,  
likelihood ratio tests. Other selected topics.

MATH 486  
Advanced Topics in Statistics (3)
FALL-EVEN YEARS
Prerequisites: MATH 385, 386, 485.
Students will apply general theory from MATH 385,  
386 and 485 to an area of statistics new to them.  
One or more advanced topics will be selected by the  
students in consultation with the instructor teaching  
the course, typically among the following: generalized  
linear models, categorical data analysis, time series  
analysis, survival analysis. The course will have a  
thoretical component dealing with mathematical  
aspects of the given topic(s), as well as a practical  
component typically taking form of a student project  
involving the analysis of a real-world data set.

MATH 490  
Senior Capstone: Mathematics Practicum (5)
FALL/WINTER/SUMMER
Prerequisites: MATH 390 and 412 and senior standing.
This course is a practicum for students majoring in  
Mathematics Education. The students will do a pre-student  
teaching classroom experience in an elementary, middle or high school mathematics  
classroom (three credits) and participate in a seminar  
two (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. The course  
will fulfill the Senior Capstone Course requirement for  
the BAE Math/Elementary and BAE Math/Secondary  
majors.

MATH 492  
Problem Solving Seminar (5)
SPRING
Prerequisites: [CPPLA 100 and 101] or equivalent, senior  
standing; and MATH 225 or permission of the instructor.
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 493  
Methods of Teaching Secondary Mathematics II (3)
FALL
Prerequisites: MATH 393 and MATH 370. Concurrent  
enrollment in MATH 370 is allowed. Concurrent  
enrollment in EDUC 341.
This course is designed to address the development  
and evaluation of select content and process standards:  
-geometry, measurement, statistics, probability,  
problem solving, connections and communication  
in the middle and high school. The course includes  
the use of traditional, technological and manipulative  
materials consistent with current theory and practice.  
Note: If through communication with your major  
and minor advisors you determine that taking MATH 493 concurrently with EDUC 341 will result in an  
overload, please contact the instructor of MATH 493.

MATH 494  
Senior Seminar (2)
WINTER
Prerequisites for students pursuing the BA in Mathematics:  
Prior or concurrent enrollment in MATH 462 and 432; for  
students pursuing the BAE Secondary: Prior or concurrent  
enrollment in MATH 360, 386, 432 and 493; for students  
pursuing the BA in Mathematics with a Computer Science  
option: Prior or concurrent enrollment in MATH 360, 345  
and 495.
The Senior Seminar course will explore the culture  
of mathematics through readings and classroom  
discussion. 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 497  
Workshops, Short Courses, Conferences (1–5)
Selected topics to be arranged in consultation with the  
requesting organization.

MATH 498  
Seminar (1–5)

MATH 499  
Directed Study (1–5)
FALL/WINTER/SUMMER
Prerequisites: Permission of the instructor and the  
department chair.

MATH 501  
Introduction to the Foundations of Mathematics (4)
The nature of geometric and algebraic systems. The  
lectures are concerned with sets, symbolic logic,  
Boolean algebra, non-Euclidean geometry, the real  
number system, algebraic structure and philosophy.  
Recommended for all planning to teach mathematics.

MATH 507  
Mathematical Computing Laboratory (1)
Recommended for all planning to teach mathematics.  

MATH 510  
Number Sense for Teachers (3)
Prerequisites: 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  
curriculum. However, the laboratory is not required by the designated course.  
The laboratory may be repeated for credit: the topics  
are specified in the section subtitles.

MATH 494  
Senior Seminar (2)
WINTER
Prerequisites for students pursuing the BA in Mathematics:  
Prior or concurrent enrollment in MATH 462 and 432; for  
students pursuing the BAE Secondary: Prior or concurrent  
enrollment in MATH 360, 386, 432 and 493; for students  
pursuing the BA in Mathematics with a Computer Science  
option: Prior or concurrent enrollment in MATH 360, 345  
and 495.
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 497  
Workshops, Short Courses, Conferences (1–5)
Selected topics to be arranged in consultation with the  
requesting organization.

MATH 498  
Seminar (1–5)

MATH 499  
Directed Study (1–5)
FALL/WINTER/SUMMER
Prerequisites: Permission of the instructor and the  
department chair.

MATH 501  
Introduction to the Foundations of Mathematics (4)
The nature of geometric and algebraic systems. The  
lectures are concerned with sets, symbolic logic,  
Boolean algebra, non-Euclidean geometry, the real  
number system, algebraic structure and philosophy.  
Recommended for all planning to teach mathematics.

MATH 507  
Mathematical Computing Laboratory (1)
Recommended for all planning to teach mathematics.  

MATH 510  
Number Sense for Teachers (3)
Prerequisites: 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  
curriculum. However, the laboratory is not required by the designated course.  
The laboratory may be repeated for credit: the topics  
are specified in the section subtitles.
MATH 511 Ratio and Proportion for Teachers (3)
Prerequisites: 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 for Teachers (3)
Prerequisites: 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)
Prerequisites: Graduate standing.
Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of concepts of data analysis and probability and deepen their understanding of the research on the teaching and learning of data analysis and probability in K-9 mathematics. Major emphases will be learners’ cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to data analysis and probability.

MATH 514 Algebraic Reasoning for Teachers (3)
Prerequisites: 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)
Prerequisites: 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 School Teachers (4)
Prerequisites: Graduate standing.
This course is taken by 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 521 Methods of Teaching Mathematics I (1)
Prerequisites: Concurrent enrollment in MATH 431 or 460 or 531.
MATH 521 is the first course in a three-sequence designed to expose mathematics graduate instructors to a variety of instructional techniques of teaching mathematics at the precollege and introductory college level. This course focuses on designing effective lessons.

MATH 522 Methods of Teaching Mathematics II (1)
Prerequisites: MATH 521 or permission of instructor.
MATH 522 is the second course in a three-sequence designed to expose mathematics graduate instructors to a variety of instructional techniques for teaching mathematics at the precollege and introductory college level. This course focuses on developing effective questioning techniques and classroom discourse.

MATH 523 Methods of Teaching Mathematics III (1)
Prerequisites: MATH 522 or permission of instructor.
MATH 523 is the third course in a three-sequence designed to expose mathematics graduate instructors to a variety of instructional techniques for teaching mathematics at the precollege and introductory college level. This course focuses on developing teaching select topics from the developmental mathematics curriculum and assessing student learning.

MATH 524 Mathematics Curriculum in Elementary and Middle School (3)
Prerequisites: Graduate standing.
This course focuses on exploring the elementary and middle school mathematics curricula. The nature of mathematics, supporting research and curricular issues will be explored with an emphasis on implications for K-9 mathematics teaching and learning. Students will analyze both traditional and reform curricula. Special attention will be given to the research and theoretical bases underpinning these curricula.

MATH 525 Assessment and Mathematics Learning (3)
Prerequisites: 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.

MATH 526 Leadership in Mathematics Education (3)
Prerequisites: Graduate standing.
The goals of this course are to understand issues around school-based leadership in mathematics education and to develop teacher-leaders who are content, pedagogical and diagnostic experts in their schools. Course readings, discussions and project topics include supporting professional learning communities; coaching for rigorous instruction and learning; creating equitable learning environments; assessment; teacher beliefs, knowledge and motivation; policy, reflecting on and measuring leader effectiveness; and teacher professional development.

MATH 527 Technology in Mathematics Teaching and Learning (3)
Prerequisites: 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.

MATH 528 Problem-Centered Learning (3)
Prerequisites: 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 problemposing. 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 529 Topics in Mathematics Education (3)
Prerequisites: 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. This course may be repeated for credit with different topics.

MATH 531 Algebra I (4)
FALL
Prerequisite: MATH 431 or permission of the instructor.
The theory of groups, starting at the Sylow Theorems. Topics: group actions, normal series, solvable and nilpotent groups, structure theorem for abelian groups, semidirect products, extensions.

MATH 532 Algebra II (4)
WINTER
Prerequisite: MATH 432 and 531 or permission of the instructor.
The theory of rings and modules. Topics: modules over principal ideal domains, Jacobson radical, chain conditions, Noetherian and Artinian rings, commutative algebra.
MATH 533  
Algebra III (4)  
SPRING  
Prerequisite: MATH 532 or permission of the instructor.  
The theory of fields and character theory. Topics:  
Galois theory, finite fields, cyclotomic extensions,  
transcendental extensions, group rings, Wedderburn’s  
Theorem, Schur orthogonality relations.  

MATH 539  
Seminar in Special Topics (1–5)  

MATH 551  
General Topology I (4)  
FALL  
Prerequisite: MATH 360 or 460 or a course in Topology;  
Examines properties of abstract topological  
spaces and mappings including compactness and  
connectedness, conditions for metrizability.  

MATH 552  
General Topology II (4)  
Prerequisite: MATH 551.  
Discusses uniformities and proximities, nets and  
filters, compactification, completeness, function  
spaces, quotient spaces and related concepts.  

MATH 553  
Topics from Topology (4)  
Prerequisite: MATH 552.  
Selected topics, depending on the interest of the class  
and instructor, chosen from such areas as point-set  
topology, linear topological spaces, homotopy theory,  
homology theory, topological groups and topological  
dynamics.  

MATH 561  
Real Analysis I (4)  
WINTER-ODD YEARS  
Prerequisites: MATH 551.  
This course presents the concepts of general measure  
and integration theory including the Lebesgue integral  
and its properties.  

MATH 562  
Real Analysis II (4)  
SPRING-ODD YEARS  
Prerequisite: MATH 561.  
Examines the concept of derivative in a measure  
theoretic setting, as well as product measures and  
Fubini’s theorem.  

MATH 573  
Topics in Applied Mathematics (4)  
FALL  
Prerequisite: 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. This course may be repeated for  
credit; topics will be specified in the section subtitle.  

MATH 581  
Complex Analysis I (4)  
WINTER-EVEN YEARS  
Prerequisite: MATH 551.  
This course establishes the basic properties of  
holomorphic functions, including complex derivatives,  
power series, singularities, residues and the general  
integral formula of Cauchy. In particular, the course  
proves such classical results as the Fundamental  
Theorem of Algebra, the Open Mapping Theorem, the  
Maximum Principle and the theorems of Weierstrass,  
Montel or Loosman-Menchoff. This course also  
presents examples of elementary conformal mappings,  
with optional applications to cartography or physics,  
from geometric or analytic points of view.  

MATH 582  
Complex Analysis II (4)  
SPRING-EVEN YEARS  
Prerequisite: 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 590  
Math Methods for Elementary Teachers (5)  
Prerequisite: 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.  

MATH 592  
Theory and Research in Mathematics  
Education (3)  
Prerequisite: 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.  

MATH 593  
Pedagogical Development Studies (1)  
Prerequisites: Graduate standing.  
This course is intended to enable participants in  
Mathematics Department-sponsored professional  
development programs to receive graduate  
credit through additional study. Specific course  
requirements will be tailored to the particulars of the  
professional development program but will include  
a minimum of one major and one minor research  
and writing assignment related to the development of  
content knowledge for the teaching of mathematics.  
May be repeated for a maximum of 3 total credits.  

MATH 596  
Experimental Course (1–5)  

MATH 597  
Workshops (1–5)  
Note: Only one workshop course for up to three credits  
may be used to fulfill graduate degree requirements.  

MATH 598  
Seminar (1–5)  
Prerequisite: Permission of the instructor.  

MATH 599  
Independent Study (1–6)  
Prerequisites: Permission of the instructor and the  
department chair.  

MATH 600  
Thesis (1–15)  
A research thesis under the direction of a graduate  
committee.  

MATH 601  
Research Report (1–15)  
A research study in lieu of a bound thesis conducted  
as partial fulfillment of a master’s degree in education  
under the direction of a graduate committee.  

MATH 695  
Mathematics Education Internship (6)  
Prerequisites: graduate standing.  
The theories of teaching and learning mathematics  
explained in the Theory and Research in Mathematics  
Education course (MATH 592) are made practically  
relevant in this course, as student teach classes such  
as MATH 211 or 212 while being mentored by faculty  
having experience with those classes. One-hour  
weekly seminars complement the in-class teaching  
assignment.  

MATH 696  
College Teaching Internship (1–5)  
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.

www.ewu.edu
The Department of Military Science offers a four year curriculum in leadership, both theoretical and practical. Students learn the fundamentals of leadership and then progress through increasing leadership responsibilities in order to improve individual levels of proficiency. Many other “life skills” such as time management, oral and written communications, first aid and personal and adventure training are also integrated into the program.

The Department of Military Science is part of the Army Reserve Officer Training Corps (ROTC) program. The Army Reserve Officer Training Corps (ROTC) is included as part of the Military Science curriculum. Students who wish to enroll or to contract as a cadet must meet medical, physical and military screening standards. The program requires classroom instruction, leadership labs, off-campus training and may include internship opportunities. Both a major and a minor are offered by the department.

ROTC is traditionally a four-year program. Students with prior service, members of Army Reserve or National Guard units and ROTC Basic Camp graduates may be eligible to waive the lower division courses and complete the program in two years. While attending Basic Camp, students will receive pay. The ROTC program consists of two phases: the Basic Course (usually completed during the Freshman and Sophomore years or obtained through advanced placement credit) and the Advanced Course (usually completed during the junior and senior years).

Basic Course: The Basic Course is open to all students interested in basic leadership and military skills training without any military obligation. The Freshman 100-level courses are two credit hours and consist of a one-hour classroom session and a two hour leadership laboratory (three hours weekly). The sophomore 200-level courses are 3-credit hours and consist of a two-hour classroom session and a two-hour leadership laboratory (four hours weekly). Basic Course focus is on leader development and small group dynamics combined with basic military skills training which offers the students personal challenges and the opportunity to take ROTC for a test drive. Development of critical thinking and problem solving skills and improvement of oral and written communication skills in a variety of different situations will provide each student an environment within which to become a better leader and influence within a chosen profession. Between their sophomore and junior year, students may attend a four-week Leaders Training Course (LTC) at Fort Knox, KY to meet Basic Course Requirements. Students are also afforded the opportunity to apply and compete for on-campus ROTC two and three year scholarships.

Advanced Course: Upon completion of the Basic Course or equivalent, students become eligible for entrance into the Advanced Course. Eligible students must be selected by the ROTC cadre prior to enrollment in the Advanced Course. The Advanced Course is a two year curriculum consisting of classroom instruction, leadership training and military field training. Students also attend a 35 day Leadership Development and Assessment Course Camp (LDAC) at Fort Lewis, Washington, during the summer between their junior and senior years. While attending LDAC students are paid for their time at camp and for round-trip travel expenses.

Completion of the Advanced Course qualifies the student to apply and compete for a commission in the United States Army, either on active duty or in the Reserves or National Guard.

Financial Assistance: Each Advanced Course student receives a tax free stipend allowance of $350–$500 a month for up to ten months a year.

There are also cooperative programs with the Army Reserve and Army National Guard that pay 100% up to $4500 (per academic year) of tuition, monthly drill pay and a stipend for MS II, III and IV cadets. Cadets who join the Army Reserves and Army National Guard and finish Basic Training and Advanced Individual Training (AIT) will qualify for the Montgomery GI Bill ($309/month per academic year) and GI Bill Kicker ($200-$550/month per academic year).

Scholarships: The ROTC program offers several scholarships: four year, three year and two year scholarships for eligible students. Every scholarship provides full tuition, $1200 annual allowance for books and class fees in addition to the tax-free stipend of $300 per month for contracted Freshmen, $350 per month for Sophomores, $450 per month for Juniors and $500 per month for Seniors during the academic school year.

Four-Year National Scholarship Program: Interested students apply while still in high school at www.armyrotc.com. Beginning in March of each year, high school juniors may apply for the university academic year after their high school graduation. An early decision cycle is offered for applications submitted by 15 JUL each year between the junior and senior high school years. Application deadline is 1 NOV of each year. Interested applicants DO NOT incur any military obligation by simply applying for a scholarship. Scholarship decisions and notification of scholarship winners begin after 15 JAN each year. For an application 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 accepted at EWU. Interested students DO NOT incur any military obligation by applying for a scholarship. Contact the EWU ROTC Scholarship Officer at 509.359.6110 to apply.

Extracurricular Activities:

Special Qualification Training: Advanced course and select Basic Course students may participate in confidence-building schools such as Air Assault School, Airborne School, Northern Warfare School and Cadet Troop Leader Training (CITL).

Ranger Club: Associated Students of EWU and ROTC sponsored activity designed to provide its members with additional adventure training. Club member go on outings every quarter that may include biking, skiing and rafting. Members are not required to enroll in Military Science courses to participate in club activities.

Color Guard: The Eastern Washington University 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 sponsors teams which participate in basketball, volleyball, softball and other sports of the Eastern Washington University Intramural program. Uniforms and equipment are provided by the Department of Military Science.

Required courses in the following programs of study may have prerequisites. Reference the course description section for clarification.
### Bachelor of Arts (BA)

**Military Science Major (83 credits)**

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.

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

**Student Learning Outcomes**

**Students will:**
- 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 Operation Order,
- 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,
- critically analyze the current Operational Environment in which our Armed Forces are deployed to better prepare to be a Platoon Leader.

**Required Courses**

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**Total credits for above major** 83 credits

### Military Science Minor (37 credits)

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</table>

**Total credits for above minor** 37 credits

### Military Science Courses

**Terms offered:** If no terms are indicated, check with department or quarterly course announcement.

**MLSC 101**  
**Military Values and Leadership I (2)**  
**FALL**  
Open to all students.  
An introduction to the fundamentals of military values, leadership and decision making. This course is the first in a series that focuses on developing student critical thinking and problem solving with the goals of promoting team building and improving oral and written communicative skills. Students are exposed to basic map navigation skills as a confidence building technique. Leadership labs provide exposure to larger group dynamics while learning basic military skills.

**MLSC 102**  
**Military Values and Leadership II (2)**  
**WINTER**  
Open to all students.  
An introduction to the fundamentals of military values, leadership and decision making. This course is a continuation in a series that focuses on developing student critical thinking and problem solving with the goals of promoting team building and improving oral and written communicative skills. Students are exposed to basic map navigation skills as a confidence building technique. Leadership labs provide exposure to larger group dynamics while learning basic military skills.

**MLSC 103**  
**Military Values and Leadership III (2)**  
**SPRING**  
Open to all students. Prerequisite: None.  
This course builds on the fundamentals developed in MLSC 101/102. This course focuses on allowing the individual student to become acquainted with problem solving and decision making processes (what the student actually does as a leader). Students continue to place in various small group leadership situations that demand leader decisions to ethical and moral problems. In the labs, students continue to learn confidence building skills, such as winter survival and other basic military skills.

**MLSC 201**  
**Basic Navigation Techniques (3)**  
**FALL**  
Open to all students.  
This course addresses land navigation techniques and communication skills. Included is a study of the fundamentals and use of topographic maps and the magnetic compass to determine locations, directions and terrain features. Students are also given the opportunity to give presentations and to lead small groups.

**MLSC 202**  
**Basic Military Skills (3)**  
**WINTER**  
Open to all students.  
This course addresses basic military skills and small unit leadership. Included are studies of small military units and how they function in a tactical environment, training in basic military skills and leadership studies.

**MLSC 203**  
**Military Leadership (3)**  
**SPRING**  
Open to all students.  
This course is a study of military leadership principles and traits and how they are used by an Army officer to accomplish a mission and continuation of training in basic military skills and leadership studies.

**MLSC 204**  
**Military Science and Tactics Laboratory IV (Land Navigation) (1)**  
**FALL**  
Open to all students.  
This course is the study of outdoor tactical land navigation theory and skills. Drill and ceremonies, first aid, ranger skills and field communication are taught with practical application in a realistic field environment.

www.ewu.edu
MLSC 208
MLSC Qualification (1–5)
SUMMER
Open to all students. Prerequisite: Permission of the instructor. This course prepares the non-enrolled student for enrollment in the MLSC Advanced Program. Consists of courses offered in the basic course program and includes land navigation, first aid, drill and ceremonies, leadership, professional knowledge subjects and field training.

MLSC 299
Individual Studies (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the instructor and the department chair. Topics of study are mutually agreed upon by the student and the instructor.

MLSC 301
Military Science and Tactics I (4)
FALL
Prerequisite: Permission of the instructor. This course covers advanced land navigation, leadership and communication, with an introduction to small unit tactics. The laboratory portion consists of extensive practical, training and an intensive physical fitness training program.

MLSC 302
Military Science and Tactics II (4)
WINTER
Prerequisite: Permission of the instructor. This course covers leadership techniques using small unit tactics. The laboratory portion consists of extensive practical training and an intensive physical fitness training program.

MLSC 303
Military Science and Tactics III (4)
SPRING
Prerequisite: Permission of the instructor. This course reviews advanced land navigation techniques, communication and small unit tactics in preparation for the thirty day summer Leadership Development and Assessment Course Camp (LDAC) at Fort Lewis, Washington. The laboratory portion consists of extensive practical training and an intensive physical fitness training program.

MLSC 304
Military Science and Tactics III (Leadership Development & Assessment Course) (8)
SUMMER
Prerequisite: Permission of the department chair. This course includes practical exercise in individual soldier skills, leadership and small unit tactics in preparation for the LDAC.

MLSC 395
CO-OP Fieldwork (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor. Practical exercise in small unit leadership and basic tactics. Designed for non enrolled students and fulfills prerequisites for entry into the Advanced Course program.

MLSC 399
Individual Studies (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor. Topics are mutually agreed on by the student and the instructor.

MLSC 401, 402, 403
Military Science and Tactics IV (4 each)
FALL(401)/WINTER(402)/SPRING(403)
Prerequisite: Permission of the department chair. A study of the principles of war, law of war, the military justice system and ethical and professional behavior theory. Discusses force structuring, consequences and requirements of defense policy, organization and functioning of the staff, logistics, training, administration and effective leadership.

MLSC 495
Professional Internship (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the instructor and the department chair. 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 499
Individual Studies (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the instructor and the department chair. Topics are mutually agreed on by students and the instructor.
MODERN LANGUAGES AND LITERATURES

College of Arts and Letters
Margaret Heady, Chair
350F Patterson Hall
509.359.2859

BA, BAE
Minors
MED
Faculty: M. Andrews (Spanish), J. Garcia-Sanchez (Spanish), M. Heady (French), P. Higman (Spanish), W. Kraft (German), P. Preisig (French), J. Stewart-Strobelt (German), T. Stradling (Japanese), G. Walas (Spanish), S. Winkle (German)

Learning Center Director: P. Foster

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. Minor programs in German and Japanese are also available. The department also offers courses in Chinese and Russian. Graduate work leading to the master of arts in English literature is available. The department also offers courses in Chinese and Russian.

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 (1) an understanding about the phenomenon of language, (2) enhanced skills in inquiry, analysis and the exercise of critical faculties and (3) 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 (1) the knowledge and appreciation of cultural history and (2) 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 France at the University of Nice, in Spain at the Escuela Internacional and in Germany at the Technical University in Luebeck. Eastern also has established student exchanges with one or more universities in Australia, Japan, Mexico and Germany (as well as with several universities where English is the language of instruction). Since there are often such programs in the development stage and since students have access to the study abroad programs of other American universities as well, students who are interested in exchange opportunities should check with Modern Languages and Literatures and with the Study Abroad Office for the latest information.

Language Placement

Guidelines for students for determining where they should place themselves in a language course sequence, based on where they ended previous language study.

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 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 course work), 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 course work), 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 course work), 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 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 before or at the time of initial enrollment in language courses. (A separate set of guidelines deals with "Proficiency Placement Credit" at the second-year level.)
**Initial Enrollment**

When students enroll initially, they should follow the preceding guidelines. If they are in any doubt about appropriate placement, they should consult with their teachers during the first day or two of the quarter.

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 350. The reception number of the department is 509.359.2481. The phone numbers and e-mail addresses of the chair and program faculty are also available on the University’s website.

**Proficiency Placement Credit**

The Department of Modern Languages and Literatures offers proficiency placement credit to students who enter EWU with some prior training and knowledge of foreign languages at the first- and/or second-year levels. These guidelines explain the conditions under which students may receive placement credit for previous language study.

### First-Year Language Study

Students who through prior training or knowledge are able to skip 101, 102 and/or 103 classes in any foreign language may receive proficiency placement credit for these classes. To do this, they must complete an equivalent number of credit hours in the language program in question at appropriately higher course levels in the Department of Modern Languages and Literatures at EWU. The maximum proficiency placement credit for first-year study in one language is 15 credits.

Proficiency placement credit for first-year language study does not carry a grade and is not assigned a particular course number, but it does appear on the student's transcript and does count toward the student's 180 credit hour requirement for graduation.

### Second-Year Language Study

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

1. on passing the proficiency test or other proficiency screening by the program faculty at the time of initial enrollment in language courses and
2. on completing a minimum of 5 credits at the 200- and/or upper-division level.

Students who receive a P credit for second-year language study are also eligible for proficiency credit for first-year language study.

### A. P. Test Credit

These guidelines 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

- 5 may receive credit for 201 (5 credits)
- 4 may receive credit for 201, 202 (10 credits)
- 3 may receive credit for 201, 202, 203 (15 credits)

in French, German, Japanese, Russian or Spanish with a grade of P when they matriculate at EWU.

### General Degree Requirements for Modern Languages and Literatures

**Grade Requirement for majors and minors:** 2.50 cumulative average

**Study abroad and core requirements for Spanish**

- Students majoring/minoring in Spanish must complete SPAN 101/111, 201/211 and 301 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 two credits of conversation courses at the advanced level (SPAN 305) and five credits of culture/humanities courses (Upper division courses) which are valid as electives.

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

**Bachelor of Arts (BA)**

**French Major (45 credits)**

**Student Learning Outcomes**

**Students will:**

- demonstrate proficiency in the oral language skills of listening and speaking,
- demonstrate proficiency in writing and reading,
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study,
- demonstrate an understanding of the interconnectedness of language, culture, history and literature,
- apply knowledge of the historical background of the language culture under study; show conversance in contemporary issues political, economic, social and artistic,
- demonstrate knowledge of the customs and idioms of the language culture under study in order to be able to respond to everyday situations in appropriate ways.

**Required Courses (27 credits)**

- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)
- FREN 310 Advanced Grammar and Composition (5)
- FREN 320 French Civilization and Culture I (4)
- or FREN 321 French Civilization and Culture II (4)
- FREN 330 French Literary Genres (3)

**Select 9 credits from the following courses**

- FREN 410 French Stylistics (3)
- FREN 430 17th Century French Literature and Culture (3)
- FREN 431 18th Century French Literature and Culture (3)
- FREN 433 19th Century French Literature and Culture (3)
- FREN 440 20th Century French Literature and Culture (3)
- FREN 496/497 Workshops/Special Topics (2–4)

**Electives**

- FREN 305 French Conversation (2)
- FREN 306 French Conversation (2)
- FREN 311 Grammar Review (2)
- FREN 320 French Civilization and Culture I (4)
- or FREN 321 French Civilization and Culture II (4)
- FREN 496/497 Workshops/Special Topics (2)

**Required program credits**

- **27 credits**
- **9 credits**

**Total credits for above major**

- **45 credits**

**Note:** The above major requires the completion of a minor.

**French Major (60 credits)**

**Required Courses—SAME AS FOR 45 CREDIT MAJOR**

**Electives—Select courses above FREN 300**

**Required program credits**

- **27 credits**

**Elective credits**

- **33 credits**

**Total credits for above major**

- **60 credits**
Bachelor of Arts (BA)

Spanish Major (45 credits)

Student Learning Outcomes

Students will:
- demonstrate proficiency in the oral language skills of listening and speaking;
- demonstrate proficiency in writing and reading;
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study;
- demonstrate an understanding of the interconnectedness of language, culture, history and literature;
- apply knowledge of the historical background of the language culture under study; show conversance in contemporary issues political, economic, social and artistic;
- demonstrate knowledge of the customs and idioms of the language culture under study in order to be able to respond to everyday situations in appropriate ways;
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study;
- apply knowledge of grammaratical concepts and structures in preparation for the teaching profession;
- demonstrate proficiency in the oral language skills of listening and speaking; demonstrate proficiency in writing and reading;
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study; demonstrate an understanding of the interconnectedness of language, culture, history and literature.

Required Courses
- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 203 Introduction to Advanced Spanish (5)
- SPAN 310 Advanced Grammar and Composition (3)
- SPAN 311 Advanced Grammar and Composition (5)
- SPAN 320 Spanish Civilization (5)
- SPAN 321 Spanish-American Civilization and Culture (5)
- SPAN 358 Survey of Spanish Literature (3)
- or SPAN 339 Survey of Spanish-American Literature (3)

Electives
Select courses above SPAN 300

Required program credits 34 credits
Elective credits 11 credits
Total credits for above major 45 credits

Note: The above major requires the completion of a minor.

Spanish Major (60 credits)

Required Courses—SAME AS FOR 45 CREDIT MAJOR

Electives—Select courses above SPAN 300

Required program credits 34 credits
Elective credits 26 credits
Total credits for above major 60 credits

Bachelor of Arts in Education (BAE)

French/Elementary or Secondary Major (49 credits)

This major satisfies the endorsement for Preschool to grade 12.

Student Learning Outcomes

Students will:
- apply knowledge of the historical background of the language culture under study; show conversance in contemporary issues political, economic, social and artistic;
- demonstrate knowledge of the customs and idioms of the language culture under study in order to be able to respond to everyday situations in appropriate ways;
- apply knowledge of language teaching techniques, methods and materials, demonstrate and apply knowledge of grammaratical concepts and structures in preparation for the teaching profession;
- demonstrate proficiency in the oral language skills of listening and speaking; demonstrate proficiency in writing and reading;
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study; demonstrate an understanding of the interconnectedness of language, culture, history and literature.

Required Courses
- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)
- FREN 310 Advanced Grammar and Composition (5)
- FREN 320 French Civilization and Culture I (4)
- FREN 321 French Civilization and Culture II (4)
- FREN 330 French Literary Genres (3)
- GNML 390 Foreign Language Methods (4)

Select 9 credits from the following courses:
- FREN 410 French Stylistics (3)
- FREN 430 17th Century French Literature and Culture (3)
- FREN 431 18th Century French Literature and Culture (3)
- FREN 432 19th Century French Literature and Culture (3)
- FREN 440 20th Century French Literature and Culture (3)
- FREN 496/497 Workshops/Special Topics (2–4)

Electives
- FREN 305 French Conversation (2)
- FREN 306 French Conversation (2)
- FREN 311 Grammar Review (2)
- FREN 320 French Civilization and Culture I (4)
- or FREN 321 French Civilization and Culture II (4)
- FREN 496/497 Workshops/Special Topics (2)

Required program credits 31 credits
Required select from the following credits 9 credits
Elective credits 9 credits
Total credits for above major 49 credits

Professional Education Requirements/
Elementary Education: 73-74 credits
or
Secondary Education: 46–47 credits

See the Department of Education section of this catalog. Prerequisites may also apply.

Minimum total credits for above major and
elementary professional education 122 credits
Minimum total credits for above major and
secondary professional education 95 credits

Note: Students who do not have sufficient high school language preparation to begin 201 will require more than 12 quarters to complete the BAE.

Note: Students who want to have a second endorsement in a minor field will require more than 12 quarters to complete the BAE.

Note: The above major requires the completion of a minor.

Bachelor of Arts in Education (BAE)

Spanish/Elementary or Secondary Major (49 credits)

This major satisfies the endorsement for Preschool to grade 12.

Student Learning Outcomes

Students will:
- apply knowledge of the historical background of the language culture under study; show conversance in contemporary issues political, economic, social and artistic;
- demonstrate knowledge of the customs and idioms of the language culture under study in order to be able to respond to everyday situations in appropriate ways;
- apply knowledge of language teaching techniques, methods and materials, demonstrate and apply knowledge of grammaratical concepts and structures in preparation for the teaching profession;
- demonstrate proficiency in the oral language skills of listening and speaking; demonstrate proficiency in writing and reading;
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study; demonstrate an understanding of the interconnectedness of language, culture, history and literature.

Required Courses
- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 203 Introduction to Advanced Spanish (5)
- SPAN 310 Advanced Grammar and Composition (3)
- SPAN 311 Advanced Grammar and Composition (5)
- SPAN 320 Spanish Civilization (5)
- SPAN 321 Spanish-American Civilization and Culture (5)
- SPAN 358 Survey of Spanish Literature (3)
- or SPAN 339 Survey of Spanish-American Literature (3)

Electives
Select courses above SPAN 300

Required program credits 34 credits
Elective credits 26 credits
Total credits for above major 60 credits

This major satisfies the endorsement for Preschool to grade 12.

Professional Education Requirements/
Elementary Education: 73-74 credits
or
Secondary Education: 46–47 credits

See the Department of Education section of this catalog. Prerequisites may also apply.

Minimum total credits for above major and
elementary professional education 122 credits
Minimum total credits for above major and
secondary professional education 95 credits

Note: Students who do not have sufficient high school language preparation to begin 201 will require more than 12 quarters to complete the BAE.

Note: Students who want to have a second endorsement in a minor field will require more than 12 quarters to complete the BAE.

Note: The above major requires the completion of a minor.
Minors

French Minor (15 credits)

Required Courses
- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)

Elected credits
- 11–12 credits

Total credits for above minor 15 credits

French/Elementary or Secondary Minor (30 credits)

This minor satisfies the endorsement for Preschool to grade 12.

Required Courses
- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)
- or FREN 306 French Conversation (2)
- FREN 310 Advanced Grammar and Composition (5)
- FREN 320 French Civilization and Culture I (4)
- or FREN 321 French Civilization and Culture II (4)
- GNML 390 Foreign Language Methods (4)

Elected credits
- Select courses above FREN 300

Total credits for above minor 30 credits

German Minor (17 credits)

Required Courses
- GERM 201 Second-Year German (5)
- GERM 202 Second-Year German (5)
- GERM 203 Second-Year German (5)
- GNML 390 Foreign Language Methods (4)

Electives
- Select two courses 5-6 credits from the following:
  - GERM 305 German Conversation (2)
  - GERM 310 Advanced Grammar and Composition (5)
  - GERM 311 Advanced Grammar and Composition (3)
- Select one 3 credit course from the following:
  - GERM 320 German Civilization and Culture (3)
  - GERM 321 German Civilization and Culture (3)
  - GERM 331 Contemporary Issues (3)

Total credits for above minor 17 credits

Japanese Minor (15 credits)

Required Courses
- JAPN 201 Second-Year Japanese (5)
- JAPN 202 Second-Year Japanese (5)
- JAPN 203 Second-Year Japanese (5)

Total credits for above minor 15 credits

Spanish Minor (17 credits)

Required Courses
- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 203 Introduction to Advanced Spanish (5)

Elective credits
- 2 credits

Total credits for above minor 17 credits

Spanish/Elementary or Secondary Minor (30 credits)

This minor satisfies the endorsement for Preschool to grade 12.

Required Courses
- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 310 Advanced Grammar and Composition (3)
- SPAN 311 Advanced Grammar and Composition (3)
- SPAN 320 Spanish Civilization (5)
- or SPAN 321 Spanish American Civilization and Culture (5)
- GNML 390 Foreign Language Methods (4)

Total credits for above minor 30 credits

Graduate Program

Master of Education

Margaret Heady, Program Advisor
354K Patterson Hall
509.359.2861

The Master of Education in Modern Languages allows students to specialize in French only. Individual programs are planned with an appropriate advisor from the Modern Languages Department. This specialization is offered principally for secondary foreign language teachers.

Student Learning Outcomes

Students will:

- demonstrate knowledge of the customs and idioms of the language culture under study in order to be able to respond to everyday situations in appropriate ways,
- demonstrate proficiency in the oral language skills of listening and speaking; demonstrate proficiency in writing and reading,
- apply knowledge of the historical background of the language culture under study; show conversance in contemporary issues political, economic, social and artistic; demonstrate an ability to draw comparisons between the students native culture and the language culture under study and/or among the cultures of the various regions and nations of the language culture,
- demonstrate knowledge of methods of educational research; psychological foundations of education, and historical, philosophical and social foundations of education,
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study; demonstrate an understanding of the interconnectedness of language, culture, history and literature.

Common Credit Requirements

EDUC 520 Methods of Educational Research
or alternate as designated (4)

Psychological Foundations of Education:
CEDP 515, 518 or 519 (4)

Historical, Philosophical and Social Foundations of Education:
EDUC 502, 503, 505, 506 or 507, any two (8)

Course work in French, 400-500 level (Selected with the approval of the French advisor)

Approved electives

- 16 credits

French 400-500 level credits
- 24 credits

Elective credits
- 8 credits

Total credits for above master's degree
- 48 credits
Chinese Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

CHIN 101, 102, 103
First-Year Chinese I, II, III (5 each)
Prerequisite for CHIN 102: CHIN 101 or equivalent; for CHIN 103: CHIN 102 or equivalent.
The beginning Chinese sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

French Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

FREN 101, 102, 103
First-Year French I, II, III (5 each)
FALL(101)/WINTER(102)/SPRING(103)
Prerequisite for FREN 102: FREN 101 or equivalent; for FREN 103: FREN 102 or equivalent.
Grammar, composition, conversation and discussion of cultural topics.

FREN 201
French Grammar and Composition (5)
FALL
Prerequisite: First-year French or equivalent.
A review of basic French grammar and intensive practice of basic French composition.

FREN 202
French Grammar and Composition (5)
WINTER
Prerequisite: FREN 201 or equivalent.
A review of basic French grammar and intensive practice of basic French composition.

FREN 203
Introduction to Literature (5)
SPRING
Prerequisite: FREN 202 or equivalent.
Reading integral texts of intermediate difficulty and writing compositions based on these texts.

FREN 299
Special Studies (1–5)
Prerequisite: Permission of the instructor.
Subjects vary according to faculty and student interest.

FREN 305, 306
French Conversation (2 each)
Prerequisite: FREN 201 or permission of the instructor.
Concentrated drill in French conversation, discussing such subjects as the culture, civilization and current events of France.

FREN 310
Advanced Grammar and Composition (5)
FALL
Prerequisite: FREN 203 or permission of the instructor.

FREN 311
Grammar Review (2)
WINTER
Prerequisite: FREN 203 or permission of the instructor.
An advanced French course stressing the review of grammar in such practical applications as writing and translation.

FREN 320
French Civilization and Culture I (4)
WINTER
Prerequisite: FREN 203 or permission of the instructor.
Political, social, intellectual and artistic development of French culture from the beginning through 1789, the French Revolution.

FREN 321
French Civilization and Culture II (4)
SPRING
Prerequisite: FREN 203 or permission of the instructor.
The French Revolution. Political, social, intellectual and artistic development of French culture from the French Revolution of 1789 to the present.

FREN 330
French Literary Genres (3)
SPRING
Prerequisite: FREN 203.
Reading and discussing selections in French prose, drama and poetry. Content varies; course may be repeated.

FREN 397, 398
Workshops, Short Courses, or Conferences (1–5)

FREN 398
Seminar (1–5)
Prerequisite: FREN 203 or permission of the instructor.

FREN 399
Directed Study (1–5)
Prerequisites: Permission of the instructor and the department chairman.

FREN 400
French Cultural Traditions (5)
An investigation of the significant aspects of French Civilization since the beginning until and including Contemporary France. Since the course content varies according to the period covered, the course may be repeated for credit.

FREN 410
French Stylistics (3)
Prerequisite: FREN 203 or permission of the instructor.
Developing proficiency in writing and in reading comprehension through the study of a variety of stylistics models.

FREN 415
Phonetics and Applied Linguistics (5)
Prerequisite: FREN 203 or permission of the instructor.
Theory and practice of French pronunciation, with drills on phonetic transcription of conversational materials and literary texts. Special attention to the application of linguistics to the teaching of French.

FREN 430
19th Century French Literature and Culture (3)
Prerequisite: 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 431
18th Century French Literature and Culture (3)
Prerequisite: 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 433
17th Century French Literature and Culture (3)
Prerequisite: FREN 203 or permission of the instructor.
A survey of the major movements and the outstanding writers of the 17th century in the context of their society.

FREN 440
20th Century French Literature and Culture (3)
Prerequisite: FREN 203 or permission of the instructor.
A survey of the major movements and the outstanding writers from the turn of the century to the present in the context of their society.

FREN 496
Experimental Courses (1–5)

FREN 497
Workshops, Short Courses, Conferences (1–5)

FREN 498
Seminar (1–5)

FREN 499
Directed Study (1–5)
Prerequisites: Permission of the instructor and the department chairman.

FREN 525
French Literary Studies (5)
The study of a period, a literary movement, or a particular author. Since the course content varies according to the period covered, the course may be repeated for credit.

FREN 530
French Literary Genres (3)
Prerequisite for FREN 530: 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 539
Experimental Course (1–5)

FREN 596
Seminar on Special Topics (1–5)

FREN 597
Workshops (5)
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

FREN 598
Seminar (1–5)

FREN 599
Independent Study (1–5)

FREN 696
College Teaching Internship (1–5)
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.

www.ewu.edu
General Modern Languages Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

GNML 212
Modern World Masterpieces [In English] (5)
(satisfies the GECR for humanities and fine arts, list 1, literature)

Literary works selected from 19th and 20th century world literature which illustrate themes and ideas central to modern Western culture, especially emphasizing the role of the individual in modern society.

GNML 299
Special Studies (1–5)
Prerequisites: Permission of the instructor and the department chairman.

GNML 301, 302, 303
Junior Year Abroad (6–15)
Prerequisites: Completion of second year of chosen language and permission of the instructor and the department chairman.

Students are expected to carry a full course load in a recognized university and take the examinations given by that institution. For particulars, see department chair.

GNML 390
Foreign Language Methods (4)
FALL
Prerequisites: 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.

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

GERM 101, 102, 103
First-Year German I, II, III (5 each)
FALL(101)/WINTER(102)/SPRING(103)
Prerequisite for GERM 102: GERM 101 or equivalent; for GERM 103: GERM 102 or equivalent.

The beginning German sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

GERM 201, 202, 203
Second-Year German (5 each)
FALL(201)/WINTER(202)/SPRING(203)
Prerequisite for GERM 201: First-Year German or equivalent; for GERM 202: GERM 201 or equivalent; for GERM 203: GERM 202 or equivalent.

Intensive oral exercises and conversation, written exercises and composition, readings of intermediate difficulty.

GERM 205
German Folk Song and Dance (1)
Graded Pass/No Credit.
Prerequisite: GERM 101 or high school equivalent.

Introduces the folk culture of German-speaking cultural regions through traditional songs and/or dances.

GERM 299
Special Studies (1–5)
Prerequisites: Permission of the instructor and the department chairman.

Subjects vary according to faculty and student interest.

GERM 305
German Conversation (2)
SPRING
Prerequisite: 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, 311
Advanced Grammar and Composition (3 each)
FALL(310)/WINTER(311)
Prerequisite for GERM 310: GERM 203 or permission of the instructor; for GERM 311: GERM 310 or permission of the instructor.

Advanced review of grammar; vocabulary building, extensive practice in writing, readings of intermediate/advanced level.

GERM 320, 321
German Civilization and Culture (3 each)
Prerequisite: 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)
Prerequisite: 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)
Prerequisite: GERM 203 or permission of the instructor.

Examines major issues in contemporary German-speaking regions. Sample topics: school reform, women’s issues, environmental problems, peace movement, foreign workers, reunification, etc.

GERM 381
Nationalism and Racism in Central European Film (4)
Prerequisite: GERM 203.

This course provides the basic elements of film analysis and examines the depiction of nationalism, 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.

(Cross-listed HMUS 381)

GERM 382
20th-Century Germany, From World Wars to Cold War, Culture, Political Conflict and National Identity (5)
Offered every other year.
Prerequisite: GERM 203 or permission of the instructor.

This interdisciplinary course introduces students to central problems in German history and culture, from the end of World War I to the end of the Cold War. Topics addressed include: the impact of World War I on German National Identity; avant-garde culture in the Weimar Republic; the rise of Fascism and daily life in Nazi Germany; the Holocaust; cultural and political divisions between East and West Germany. GERM 382.

“Readings/Discussion of 20th-century Germany” / 1 credit, is a companion course for German language students. (Cross-listed HIST 382)

GERM 383
Readings/Discussion of 20th Century Germany (1)
Discussion course for German students enrolled in HIST/GERM 382.
Prerequisite: GERM 203.

Readings in German include memoirs, autobiographical texts, poems and short stories that focus on the history, culture and life experiences of Germans from 1918–1980s.

GERM 397
Workshop, Short Courses, or Conferences (1–5)

GERM 398
Seminar (1–5)
Prerequisite: GERM 203 or permission of the instructor.

GERM 399
Directed Study (1–5)
Prerequisites: Permission of the instructor and the department chairman.

GERM 415
Phonetics and Applied Linguistics (2)
Prerequisite: GERM 203 or permission of the instructor.

Theory and practice of German pronunciation with drills on phonetic transcription of conversational materials and literary texts. Special attention to the application of linguistics to the teaching of German.

GERM 430
18th Century German Literature (3)
Prerequisite: GERM 203 or permission of the instructor.

A survey of the major movements and outstanding writers of the Enlightenment, the Storm and Stress and the Classical Period in the context of their society.

GERM 431
19th Century German Literature (3)
Prerequisite: GERM 203 or permission of the instructor.

A survey of the major movements and outstanding writers of the Enlightenment, the Storm and Stress and the Classical Period in the context of their society.

GERM 432
20th Century German Literature (3)
Prerequisite: GERM 203 or permission of the instructor.

A survey of the major movements and outstanding writers of the period after 1945 in the context of their society.

GERM 433
Contemporary Literature (3)
Prerequisite: GERM 203 or permission of the instructor.

A survey of the major movements and outstanding writers of the period after 1945 in the context of their society.

GERM 434
Studies in German Writings (3)
Prerequisite: GERM 203 or permission of the instructor.

Focus on a specific aspect of German letters and literature, for example, biographies, memoirs and correspondence, popular literature, a particular writer or genre. Content varies; course may be repeated.

GERM 497
Workshops, Short Courses, Conferences (1–5)

GERM 498
Seminar (1–5)

GERM 499
Directed Study (1–5)
Prerequisites: Permission of the instructor and the department chairman.
**Japanese Courses**

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Terms Offered</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPN 101, 102, 103</td>
<td>First-Year Japanese I, II, III (5 each)</td>
<td>FALL(101)/WINTER(102)/SPRING(103)</td>
<td>Prerequisite for JAPN 102: JAPN 101 or equivalent; for JAPN 103: JAPN 102 or equivalent. The beginning Japanese sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.</td>
</tr>
<tr>
<td>JAPN 201, 202, 203</td>
<td>Second-Year Japanese (5 each)</td>
<td>FALL(201)/WINTER(202)/SPRING(203)</td>
<td>Prerequisite for JAPN 201: First-Year Japanese or equivalent; for JAPN 202: JAPN 201 or equivalent; for JAPN 203: JAPN 202 or equivalent. The intermediate Japanese sequences of courses. Continued progress in conversational skill and study of Kanji. Reading of Japanese texts.</td>
</tr>
<tr>
<td>JAPN 305</td>
<td>Japanese Conversation (2)</td>
<td></td>
<td>Prerequisite: JAPN 201 or permission of the instructor. Concentrated drill in Japanese conversation discussing such subjects as the culture, civilization and current events of Japan.</td>
</tr>
<tr>
<td>JAPN 380</td>
<td>Japan Today (4)</td>
<td></td>
<td>(Cross-listed INST 380)</td>
</tr>
</tbody>
</table>

**Spanish Courses**

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Terms Offered</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101, 102, 103</td>
<td>First-Year Spanish I, II, III (5 each)</td>
<td>FALL(101)/WINTER(102)/SPRING(103)</td>
<td>Prerequisite for SPAN 102: SPAN 101 or equivalent; for SPAN 103: SPAN 102 or equivalent. The beginning Spanish sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.</td>
</tr>
<tr>
<td>SPAN 201, 202</td>
<td>Second-Year Spanish (5 each)</td>
<td>FALL(201)/WINTER(202)</td>
<td>Prerequisite for SPAN 201: First-Year Spanish or equivalent; for SPAN 202: SPAN 201 or equivalent. Intensive oral work to develop fluency, written composition and reading of medium difficulty from Spanish literature.</td>
</tr>
<tr>
<td>SPAN 203</td>
<td>Introduction to Advanced Spanish (5)</td>
<td>SPRING</td>
<td>Prerequisite: SPAN 202 or equivalent. Grammar review and intensive oral work to develop fluency, written composition and reading of medium difficulty from Spanish literature.</td>
</tr>
<tr>
<td>SPAN 309</td>
<td>Spanish Conversation (2)</td>
<td></td>
<td>Prerequisite: SPAN 201 or permission of the instructor. Concentrated drill in Spanish conversation, discussing such subjects as the culture, civilization and current events of Spain and Latin America.</td>
</tr>
<tr>
<td>SPAN 311</td>
<td>Advanced Grammar and Composition (3 each)</td>
<td>FALL(310)/WINTER(311)</td>
<td>Prerequisite: SPAN 203 or permission of the instructor.</td>
</tr>
<tr>
<td>SPAN 320</td>
<td>Spanish Civilization (5)</td>
<td></td>
<td>Prerequisite: SPAN 203 or permission of the instructor. Political, social, intellectual and artistic development of Spanish culture from the beginnings to the present day.</td>
</tr>
</tbody>
</table>

**Russian Courses**

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Terms Offered</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 101, 102, 103</td>
<td>First-Year Russian I, II, III (5 each)</td>
<td>FALL(101)/WINTER(102)/SPRING(103)</td>
<td>Prerequisite for RUSS 102: RUSS 101 or equivalent; for RUSS 103: RUSS 102 or equivalent. A broad survey of contemporary Japan including society, culture, geography, government and economy. No knowledge of Japanese language required.</td>
</tr>
<tr>
<td>RUSS 201, 202, 203</td>
<td>Second-Year Russian I, II, III (5 each)</td>
<td>CURRENTLY UNAVAILABLE</td>
<td>Prerequisite for RUSS 201: First-Year Russian or equivalent; for RUSS 202: RUSS 201 or equivalent; for RUSS 203: RUSS 202 or equivalent. Continued progress in conversational skill and study of grammar. Reading in Russian literature at intermediate level.</td>
</tr>
<tr>
<td>SPAN 310, 311</td>
<td>Spanish American Civilization and Culture (5)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor. Significant novels and/or short stories within a designated thematic or period framework. Content varies; course may be repeated.</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>Spanish American Civilization and Culture (5)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor. Significant novels and/or short stories within a designated thematic or period framework. Content varies; course may be repeated.</td>
</tr>
<tr>
<td>SPAN 330, 331</td>
<td>Spain and Spanish America Through News Media (3 each)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor. Contemporary Spain and/or Spanish America through newspapers, magazines and such other media as radio, sound recordings, film and videotape.</td>
</tr>
<tr>
<td>SPAN 338</td>
<td>Survey of Spanish Literature (3)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor. Major works of literature from the Middle Ages to the present.</td>
</tr>
<tr>
<td>SPAN 339</td>
<td>Survey of Spanish American Literature (3)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor. Major works of literature from the period of the Colonies to the present.</td>
</tr>
<tr>
<td>SPAN 340</td>
<td>Introduction to Spanish Linguistics (3)</td>
<td></td>
<td>Prerequisite: SPAN 310 and 311. 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.</td>
</tr>
<tr>
<td>SPAN 396</td>
<td>Workshops, Short Courses or Conferences (1–5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 399</td>
<td>Seminar (1–5)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor.</td>
</tr>
<tr>
<td>SPAN 399</td>
<td>Directed Study (1–5)</td>
<td></td>
<td>Prerequisite: Permission of the instructor and the department chairman.</td>
</tr>
<tr>
<td>SPAN 400</td>
<td>Spanish Narrative Prose (3)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor. Significant novels and/or short stories within a designated thematic or period framework. Content varies; course may be repeated.</td>
</tr>
<tr>
<td>SPAN 430, 431</td>
<td>16th and 17th Century Spanish Literature and Culture (3 each)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor. A survey of the major movements and the outstanding writers of the Golden Age of Spanish literature.</td>
</tr>
<tr>
<td>SPAN 440</td>
<td>Spanish American Civilization and Culture (5)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor. Significant novels and/or short stories within a designated thematic or period framework. Content varies; course may be repeated.</td>
</tr>
<tr>
<td>SPAN 450</td>
<td>Spanish Drama (3)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor. Significant dramas within a designated thematic or period framework. Content varies; course may be repeated.</td>
</tr>
<tr>
<td>SPAN 460</td>
<td>Spanish Poetry (3)</td>
<td></td>
<td>Prerequisite: SPAN 310 or permission of the instructor. Selected poems within a designated thematic or period framework. Content varies; course may be repeated.</td>
</tr>
</tbody>
</table>
SPAN 470
Spanish American Literature: Colonial Through Modernism (3)
Prerequisite: SPAN 310 or permission of the instructor.
Surveys the evolution of a literary voice in Spanish America. The native works, the colonial chroniclers and authors, through the Modernists.

SPAN 471
20th Century Spanish American Novel (3)
Prerequisite: SPAN 310 or permission of the instructor.
Significant novels of Spanish America. Content varies; course may be repeated.

SPAN 472
20th Century Spanish American Poetry and Drama (3)
Prerequisite: SPAN 310 or permission of the instructor.
Selected poems and plays of modern Spanish America. Content varies; course may be repeated.

SPAN 473
Political and Philosophical Thought in Spain (3)
Prerequisite: SPAN 310 or permission of the instructor.
Readings and discussion of some of the most significant works by writers and thinkers in Spain.

SPAN 474
Political and Philosophical Thought in Spanish America (3)
Prerequisite: SPAN 310 or permission of the instructor.
Readings and discussion of some of the most significant works by writers and thinkers in Spanish America.

SPAN 475
Women's Writing in Latin America (4)
Prerequisites: SPAN 310 or equivalent and SPAN 321 or HIST 365.
This course offers an introduction to women’s writing in Latin America, focusing on narrative productions of the 20th century. We will discuss issues such as feminine representation and identity, women’s perspective and subjectivity through the reading and analysis of contemporary texts by Latin American women. (Cross-listed WMST 475)

SPAN 491
Spanish Senior Thesis (4)
Prerequisites: SPAN 310, 311, 320 and 321 and at least one literature elective.
A course oriented toward the general research of cultural and literary aspects of the Hispanic world. Each student will select a topic 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 497
Workshops, Short Courses, Conferences (1–5)

SPAN 498
Seminar (1–5)

SPAN 499
Directed Study (1–5)
Prerequisites: SPAN 310 or permission of the instructor and the department chairman.

SPAN 499
 Directed Study (1–5)
Prerequisites: SPAN 310 or permission of the instructor and the department chairman.

(The term “heritage” speaker is used to refer to a student who is raised in a home where Spanish language is spoken, who speaks or merely understands the heritage language and who is to some degree bilingual in English and the heritage language, Spanish.)

MUSIC

College of Arts and Letters
Patrick Winters, Chair
119 Music Building
509.359.6129

BA, BAE, BM

Minors

Certificate

MA


UNDERGRADUATE PROGRAMS

The Department of Music is committed to students who seek careers in music as well as to providing music instruction and experience for the general university student. Four degrees with a total of seven options are offered for students who wish to become performers, composers, conductors, theorists, teachers or scholars. A music minor is also available. Music in the Humanities (MUSC 212) is open to all students and can be counted toward the General Education Core Requirements (GE CRs). Opportunities also exist for private instruction in voice and instruments, as well as participation in musical ensembles—chorus, band, orchestra, opera, workshops and music theatre. Numerous public concerts and recitals are presented throughout the school year by faculty and students of the Department of Music.

The goal of the department is to provide students with musical instruction and experience of the highest possible quality. Our belief is that the study of music significantly enables students to become informed, responsible and appreciative members of a democratic society—which is a professed goal of Eastern. We recognize differing needs of those for whom music is to become a profession and those for whom it will be an avocation or a listener’s art.

Facilities: Music students enjoy modern facilities featuring a piano laboratory with 22 units, 32 practice rooms, electronic music laboratory, three technically-enhanced classrooms and an extensive collection of recordings, scores and music reference materials located in the JFK Library. In addition, the department houses music classrooms, two large rehearsal rooms (vocal and instrumental) and a 200-seat capacity recital hall. The renovated Showalter Hall serves as an additional performance venue.

Opportunities (Scholarships): The Department of Music has scholarships available to incoming freshmen as well as upperclassman. For information on audition dates and scholarship details, phone 509.359.2241 or visit our website at www.ewu.edu/music.

Employment Outlook or Placement: Our students have fared well in receiving employment following graduation. Students receive employment in music education, music businesses and performing groups (bands, symphonies, jazz/rock, etc.) as well as as individual performances. Though placement record of graduates of the Department of Music is excellent, employment is not guaranteed just because one receives a degree in music.

Undergraduate Degrees: The Bachelor of Music degree is intended for students planning professional careers as performers or composers. Students entering this major are required to have a high level of competence in their chosen performance area. The Bachelor of Arts in Music is recommended for students planning for music education, general studies in music or graduate studies in music history and literature.

Performance Concentrations: euphonium, bassoon, clarinet, flute, French horn, oboe, percussion, piano, saxophone, string bass, trombone, trumpet, tuba, violin, viola, 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 since 1963.
High School and Transfer Student Information: High school students considering a major in music should have a competent level of performance on an instrument or voice. Acceptance to the department is determined by audition. Participation in the school bands, orchestras or choirs is encouraged. Students enrolling as music majors should contact the Department of Music office for advising. This refers to both entering freshmen and transfer students.

Admission Requirements for Transfer Students: Students transferring from community colleges should refer to the EWU Community College Transfer Handbook available in your advising office. All transfers should have enrolled in a major ensemble (band, orchestra or choir) every term of attendance. In addition, you should have taken music lessons in your major performance area. Each transfer student will be advised at the beginning of the quarter as to where to fit music courses into your program. In addition, transfer students are required to pass a Piano Proficiency Exam or register for piano class (MUSC 120). Transfer students may transfer a maximum of 90 credits.

Major Ensemble Requirement: All students seeking a major in music are required to participate in a major music ensemble appropriate to their principle area of performance each quarter of their university career except during the quarter of student teaching for Music Education majors. Major music ensembles, course numbers and credits are: MUSC 331 Band (2); MUSC 332 Orchestra (2); and MUSC 333 Symphonic Choir (2). Music Education majors are required to participate for one quarter in a major ensemble outside their principle area of performance.

Instruction Requirements and Information for Instrument or Voice: All students pursing a major in music are expected to study their primary instrument or voice each quarter in residence with a resident instructor (except during student teaching). Every student who is registered for an applied lesson must be concurrently registered for a major ensemble. At the end of each quarter, students in applied lessons will perform in front of a jury panel made of all the area faculty members. Students seeking upper level applied instruction shall audition for a jury panel and be accepted by that panel by fall of their junior year.

All students must audition for acceptance to the department. Students registered for courses with multiple sections (piano and voice) should contact the instructors prior to pre-registration for correct assignments.

Students registered for individual instruction in applied music may be required to attend lessons or performances of other students or groups. Recital appearances, arranged by the instructor, may be required of students studying applied music.

Convocation and Recital Policy: Convocation and Recital attendance is required of music students for every quarter except during student teaching for Music Education majors. Weekly convocation/recital attendance is required of all music majors.

Minimum Grade Standards: The minimum acceptable grade for any music course is determined by the Music Department is 2.8. This standard also applies to courses transferred from other institutions.

Piano Proficiency Exam: Students must pass a Piano Proficiency Exam as a prerequisite to MUSC 202. Exams are usually taken at the conclusion of the third quarter 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 121 in order to complete the Piano Proficiency requirements depending on the level. Piano Proficiency Requirements are available outside the piano office room 251.

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

Bachelor of Arts (BA)

Music Major with Liberal Arts Option (93 credits)

A major in music history and literature is designed for students who intend to enter college teaching, music librarianship, music journalism, music publishing and some branches of the recording industry. This course of study presupposes that the student will have a strong background in musical performance. This is a program designed for the study of music within a liberal arts curriculum. As with all music degrees, students must complete the Convocation/Recital Attendance requirements.

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

Student Learning Outcomes

Students will:

- compose, perform, or teach music effectively,
- demonstrate technical and aesthetic understanding of music.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101</td>
<td>Music Theory I (3)</td>
</tr>
<tr>
<td>MUSC 102</td>
<td>Music Theory II (3)</td>
</tr>
<tr>
<td>MUSC 103</td>
<td>Music Theory III (3)</td>
</tr>
<tr>
<td>MUSC 104</td>
<td>Sight Singing and Aural Skills I (1)</td>
</tr>
<tr>
<td>MUSC 105</td>
<td>Sight Singing and Aural Skills II (1)</td>
</tr>
<tr>
<td>MUSC 106</td>
<td>Sight Singing and Aural Skills III (1)</td>
</tr>
<tr>
<td>MUSC 120</td>
<td>Piano Class I (1)</td>
</tr>
<tr>
<td>MUSC 121</td>
<td>Piano Class II (1)</td>
</tr>
<tr>
<td>MUSC 108</td>
<td>Sight Singing and Aural Skills IV (1)</td>
</tr>
<tr>
<td>MUSC 204</td>
<td>Sight Singing and Aural Skills V (1)</td>
</tr>
<tr>
<td>MUSC 250</td>
<td>Music History and Literature I (3)</td>
</tr>
<tr>
<td>MUSC 251</td>
<td>Music History and Literature II (3)</td>
</tr>
<tr>
<td>MUSC 252</td>
<td>Music History and Literature III (3)</td>
</tr>
<tr>
<td>MUSC 310</td>
<td>Basic Conducting Skills (2)</td>
</tr>
<tr>
<td>MUSC 356</td>
<td>History of Jazz (3)</td>
</tr>
<tr>
<td>MUSC 491</td>
<td>Senior Thesis/Capstone (4)</td>
</tr>
</tbody>
</table>

Applied Music Requirements for a minimum of 12 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 130</td>
<td>Voice Class (1)</td>
</tr>
<tr>
<td>MUSC 201</td>
<td>Music Theory IV (5)</td>
</tr>
<tr>
<td>MUSC 202</td>
<td>Music Theory V (3)</td>
</tr>
<tr>
<td>MUSC 203</td>
<td>Music Theory VI (3)</td>
</tr>
<tr>
<td>MUSC 204</td>
<td>Sight Singing and Aural Skills IV (1)</td>
</tr>
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<td>MUSC 205</td>
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<td>MUSC 250</td>
<td>Music History and Literature I (3)</td>
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</tr>
</tbody>
</table>

Music Electives at the 300 and 400 level for a minimum 14 credits

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MUSC 203</td>
<td>Music History and Literature III (3)</td>
</tr>
<tr>
<td>MUSC 250</td>
<td>Music History and Literature I (3)</td>
</tr>
<tr>
<td>MUSC 251</td>
<td>Music History and Literature II (3)</td>
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<td>MUSC 491</td>
<td>Senior Thesis/Capstone (4)</td>
</tr>
</tbody>
</table>

Bachelor of Arts in Education (BAE)

Music Instrumental, Choral, General/Elementary or Secondary Major (65–69 credits)

Elementary music majors should enroll in Education 300, Introduction to Classroom Experience (1–4), in the fall quarter prior to student teaching. See music education advisor for details. Music clearance must be obtained by departmental interview prior to admission to Education 420, Admission to Professional Candidacy (1). This major satisfies the endorsement for Preschool to grade 12. As with all music degrees, students must complete the Convocation/Recital Attendance requirements.

Student Learning Outcomes

Students will:

- demonstrate the ability to teach choral and instrumental music effectively in grades K through 12.

Required Courses

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<tr>
<td>MUSC 105</td>
<td>Sight Singing and Aural Skills II (1)</td>
</tr>
<tr>
<td>MUSC 106</td>
<td>Sight Singing and Aural Skills III (1)</td>
</tr>
<tr>
<td>MUSC 120</td>
<td>Piano Class I and II for Music Majors (2)</td>
</tr>
<tr>
<td>Piano Proficiency (0)</td>
<td></td>
</tr>
<tr>
<td>MUSC 201</td>
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Bachelor of Arts in Education (BAE)

Music Instrumental, Choral, General/Elementary or Secondary Major (65–69 credits)

Elementary music majors should enroll in Education 300, Introduction to Classroom Experience (1–4), in the fall quarter prior to student teaching. See music education advisor for details. Music clearance must be obtained by departmental interview prior to admission to Education 420, Admission to Professional Candidacy (1). This major satisfies the endorsement for Preschool to grade 12. As with all music degrees, students must complete the Convocation/Recital Attendance requirements.

Student Learning Outcomes

Students will:

- demonstrate the ability to teach choral and instrumental music effectively in grades K through 12.

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Minimum Grade Standards: The minimum acceptable grade for any music course is determined by the Music Department is 2.8. This standard also applies to courses transferred from other institutions.

Piano Proficiency Exam: Students must pass a Piano Proficiency Exam as a prerequisite to MUSC 202. Exams are usually taken at the conclusion of the third quarter 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 121 in order to complete the Piano Proficiency requirements depending on the level. Piano Proficiency Requirements are available outside the piano office room 251.

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

Bachelor of Arts (BA)

Music Major with Liberal Arts Option (93 credits)

A major in music history and literature is designed for students who intend to enter college teaching, music librarianship,
MUSC 205 Sight Singing and Aural Skills V (1)
MUSC 244 Computers in the Music Classroom (2)
MUSC 250 Music History and Literature I (5)
MUSC 251 Music History and Literature II (3)
MUSC 252 Music History and Literature III (3)
MUSC 310 Basic Conducting Skills (2)
MUSC 312 Advanced Conducting Skills (2)
MUSC 356 History of Jazz (3)
MUSC 441 Music Methods for the Elementary Music Specialist (3)
MUSC 445 Choral Methods and Materials in the Secondary School (2)
MUSC 446 Instrumental Methods and Materials (Band and Orchestra) (2)
MUSC 447 Jazz Ensemble Methods and Materials (2)
MUSC 470 Senior Recital (1–5)
MUSC 491 Senior Thesis (4)

Select courses from the following for a total of 7 credits:

MUSC 382 Stringed Instrument Techniques (2)
MUSC 383 Woodwind Instrument Techniques (3)
MUSC 384 Brass Instrument Techniques (1)
MUSC 385 Percussion Instrument Techniques (1)

Applied Music Requirements for a minimum of 12 credits:
MUSC 108, 208, 308, 408

Music Ensemble Requirements for a minimum of 24 credits:
MUSC 331 Band
MUSC 332 Orchestra
MUSC 335 Symphonic Choir
(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.)

Required program credits 65–69 credits
Required applied music credits 12 credits
Required ensemble credits 24 credits
Minimum total credits for above major 101 credits

Professional Education Requirements:

Elementary Education: 70–71 credits
(Usually, this requirement is 73–74 credits; however, this major already carries one professional education course for Elementary Education: Music 441 Music Methods for the Elementary Music Specialist (3).)

or

Secondary Education: 46–47 credits
See the Department of Education section of this catalog. Prerequisites may apply.

Minimum total credits for above major and elementary professional education 171 credits
Minimum total credits for above major and secondary professional education 147 credits

Students in this program are excused from major ensemble participation during the quarter of student teaching.

Note: The above option requires more than 12 quarters to complete at 15–16 credits per quarter.

Bachelor of Music (BM)

In programs leading to the Bachelor of Music, the department seeks to provide thoroughly professional training, in addition to the requirements set for the liberally educated student. Options under this degree include majors in performance, theory and composition. This course of study presupposes that the student will have a strong background in musical performance. As with all music degrees, students must complete the Convocation/Recital Attendance requirements.

Music Major with Instrumental Performance Option (99–103 credits)

Student Learning Outcomes

Students will:
• perform on their primary instrument in a variety of mediums and musical periods (Instrumental Performance Option),
• compose music in a variety of mediums and musical periods-Music Composition Option,
• compose music effectively in all genres and musical periods-Music Composition Option,
• perform on voice in a variety of mediums and musical periods-Vocal Performance Option),
• compose music in a variety of mediums and musical periods-Music Composition Option,
• perform on voice in a variety of mediums and musical periods-Vocal Performance Option.

Required Courses
MUSC 101 Music Theory I (3)
MUSC 102 Music Theory II (3)
MUSC 103 Music Theory III (3)
MUSC 104 Sight Singing and Aural Skills I (1)
MUSC 105 Sight Singing and Aural Skills II (1)
MUSC 106 Sight Singing and Aural Skills III (1)
MUSC 120 and 121 Piano Class I and II for Music Majors (2)
Piano Proficiency (0)
MUSC 201 Music Theory IV (3)
MUSC 202 Music Theory V (3)
MUSC 203 Music Theory VI (3)
MUSC 204 Sight Singing and Aural Skills IV (1)
MUSC 205 Sight Singing and Aural Skills V (1)
MUSC 250 Music History and Literature I (5)
MUSC 251 Music History and Literature II (3)
MUSC 252 Music History and Literature III (3)
MUSC 310 Basic Conducting Skills (2)
MUSC 312 Advanced Conducting Skills (2)
MUSC 356 History of Jazz (5)
Junior Recital (0)
MUSC 470 Senior Recital (1–5)
MUSC 491 Senior Thesis (4)

Select one of the following courses applicable to the student’s major instrument:

MUSC 462 String Pedagogy (3)
MUSC 463 Woodwind Pedagogy (3)
MUSC 464 Brass Pedagogy (3)
MUSC 468 Percussion Pedagogy (3)

Applied Music Requirements for a minimum of 24 credits:
MUSC 140, 240, 340, 440

Major Music Ensemble Requirements for a minimum of 24 credits:
MUSC 331 Band
MUSC 332 Orchestra
MUSC 335 Symphonic Choir

Minor Music Ensemble Requirements for a minimum of 2 credits:
MUSC 335 Music Ensemble: Instrumental Admission to Performance Major (1) Admission to Performance Major (0)

Required program credits 46–50 credits
Required pedagogy credits 3 credits
Required applied music credits 24 credits
Major ensemble credits 24 credits
Minor ensemble credits 2 credits
Minimum total credits for above major 99 credits

Music Major with Music Composition Option (93–101 credits)

A program with a liberal arts orientation designed to prepare students for teaching at the college level, the composition and presentation of concert music, careers in film scoring and theater/dance work. This course of study presupposes that the student will have a strong background in musical performance. Entry into this degree program is by departmental interview and with the consent of the head of composition studies. As with all music degrees, students must complete the Convocation/Recital Attendance requirements.

Required Courses
MUSC 101 Music Theory I (3)
MUSC 102 Music Theory II (3)
MUSC 103 Music Theory III (3)
MUSC 104 Sight Singing and Aural Skills I (1)
MUSC 105 Sight Singing and Aural Skills II (1)
MUSC 106 Sight Singing and Aural Skills III (1)
MUSC 120 and 121 Piano Class I and II for Music Majors (2)
Piano Proficiency (0)
MUSC 201 Music Theory IV (3)
MUSC 202 Music Theory V (3)
MUSC 203 Music Theory VI (3)
MUSC 204 Sight Singing and Aural Skills IV (1)
MUSC 205 Sight Singing and Aural Skills V (1)
MUSC 209 Composition Techniques (2)
MUSC 250 Music History and Literature I (3)
MUSC 251 Music History and Literature II (3)
MUSC 252 Music History and Literature III (3)
MUSC 305 Counterpoint (2)
MUSC 310 Basic Conducting Skills (2)
MUSC 401 Advanced Analysis (2)
MUSC 409 Composition (1–5)
MUSC 470 Senior Recital (1–5)
MUSC 491 Senior Thesis (4)

Applied Music Requirements for a minimum of 12 credits
MUSC 108, 208, 308, 408 Instruction on Instrument or Voice

Major Music Ensemble Requirements for a minimum of 24 credits:
MUSC 331 Band
MUSC 332 Orchestra
MUSC 335 Symphonic Choir

Minor Music Ensemble Requirements for a minimum of 2 credits:
MUSC 335 Music Ensemble: Instrumental Admission to Performance Major (1) Admission to Performance Major (0)

Required program credits 46–50 credits
Required pedagogy credits 3 credits
Required applied music credits 24 credits
Major ensemble credits 24 credits
Minor ensemble credits 2 credits
Minimum total credits for above major 99 credits
Music Major with Vocal Performance Option (101–109 credits)

As with all music degrees, students must complete the Convocation/Recital Attendance requirements.

Required Courses
- MUSC 101 Music Theory I (3)
- MUSC 102 Music Theory II (3)
- MUSC 103 Music Theory III (3)
- MUSC 104 Sight Singing and Aural Skills I (1)
- MUSC 105 Sight Singing and Aural Skills II (1)
- MUSC 106 Sight Singing and Aural Skills III (1)
- MUSC 201 Music Theory IV (3)
- MUSC 202 Music Theory V (3)
- MUSC 203 Music Theory VI (3)
- MUSC 204 Sight Singing and Aural Skills IV (1)
- MUSC 205 Sight Singing and Aural Skills V (1)
- MUSC 250 Music History and Literature I (3)
- MUSC 251 Music History and Literature II (3)
- MUSC 252 Music History and Literature III (3)
- MUSC 341 Advanced Functional Keyboard (2)
- MUSC 356 History of Jazz (3)
- MUSC 458 Piano Pedagogy I (2)
- MUSC 459 Piano Pedagogy II (2)
- MUSC 460 Piano Pedagogy III (2)
- MUSC 467 Accompanying (3)

Junior Recital (0)

MUSC 470 Senior Recital (1-5)

Required program credits 84–86 credits

Applied Music Requirements for a minimum of 24 credits
- MUSC 101 Piano Class I and II (2)
- MUSC 104 Sight Singing and Aural Skills I (1)
- MUSC 105 Sight Singing and Aural Skills II (1)
- MUSC 108 Applied Bass (1)
- MUSC 108 Applied Drum Set (1)

Junior Recital (0)

MUSC 470 Senior Recital (1–5)

MUSC 491 Senior Thesis (4)

MUSC 470 Senior Recital (1–5)

MUSC 491 Senior Thesis (4)

Music Minor (16 credits)

Required Courses
- MUSC 101 Music Theory I (3)
- MUSC 102 Music Theory II (3)
- MUSC 104 Sight Singing and Aural Skills I (1)

Minor Music Ensemble Requirements for a minimum of 4 credits
- MUSC 335 Symphonic Choir
- MUSC 332 Orchestra
- MUSC 333 Symphonic Choir

Music Major with Piano Performance Option (105–109 credits)

As with all music degrees, students must complete the Convocation/Recital Attendance requirements.

Required Courses
- MUSC 101 Music Theory I (3)
- MUSC 102 Music Theory II (3)
- MUSC 103 Music Theory III (3)
- MUSC 104 Sight Singing and Aural Skills I (1)
- MUSC 105 Sight Singing and Aural Skills II (1)
- MUSC 106 Sight Singing and Aural Skills III (1)
- MUSC 201 Music Theory IV (3)
- MUSC 202 Music Theory V (3)
- MUSC 203 Music Theory VI (3)
- MUSC 204 Sight Singing and Aural Skills IV (1)
- MUSC 205 Sight Singing and Aural Skills V (1)
- MUSC 250 Music History and Literature I (3)
- MUSC 251 Music History and Literature II (3)
- MUSC 252 Music History and Literature III (3)
- MUSC 341 Advanced Functional Keyboard (2)
- MUSC 356 History of Jazz (3)
- MUSC 458 Piano Pedagogy I (2)
- MUSC 459 Piano Pedagogy II (2)
- MUSC 460 Piano Pedagogy III (2)
- MUSC 467 Accompanying (3)

Junior Recital (0)

MUSC 470 Senior Recital (1-5)

Required program credits 84–86 credits

Applied Music Requirements for a minimum of 24 credits
- MUSC 101 Piano Class I and II (2)
- MUSC 104 Sight Singing and Aural Skills I (1)
- MUSC 105 Sight Singing and Aural Skills II (1)
- MUSC 108 Applied Bass (1)
- MUSC 108 Applied Drum Set (1)

Junior Recital (0)

MUSC 470 Senior Recital (1–5)

MUSC 491 Senior Thesis (4)

MUSC 470 Senior Recital (1–5)

MUSC 491 Senior Thesis (4)

Music Minor (16 credits)

Required Courses
- MUSC 101 Music Theory I (3)
- MUSC 102 Music Theory II (3)
- MUSC 104 Sight Singing and Aural Skills I (1)
GRADUATE PROGRAM

Master of Arts in Music

Jody Graves, Program Director
119 Music Building
509.359.6119

Student Learning Outcomes

Students will:

• analyze, interpret and compose at the graduate level,
• demonstrate the technical and esthetic value of music.

Areas of Concentration

• Composition
• General (Non-Specific)
• Jazz Pedagogy
• Music Education
• Performance (Instrumental/Vocal)

Students intending to pursue the master of arts degree in music should hold an appropriate baccalaureate degree from an accredited institution. All applicants will be required to take the GRE General Test and be admitted based on a general test score before registration in graduate-level music courses. Students applying for the performance emphasis will also take a personal audition, or submit an unedited tape of their performance. Students who are interested in teaching careers, performance careers and business careers in music can design a program to suit their needs. The degree is also designed to prepare the student for further graduate study.

Admission Requirements/Preparation

Progress toward the degree will follow the information found in the front of this catalog “Summary Guide to Policies and Procedures.”

Composition Emphasis

Required Core

MUSC 520 Research Techniques and Bibliography in Music (3)
Music History from the following 1, 2: 12 credits
MUSC 551 Music of the Medieval Era (3)
MUSC 552 Music of the Renaissance Era (3)
MUSC 553 Music of the Baroque Period (3)
MUSC 554 Music of the Classical Period (3)
MUSC 555 Music of the Romantic Period (3)
MUSC 556 Music of the 20th Century (3)
MUSC 558 Graduate History of Jazz (3)
Music Theory/Composition: 5 credits
MUSC 560 Historical Analysis of Musical Structure (3)
MUSC 561 Counterpoint Music (2)
MUSC 510 Advanced Conducting (3)
Three Quarters of Applied Instruction (MUSC 529 or 530) 2 (3)
Three Quarters of Graduate Ensemble Participation (3)
MUSC 600 Thesis, MUSC 601 Graduate Recital
or MUSC 550 Advanced Studies in Music Education (5)

Requirements for General (Non-Specific) Emphasis

Electives in Music1 (10)
Electives in Supportive Areas (music or non-music) to be determined in consultations among the student, the student’s area advisor(s) and the graduate program advisor. (10)

Required core credits 34 credits
Required general (non-specific) credits 26 credits
Total credits for above master’s degree 60 credits

All master’s students must pass an Oral Examination.

Jazz Pedagogy Emphasis

Required Core

MUSC 520 Research Techniques and Bibliography in Music (3)
Music History from the following 1, 2: 12 credits
MUSC 551 Music of the Medieval Era (3)
MUSC 552 Music of the Renaissance Era (3)
MUSC 553 Music of the Baroque Period (3)
MUSC 554 Music of the Classical Period (3)
MUSC 555 Music of the Romantic Period (3)
MUSC 556 Music of the 20th Century (3)
MUSC 558 Graduate History of Jazz (3)
Music Theory/Composition: 5 credits
MUSC 560 Historical Analysis of Musical Structure (3)
MUSC 561 Counterpoint Music (2)
MUSC 510 Advanced Conducting (3)
Three Quarters of Applied Instruction (MUSC 529 or 530) 2 (3)
Three Quarters of Graduate Ensemble Participation (3)
MUSC 600 Thesis, MUSC 601 Graduate Recital
or MUSC 550 Advanced Studies in Music Education (5)

Requirements for Jazz Pedagogy Emphasis

Three Additional Quarters of Graduate Ensemble Participation (3)
MUSC 532 Problems in Music Ensemble Instruction (1) May be repeated three times
MUSC 557 Graduate History of Jazz - Pedagogy (3)
Choose a minimum of three (3) courses from the following (9 credits)
MUSC 571 Jazz Ensemble Direction/Conducting (3)
MUSC 572 Graduate Improvisation/Pedagogy (3)
MUSC 573 Graduate Improvisation/Transcription (3)
MUSC 574 Graduate Jazz Arranging (3)
Choose a minimum of three (3) courses from the following (six credits).
MUSC 575 String Pedagogy - Bass (2)
MUSC 576 Jazz Piano Pedagogy (2)
MUSC 577 Drum Set Pedagogy (2)
MUSC 578 Saxophone Pedagogy (2)
MUSC 579 Brass Pedagogy (2)
MUSC 695 Graduate Jazz Internship (1-5)

Required core credits 34 credits
Required performance credits 30 credits
Total credits for above master’s degree 64 credits

Music Education Emphasis

Required Core

MUSC 520 Research Techniques and Bibliography in Music (3)
Music History from the following: 12 credits
MUSC 551 Music of the Medieval Era (3)
MUSC 552 Music of the Renaissance Era (3)
MUSC 553 Music of the Baroque Period (3)
MUSC 554 Music of the Classical Period (3)
MUSC 555 Music of the Romantic Period (3)
MUSC 555 Music of the 20th Century (3)
MUSC 556 Music of the 20th Century (3)

Required core credits 34 credits
Required performance credits 30 credits
Total credits for above master’s degree 64 credits

All master’s students must pass an oral examination.
MUSC 558 Graduate History of Jazz (3)
Music Theory/Composition: 5 credits
MUSC 560 Historical Analysis of Musical Structure (3)
MUSC 561 Counterpoint Music (2)
MUSC 510 Advanced Conducting (3)
Three Quarters of Applied Instruction (MUSC 529 or 530) (3)
Three Quarters of Graduate Ensemble Participation (3)
MUSC 600 Thesis, MUSC 601 Graduate Recital or MUSC 550 Advanced Studies in Music Education (5)

Requirements for Music Education Emphasis
Music Education from the following: 6 credits
MUSC 531 Problems in Applied Music Instruction (1)
MUSC 532 Problems in Ensemble Music Instruction (1)
MUSC 546 Materials and Problems in the School Music Program: Choral (3)
MUSC 547 Materials and Problems in the School Music Program: Instrumental (3)
MUSC 599 Independent Study in Music Education or approved electives (15)
MUSC 696 College Teaching Internship (5)

Required core credits 34 credits
Required music education credits 26 credits
Total credits for above master's degree 60 credits

All master's students must pass an Oral Examination.

Performance Emphasis (Instrumental/Vocal)

Required Core
MUSC 520 Research Techniques and Bibliography in Music (3)
Music History from the following: 12 credits
MUSC 551 Music of the Medieval Era (3)
MUSC 552 Music of the Renaissance Era (3)
MUSC 553 Music of the Baroque Period (3)
MUSC 554 Music of the Classical Period (3)
MUSC 555 Music of the Romantic Period (3)
MUSC 556 Music of the 20th Century (3)
MUSC 558 Graduate History of Jazz (3)

Music Theory/Composition: 5 credits
MUSC 560 Historical Analysis of Musical Structure (3)
MUSC 561 Counterpoint Music (2)
MUSC 510 Advanced Conducting (3)
Three Quarters of Applied Instruction (MUSC 529 or 530) (3)
Three Quarters of Graduate Ensemble Participation (3)
MUSC 600 Thesis, MUSC 601 Graduate Recital or MUSC 550 Advanced Studies in Music Education (5)

Requirements for Performance Emphasis
Three Additional Quarters of Graduate Ensemble Participation (3)
MUSC 530 Instruction on Instrument or Voice* (7)
MUSC 460, 461, 462, 463, or 464 Vocal or Instrumental Pedagogy (3)
Language Diction Proficiency (voice majors only) (0)
Approved Electives (13)

1 Students in the Performance Emphasis must take MUSC 530 (2 credits) each quarter for five quarters (for a total of 10 credits) and MUSC 601 Graduate Recital in their last quarter.

Required core credits 34 credits
Required performance credits 26 credits
Total credits for above master's degree 60 credits

All master's students must pass an Oral Examination.

Final Comprehensive Examination
Before scheduling of the final oral exam, all graduate students must pass a diagnostic music history and theory exam administered by the music faculty. All master's degrees in music require an oral comprehensive exam covering salient matters in the candidate's course work and the candidate's internship, thesis, performance, or other applicable research or performance project(s). The exam will be administered by a committee chaired by the candidate's advisor as assigned by the Music Department and including another music faculty representative and an outside faculty representative assigned by the Graduate Office.

Music Courses

MUSC 103
Music Theory III (3)
SPRING
Prerequisites: MUSC 102; concurrent enrollment in MUSC 106 is required. Students in this class are required to be declared music majors.
This course emphasizes analysis, modulation, non-dominant and secondary dominant seventh chords as used in American popular song and American jazz forms. Music minors and non-music majors/minors require permission of the department chair.

MUSC 104
Sight Singing and Aural Skills I (1)
FALL
Prerequisites: Concurrent enrollment in MUSC 101. Students in this class are required to be declared music majors.
This course involves the technique of sight singing and aural training in the identification of intervals and scale forms. Music minors and non-music majors/minors require permission of the department chair.

MUSC 105
Sight Singing and Aural Skills II (1)
WINTER
Prerequisites: MUSC 104; concurrent enrollment in MUSC 102. Students in this class are required to be declared music majors.
This course introduces C clefs, compass meter and advanced rhythms. Dictation includes error detection as well as melodic dictation. Music minors and non-music majors/minors require permission of the department chair.

MUSC 106
Sight Singing and Aural Skills III (1)
SPRING
Prerequisites: MUSC 105; concurrent enrollment in MUSC 103. Students in this class are required to be declared music majors.
This course consists of modulation exercises and introduction of sequentials. Error detection and harmonic dictation will be emphasized. Music minors and non-music majors/minors require permission of the department chair.

MUSC 108
Instruction on Instrument or Voice (1)
FALL/WINTER/SPRING
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. This course is intended for all freshman except those majoring in Music Performance.

MUSC 117, 118, 119
Piano Class I, II and III - Beginners/Non Majors (1)
FALL/WINTER/SPRING
Prerequisites: MUSC 117 for 118; MUSC 118 for 119.
These courses will consist of basic theory, simple harmonic recognition, improvisation, sight-reading, chord recognition and fundamental jazz/blues. These classes are for non-music majors only.

MUSC 120, 121, 122
Piano Class I, II, III for Music Majors (1)
Prerequisites: MUSC 120 for 121; MUSC 121 for 122.
These classes consist of: harmonization, improvisation, score-reading, sight-reading, repertoire, accompanying skills, technique, scales and chords. These classes are for music majors only.
MUSC 120
Honors Keyboard (1)
FALL
Prerequisite: Permission of the instructor.
Accelerated offering of the material covered in MUSC 120. Covers all components of the Piano Proficiency Exam.

MUSC 130
Voice Class (1)
FALL/WINTER/SPRING
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. This course may be repeated until the student reaches the proficiency level necessary for advanced instruction.

MUSC 140
Applied Instruction on Instrument or Voice (2)
FALL/WINTER/SPRING
Only declared freshmen music performance majors should register for this number. Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to pre-registration for correct assignments. Concurrent enrollment in a major ensemble is required.

MUSC 201
Music Theory IV (3)
FALL
Prerequisites: MUSC 103; concurrent enrollment in MUSC 204. Students in this class are required to be declared music majors.
This course emphasizes contrapuntal techniques, variation techniques and study of chromatic and color harmonies. Music minors and non-music majors/minors require permission of the department chair.

MUSC 202
Music Theory V (3)
WINTER
Prerequisites: MUSC 201; concurrent enrollment in 205; Piano Proficiency Exam clearance.
This is the study of advanced harmonic practice including altered dominants and chromatic meditants. It will also include study of large forms emphasizing various forms of rondo.

MUSC 203
Music Theory VI (3)
SPRING
Prerequisite: 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)
FALL
Prerequisites: 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)
WINTER
Prerequisites: MUSC 204; concurrent enrollment in MUSC 202; Piano Proficiency Exam clearance.
This course emphasizes unusual modulation, scales and time signatures.

MUSC 208
Instruction on Instrument or Voice (1)
FALL/WINTER/SPRING
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. This course is intended for all sophomores except those majoring in Music Performance.

MUSC 209
Compositional Techniques (2)
FALL
Prerequisites: MUSC 204; Piano Proficiency Exam clearance.
This course is the practical study of the techniques and devices of composition in the various primary forms.

MUSC 212
Music in the Humanities (5)
FALL/WINTER/SPRING
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. (Cross-listed HUMN 212)

MUSC 230
Guitar and Music Fundamentals (3)
SPRING
Fundamentals of music, including notation, scales, key signatures, chords, intervals, experience with use of guitar.

MUSC 240
Applied Instruction on Instrument or Voice (2)
FALL/WINTER/SPRING
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. Only declared sophomore music performance majors should register for this course. Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to registration for correct assignments. Concurrent enrollment in a major ensemble is required.

MUSC 244
Computers in the Music Classroom (2)
FALL
Prerequisites: Computer Literacy II clearance, Piano Proficiency Exam clearance.
This course is a practical study of computer software and hardware appropriate for use in the music classroom.

MUSC 250
Music History and Literature I (3)
FALL
Prerequisite: MUSC 103.
Detailed study and analysis of the music in Western civilization from its origin to modern times. The fall quarter covers antiquity through the Renaissance.

MUSC 251
Music History and Literature II (3)
WINTER
Prerequisites: MUSC 103, 250.
Detailed study and analysis of music in Western civilization from the origin to modern times. Music 251 includes the Baroque and Classical periods.

MUSC 252
Music History and Literature III (3)
SPRING
Prerequisites: MUSC 103, 251.
A detailed study and analysis of the music in Western Civilization from 1800 to the present.

MUSC 276
Basic Jazz Theory/Improvisation (1)
Prerequisites: MUSC 103 or consent of the instructor.
This course introduces various aspects of basic improvisational tools and skills, combining theory with playing and piano skills.

MUSC 277
Intermediate Jazz Theory/Improvisation (1)
Prerequisites: MUSC 276.
This course provides a firm grounding in the fundamental concepts of the music theory, including mode and chord construction. It includes basic forms such as ABBA, Rhythm Changes and Blues.

MUSC 278
Advanced Jazz Theory/Improvisation (1)
Prerequisites: MUSC 277.
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 279
Performance Jazz Theory/Improvisation (1)
Prerequisites: MUSC 278.
This course helps students gain mastery over the concepts of improvisation. Students will learn to utilize triad pairs and common harmonic progressions and how the progressions relate to modal and functional harmony. Students will also learn to manipulate various patterns and exercises to layer over common jazz standards and chord progressions.

MUSC 280
Basic Jazz Arranging (1)
Prerequisites: MUSC 106 and 277.
This course provides fundamental arranging techniques including basic instrumental ranges through pedagogical rhythm section skills. Topics include developing intros, endings, form, basic ranges of instruments, creating bass lines, piano voicings, guitar voicings and drum set nomenclature.

MUSC 281
Advanced Jazz Arranging (1)
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 305
Counterpoint (2)
Prerequisites: MUSC 101, 102, 104.
Study and application of contrapuntal techniques in two and three voices.

MUSC 306
Instruction on Instrument or Voice (1)
FALL/WINTER/SPRING
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 juniors except those majoring in Music Performance.

MUSC 310
Basic Conducting Skills (2)
FALL
Prerequisite: MUSC 103.
This course is the study of fundamental conducting techniques including score study and rehearsal techniques.

MUSC 312
Advanced Conducting Skills (2)
WINTER
Prerequisite: MUSC 310.
Students in this course learn to apply conducting and rehearsal techniques to choral and performance groups.

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MUSC 331
Band (2)
FALL/WINTER/SPRING

MUSC 332
Orchestra (2)
FALL/WINTER/SPRING

MUSC 333
Symphonic Choir (2)
FALL/WINTER/SPRING

MUSC 334
Music Theatre (2)

MUSC 335
Music Ensemble: Instrumental (1)
FALL/WINTER/SPRING

MUSC 336
Music Ensemble: Vocal (1)
FALL/WINTER/SPRING

MUSC 337
Contemporary Music Ensemble (3)
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor.
This ensemble provides students the opportunity to explore music of the 20th and 21st Centuries. Music will be chosen from the standard repertoire of the 20th century as well as music of the avant-garde and recent music. Faculty occasionally join students in ensembles.

MUSC 338
Orchestral Repertoire for Strings (1)
FALL/WINTER/SPRING
Prerequisite: MUSC 203.
An intensive study of the standard orchestra repertoire. Students will use score analysis and use of recordings to aid in their preparation.

MUSC 340
Applied Instruction on Instrument or Voice (2)
OFFERED ALTERNATE YEARS
This course is an advanced study of the techniques of harmonization, transposition, score reading, sight reading and improvisation.

MUSC 356
History of Jazz (3)
SPRING
This course investigates the cultural, historical and musical elements of jazz from its development into the 21st century.

MUSC 382
Stringed Instrument Techniques (1)
FALL/WINTER
This course may be repeated once for a total of two credits. The students will receive elementary and pedagogical instruction for stringed 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 383
Woodwind Instrument Techniques (1)
FALL/WINTER/SPRING
This course may be repeated once for a total of two credits. The students will receive elementary and pedagogical instruction for woodwind 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 384
Brass Instrument Techniques (1)
SPRING
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)
WINTER
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 390
Music Methods for Elementary Classroom Teachers (3)
FALL/WINTER/SPRING/SUMMER
Music majors and minors should substitute MUSC 441.
Prerequisite: Junior standing.
Development of musical understanding as well as teaching materials and techniques to integrate musical skills in elementary classroom instruction.

MUSC 399
Special Studies (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor.
Subjects studied vary according to faculty and student interest.

MUSC 401
Advanced Analysis (2)
Prerequisite: MUSC 203.
This course may be repeated for credit. It is an exploration of analytical techniques for many styles of music.

MUSC 402
Analysis of 20th Century Music (3)
May be repeated for credit. Prerequisite: MUSC 203.
Stylistic and technical analysis of musical works of the 20th century.

MUSC 404
Band Arranging (3)
Prerequisites: MUSC 204 and consent of the instructor.
Instruments of the band with practical application to the art of band scoring. Original work and transcriptions.

MUSC 405
Orchestration (3)
Prerequisites: MUSC 204 and consent of the instructor.
Original work and transcriptions.

MUSC 406
Choral Arranging (3)
Prerequisites: MUSC 204 and consent of the instructor.
Practical study of the art of choral scoring applied to various vocal groupings.

MUSC 408
Instruction on Instrument or Voice (1)
FALL/WINTER/SPRING
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)
FALL/WINTER/SPRING
Prerequisite: MUSC 209.
This course may be repeated. Students learn to organize musical ideas into logical forms and apply the skills learned to musical works using a broad variety of media.

MUSC 440
Applied Instruction on Instrument or Voice (2)
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. 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. Concurrent enrollment in a major ensemble is required.

MUSC 441
Music Methods for the Elementary Music Specialist (3)
WINTER
Prerequisites: Junior, music major or minor and CEDP 302.
Methods and materials for teaching a complete music program in the first six grades.

MUSC 445
Choral Methods and Materials in the Secondary School (2)
SPRING
Prerequisites: MUSC 130, 310.
The course helps students develop a sequential choral program in the secondary schools.

MUSC 446
Instrumental Methods and Materials (2)
SPRING
Prerequisite: 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 and Materials (2)
WINTER
Prerequisite: 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 451
Music of the Medieval Era (3)
Prerequisites: MUSC 203 and 252.
This course offers intensive study of the music literature of the Medieval Era. This study may be either a survey or focus on a selected topic(s) of the era.

MUSC 452
Music of the Renaissance Era (3)
Prerequisites: MUSC 203 and 252.
This course offers intensive study of the music literature of the Renaissance Era. This study may be either a survey or focus on a selected topic(s) of the era.
MUSC 453
Music of the Baroque Era (3)
Prerequisite: MUSC 203 and 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)
Prerequisite: MUSC 203 and 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)
Prerequisite: MUSC 203 and 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)
Prerequisite: MUSC 203 and 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 459
Piano Pedagogy I (2)
FALL
Prerequisites: Junior or senior standing, permission of the instructor.
Methods and materials for teaching all levels of piano in the private studio and group class setting.

MUSC 459
Piano Pedagogy II (2)
WINTER
Prerequisites: Junior or senior standing, permission of the instructor 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)
SPRING
Prerequisites: Junior or senior standing or permission of the instructor or MUSC 459.
Methods and materials for teaching all levels of piano in the private studio and group class setting.

MUSC 461
Vocal Pedagogy (3)
SPRING
Prerequisites: Senior standing and permission of the instructor.
Preparation for teaching individual and class voice in the studio.

MUSC 462
String Pedagogy (3)
WINTER
Prerequisites: Senior standing and permission of the instructor.
Preparation for teaching individual or class lessons in string instruments.

MUSC 463
Woodwind Pedagogy (3)
WINTER
Prerequisites: Senior standing and permission of the instructor.
Preparation for teaching individual or class lessons in woodwind instruments.

MUSC 464
Brass Pedagogy (3)
WINTER
Prerequisites: Senior standing and permission of the instructor.
Preparation for teaching individual or class lessons in brass instruments.

MUSC 465
Woodwind Pedagogy (3)
Prerequisite: MUSC 203 and 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 466
Percussion Pedagogy (3)
WINTER
Prerequisites: Senior standing and permission of the instructor.
Preparation for teaching individual and class percussion in the studio.

MUSC 470
Senior Recital (1–5)
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor.

MUSC 480
Keyboard Literature I (2)
FALL
Prerequisite: Junior or senior standing or permission of the instructor.
A study of keyboard literature from the late Baroque through Classical Periods.

MUSC 481
Keyboard Literature II (2)
Prerequisites: Junior or senior standing or permission of the instructor or MUSC 480.
A study of keyboard literature from late Classical through the Romantic Period.

MUSC 482
Keyboard Literature III (2)
Prerequisites: Junior or senior standing or permission of the instructor or MUSC 481.
A study of keyboard literature from the late Romantic Period through the 20th century.

MUSC 491
Music Senior Thesis (4)
FALL/WINTER/SPRING
Satisfies senior capstone university graduation requirement.
Prerequisite: Concurrent enrollment in MUSC 470. Students demonstrate that they have learned how to apply their intellectual and research skills to a relevant music project. Students perform, write or arrange music in a public arena. Possible options might include conducting an appropriate project within the music education community. This thesis project/thesis serves as a bias for their professional lives as either performing artists, music educators, composers or music scholars.

MUSC 496
Experimental Course in Music (1–5)
FALL/WINTER/SPRING/Summer

MUSC 497
Workshops, Short Courses, Conferences (1–5)
FALL/WINTER/SPRING/Summer

MUSC 498
Seminar (1–5)
FALL/WINTER/SPRING/Summer

MUSC 499
Directed Study (1–5)
FALL/WINTER/SPRING/Summer
Prerequisite: Permission of the instructor.
Individual study projects in selected special field of music.

MUSC 500
Advanced Conducting (3)
May be repeated for a maximum of nine credits.
Instrumental and choral scores with extensive application of conducting techniques to these forms.

MUSC 502
Research Techniques and Bibliography in Music (3)
FALL
Basic references, bibliographic aids and research techniques.

MUSC 509
Applied Lesson (1)
FALL/WINTER/SPRING
May be repeated each quarter.
Participation in an instrumental ensemble.

MUSC 510
Instruction on Instrument or Voice (2)
FALL/WINTER/SPRING
Prerequisites: Permission of the instructor and the department chair.

MUSC 511
Problems in Applied Music Instruction (1)
FALL/WINTER/SPRING
May be repeated for a total of three credits.
Prerequisites: Permission of the instructor and the department chair.
For students with graduate standing who wish to pursue special study dealing with applied music.

MUSC 512
Problems in Music Ensemble Instruction (1)
FALL/WINTER/SPRING
May be repeated for a total of three credits.
Prerequisites: Permission of the instructor and the department chair.
For students with graduate standing who wish to participate in ensembles and pursue special study dealing with the techniques and literature of the chosen medium.

MUSC 535
Music Ensemble: Instrumental (1–2)
FALL/WINTER/SPRING
May be repeated each quarter.
Participation in an instrumental ensemble.

MUSC 536
Music Ensemble: Vocal (1–2)
FALL/WINTER/SPRING
May be repeated each quarter.
Participation in an instrumental ensemble.

MUSC 537
Contemporary Music Ensemble (3)
FALL/WINTER/SPRING
May be repeated each quarter.
Prerequisite: Consent of the instructor.
This ensemble allows students the opportunity to investigate through performing the music and the stylistic performance practices of music of the 20th century.

MUSC 546
Materials and Problems in the School Music Program: Choral (3)
Materials and problems of choral music and its performance by school groups.

MUSC 547
Materials and Problems in the School Music Program: Instrumental (3)
Materials and problems of instrumental music and its performance by school groups.

MUSC 550
Advanced Studies in Music Education (5)
FALL/WINTER
Supervised research in the area of the student’s concentration.
Note: MUSC 551 through MUSC 556 offers intensive study of the music literature of the named period or area with emphasis on library research. An extensive research paper is required in each course.

MUSC 551 Music of the Medieval Era (3)
Prerequisite: Permission of the instructor.

MUSC 552 Music of the Renaissance Era (3)
Prerequisite: Permission of the instructor.

MUSC 553 Music of the Baroque Period (3)
Prerequisite: Permission of the instructor.

MUSC 554 Music of the Classical Period (3)
Prerequisite: Permission of the instructor.

MUSC 555 Music of the Romantic Period (3)
Prerequisite: Permission of the instructor.

MUSC 556 Music of the 20th Century (3)
Prerequisite: Permission of the instructor.

MUSC 557 Graduate History of Jazz - Pedagogy (3)
Prerequisite: Permission of the instructor.
This class is for the jazz pedagogy major to learn and become familiar with various artists through transcription, biographical information pertaining to a specific instrument.

MUSC 558 Graduate History of Jazz (3)
Prerequisite: Permission of the instructor.
This class is for the graduate student to learn and become familiar with various aspects of the history of jazz by preparing and developing a twenty-class sequence covering historical, musical and social elements.

MUSC 560 Historical Analysis of Musical Structure (3)
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 Music (2)
Prerequisite: Permission of the instructor.
Offers intensive study and analysis of counterpoint techniques in music theory. Counterpoint is vital to the basic fundamentals of advanced study in music.

MUSC 562 Topics in Theory (3)
Exploring a variety of topics in music theory through research and discovery of analytical methods.

MUSC 563 Advanced Band Arranging (3)
Selected orchestral compositions which are adaptable for school and professional bands.

MUSC 565 Advanced Orchestration (3)
Prerequisite: MUSC 465.
Advanced practical arranging, orchestration and composition for school and professional orchestras.

MUSC 566 Advanced Choral Arranging (3)
Practical approach to the art of choral scoring as applied to various vocal and instrumental combinations for school and professional choruses.

MUSC 568 Advanced Compositional Techniques (1–5)
Prerequisite: MUSC 409.
Original work in composition in larger musical forms, with emphasis on different stylistic periods.

MUSC 569 Topics in Advanced Arranging (3)
Prerequisite: Permission of the instructor.
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 and orchestra.

MUSC 570 Electronic Music (3)
Prerequisite: Approval by the instructor.
The course will focus on MIDI, analogue and digital audio processing with Finale and Pro Tools software and an ARP synthesizer. Students are expected to participate in class projects and learn from hands-on experience.

MUSC 571 Jazz Ensemble Direction/Conducting (3)
Prerequisite: Permission of the instructor.
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)
Prerequisite: Permission of the instructor.
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)
Prerequisite: Permission of the instructor.
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)
Prerequisite: Permission of the instructor.
The purpose of this class is to learn fundamental arranging techniques beginning with basic instrumental ranges through learning useful big 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)
Prerequisite: Permission of the instructor.
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)
Prerequisite: Permission of the instructor.
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)
Prerequisite: Permission of the instructor.
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)
Prerequisite: Permission of the instructor.
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 (Trumpet/Trombone) (2)
Prerequisite: Permission of the instructor.
Designed to educate the non-brass player with the basic functions and pedagogical materials and views of the instrument within the jazz idiom.

MUSC 590 Graduate Recital (1–4)
FALL/WINTER/SPRING
Prerequisites: Permission of the instructor and the department chair.
Non-performance Major.

MUSC 596 Experimental Course (1–5)

MUSC 597 Workshops (1–5)
FALL/WINTER/SPRING
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

MUSC 598 Graduate Seminar in Music (3)

MUSC 599 Independent Study (1–5)
FALL/WINTER/SPRING
Prerequisites: Permission of the instructor and the department chair.
Independent study projects in a selected field of music.

MUSC 600 Thesis (1–15)
FALL/WINTER/SPRING
Prerequisites: Permission of the instructor and the department chair.

MUSC 601 Graduate Recital (1–15)
FALL/WINTER/SPRING

MUSC 695 Graduate Jazz Internship (1–5)
Prerequisite: Permission of the instructor.
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. Note: May be repeated twice for a maximum of five (5) credits.

MUSC 696 College Teaching Internship (5–15)
FALL/WINTER/SPRING
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.
NATURAL SCIENCE
College of Science, Health and Engineering
Heather McKeen, Advisor
241 Science Hall
509.359.6512

BAE
Faculty: Varies

UNDERGRADUATE PROGRAM
General Admissions Requirements for Natural Science: High school students who plan to major in natural science are encouraged to take three to four years of both science and mathematics in high school.

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

Bachelor of Arts in Education (BAE)
Natural Science/Elementary Major (30 credits)
Transfer students with AA degrees are expected to complete a minimum of seven total science courses.

This major does not meet a state of Washington endorsement.

Student Learning Outcomes
Students will:
• understand the process of science,
• understand how energy and matter flow through physical, life and earth systems,
• understand the evolution of natural systems and factors that result in evolution or equilibrium,
• understand how systems are organized,
• understand the process of learning science through inquiry.

Required Courses
BIOL 115 Investigating Biology (5)
GEOG/GEOL 115 Investigating Earth Science (5)
PHYS 115 Investigating Physical Science (5)

Electives:
Select one course from each area listed below for a total of 15 credits.
(Other courses can be approved by a Natural Science Advisor.)

Physical Sciences
PHYS 100 Physical Science I (5)
PHYS 121 Descriptive Astronomy (5)

Earth Sciences
GEOG 100 Fundamentals of the Physical Environment (5)
GEOG 305 Introduction to Oceanography (5)
GEOG 100 Discovering Geology (5)
GEOG 205 Geology of the National Parks (5)

Biology Sciences
BIOL 100 Introduction to Biology (5)

Education Core Requirements in Natural Science.

Note: The above major requires the completion of a minor.

See course descriptions listed under the participating programs and departments: Biology, Chemistry and Biochemistry, Geography, Geology and Physics.

Natural Science Courses

Terms offered: if no terms are indicated, check with department or quarterly course announcement.

NTSC 299 Individual Study (1–5)
FALL/WINTER/SPRING
Prerequisite: Permission of the instructor.
Individual studies in natural science or planetarium operations.

NURSING
Intercollegiate College of Nursing
Patricia Butterfield, Dean
2917 W. Fort George Wright Drive
Spokane, Washington 99224
509.324.7360

General Undergraduate Academic Advising Office
302 Sutton Hall, EWU
509.359.2345

BSN
MN
PhD


NATURAL SCIENCE
College of Science, Health and Engineering
Heather McKeen, Advisor
241 Science Hall
509.359.6512

BAE
Faculty: Varies

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General Undergraduate Academic Advising Office
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BSN
MN
PhD


www.ewu.edu
Prospective undergraduate applicants are urged to consult with the Academic Advising office, 302 Showalter Hall, EWU. Prospective graduate students should consult with the graduate program coordinator at the ICN.

**General Admissions Requirements for Nursing:** Admission to the upper division nursing major taught at the ICN is based upon evaluation of the student’s entire application, including academic record and GPA and personal interview. The number of applicants to the ICN may exceed the number that can be admitted; therefore, no assurance can be given that all applicants admitted to the University and successfully completing the lower-division requirements will be admitted to the nursing major.

Applicants must complete 90 quarter hours of acceptable credit from Eastern Washington University. The credits must include courses that meet General Education Core Requirements University, Competencies and Proficiencies, University Graduation Requirements (the EWU senior capstone is waived), for graduation and the prerequisite courses for the nursing program.

**EWU Nursing Prerequisite Courses (58 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 232</td>
<td>Human Anatomy and Physiology for Non-Biology Majors</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 235</td>
<td>Human Anatomy and Physiology for Non-Biology Majors</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 234</td>
<td>Human Anatomy and Physiology for Non-Biology Majors</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 355</td>
<td>General Microbiology</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>FNDT 356</td>
<td>Nutrition</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>American Red Cross Standard First Aid Certificate</td>
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</tr>
<tr>
<td>PSYC 310</td>
<td>General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 311</td>
<td>Psychological Statistics</td>
<td>5</td>
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<tr>
<td>or</td>
<td>PSY 310 Psychological Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 356</td>
<td>Introduction to Social Statistics</td>
<td>5</td>
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</tbody>
</table>

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

**Bachelor of Science (BSN)**

**Nursing Major (99 credits)**

**Nursing Major Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 308</td>
<td>Professional Development I: Research and Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 309</td>
<td>Professional Development II: Ethical Reasoning and Decision Making Processes in Nursing</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 311</td>
<td>Pathophysiology and Pharmacology for Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NURS 315</td>
<td>Nursing Practice: Health and Illness</td>
<td>6</td>
</tr>
<tr>
<td>NURS 316</td>
<td>Introduction to Nursing Practice in Health and Illness: Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 317</td>
<td>Health Assessment</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 318</td>
<td>Growth and Development Across the Life Span</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 322</td>
<td>The Human Experience of Diversity and Health</td>
<td>3</td>
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<tr>
<td>NURS 324</td>
<td>Nursing Concepts in Acute and Chronic Illness in the Adults</td>
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</tr>
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<td>NURS 325</td>
<td>Nursing Practice in Acute and Chronic Illness in Adults</td>
<td>7.5</td>
</tr>
<tr>
<td>NURS 328</td>
<td>Introduction to Gerontological Nursing</td>
<td>3</td>
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<tr>
<td>NURS 408</td>
<td>Professional Development III: Leadership and Management</td>
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<tr>
<td>NURS 409</td>
<td>Professional Development IV: Transition to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 414</td>
<td>Child and Family Health: Theory</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 415</td>
<td>Children and Families as the Focus of Nursing Care</td>
<td>4.5</td>
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<tr>
<td>NURS 416</td>
<td>Childbearing Health of the Family</td>
<td>4.5</td>
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<tr>
<td>NURS 417</td>
<td>Nursing Care of Childbearing Families</td>
<td>3</td>
</tr>
<tr>
<td>NURS 424</td>
<td>Psychiatric/Mental Health Nursing Concepts</td>
<td>4.5</td>
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<tr>
<td>NURS 425</td>
<td>Nursing Practice: Psychiatric-Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>NURS 426</td>
<td>Community Health Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 427</td>
<td>Community Health Nursing Practice</td>
<td>4.5</td>
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<tr>
<td>NURS 430</td>
<td>Senior Practicum</td>
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<td></td>
<td>Elective Tier III/Upper Division Elective</td>
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**Required program credits**

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<td>49.5</td>
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**Elective credits**

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<th>Credits</th>
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<tbody>
<tr>
<td>4.5</td>
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</table>

**Total credits for above major**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>99</td>
</tr>
</tbody>
</table>

**Nursing Program for Registered Nurses Required Courses**

**BSN for RNs Admission Criteria**

- Washington State RN licensure eligibility (Washington State Patrol clearance upon acceptance to the Intercollegiate College of Nursing)
- Junior year standing (60 semester hours, 60/90 quarter hours)
- Cumulative GPA of 2.8 in college courses and in course prerequisites to nursing
- Minimum course grade in each course prerequisite to nursing (C, 2.0)

**Lower division prerequisites to the nursing major:**

- Anatomy and Physiology
- Chemistry course with lab
- Human Nutrition
- Microbiology
- Statistics

**Admission Requirements/Preparation**

The Master of Nursing Program is open to students who hold a bachelor of science in nursing degree from a nationally recognized accrediting agency or approval by the Graduate Program Committee. Admission is granted on the basis of the student’s (1) undergraduate GPA, (2) skills in history taking and physical assessment, (3) satisfactory completion of a course in basic descriptive and inferential statistics, (4) eligibility for licensure as a registered nurse in Washington State, (5) clearance from the Washington State Patrol, (6) recommendations relative to professional nursing competence and prediction of success as a graduate student, and (7) written and personal interviews.

**Advising**

Students entering through Eastern Washington University apply to the Graduate Studies Office in Cheney and the Graduate Program Office at the ICN. Program information, determination of student interests and goals and assignment of a faculty advisor is provided by the Graduate Program Office at the ICN.

**Fee Schedule**

By interinstitutional agreement the sponsoring institutions charge the same tuition and fee rates for students enrolled in the ICN Master of Nursing Program. Students should check with the ICN for the current fee schedule.

**GRADUATE PROGRAM**

**Program Advisor:** Anne Hirsch, Senior Associate Dean, Academic Affairs

**Master of Nursing**

The Intercollegiate College of Nursing began as the Intercollegiate Center for Nursing Education (ICNE), that was established July 1, 1968, as a joint endeavor of Eastern Washington University, Washington State University, Gonzaga University and Whitworth College. Its cooperative undergraduate program was the first of its kind among colleges and universities in the United States.

The Graduate Program in Nursing was established in 1983. The program builds upon an undergraduate baccalaureate degree in nursing and provides a basis for further study at the doctoral level. The purpose is to prepare students for leadership positions in advanced nursing practice. Areas of concentration available include: community-based/population-focused nursing, family nurse practitioner and psychiatric/mental health nurse practitioner.

**Admission Requirements/Preparation**

The Master of Nursing Program is open to students who hold a bachelor of science in nursing degree from a nationally recognized accrediting agency or approval by the Graduate Program Committee. Admission is granted on the basis of the student’s (1) undergraduate GPA, (2) skills in history taking and physical assessment, (3) satisfactory completion of a course in basic descriptive and inferential statistics, (4) eligibility for licensure as a registered nurse in Washington State, (5) clearance from the Washington State Patrol, (6) recommendations relative to professional nursing competence and prediction of success as a graduate student, and (7) written and personal interviews.

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**Fee Schedule**

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www.ewu.edu
Degree Requirements

MN Program Structure

Each program of study is designed to be completed in two academic years. Provision is made for part-time matriculation over a longer period of time, subject to policies and requirements of Eastern and the ICN.

Candidates for the MN degree are required to demonstrate competency in relevant computer applications. The student may choose to complete a thesis or clinical project.

Community-Based/Population-Focused Nursing (60-76.5)

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 503 Scientific Inquiry in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 504 Methods of Nursing Research</td>
<td>6</td>
</tr>
<tr>
<td>NURS 507 Health Care Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NURS 700 Thesis</td>
<td>9</td>
</tr>
<tr>
<td>or NURS 702 Clinical Research Project</td>
<td>4.5</td>
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</tbody>
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Additional courses

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 550 International, Interdisciplinary and Transcultural Health Care</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 552 Family Nursing in the Community</td>
<td>3-6</td>
</tr>
<tr>
<td>NURS 554 Epidemiological Approaches to Community Health</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 556 Community-Based/Population Focused Role Practice</td>
<td>4.5–9</td>
</tr>
<tr>
<td>NURS 564 Health Promotion in Nursing Practice</td>
<td>3-4.5</td>
</tr>
<tr>
<td>NURS 565 Information Management for Nursing Practice</td>
<td>4.5</td>
</tr>
<tr>
<td>NURS 566 Community Analysis and Program Planning</td>
<td>4.5–6</td>
</tr>
<tr>
<td>Additional credits from subspecialty area courses (15-18)</td>
<td></td>
</tr>
</tbody>
</table>

Minimum total for above master's degree: 60 credits with thesis 64.5 credits

Family Nurse Practitioner (69-73.5)

Core Courses

<table>
<thead>
<tr>
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<tbody>
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<td>or NURS 702 Clinical Research Project</td>
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</tbody>
</table>

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NURS 537 Role Analysis: Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 562 Advanced Health Assessment and Differential Diagnosis</td>
<td>6</td>
</tr>
<tr>
<td>NURS 563 Pharmacology: Advanced Concepts and Practice</td>
<td>6</td>
</tr>
<tr>
<td>NURS 567 Primary Care: Adults and Elders</td>
<td>6</td>
</tr>
<tr>
<td>NURS 568 Primary Care: Infants, Children and Adolescents</td>
<td>6</td>
</tr>
<tr>
<td>NURS 569 Primary Care: Family</td>
<td>6</td>
</tr>
<tr>
<td>NURS 570 Clinical Decision Making</td>
<td>1.5</td>
</tr>
<tr>
<td>NURS 575 Diagnostic Testing and Interpretation</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Minimum total for above master's degree: 60 credits with thesis 64.5 credits

Nursing Courses

NURS 311 Pathophysiology and Pharmacology in Nursing (6)

Prerequisite: Admission to nursing major.

NURS 312 Nursing Practice: Health and Illness (6)

Introduction to nursing practice and health assessment: professional values, core competencies, core knowledge and role development.

NURS 313 Introduction to Nursing Practice in Health and Illness: Theory (3)

Introduction to theoretical foundations of nursing practice. Core values of caring and holism provide framework for multidimensional assessment of adults.

NURS 317 Health Assessment (4.5)

Systematic approach to health assessment of adults. Holistic assessment is emphasized, incorporating use of nursing process and scientific rationale.

NURS 518 Growth and Development Across the Life Span (4.5)

Prerequisite: Admission to nursing major or permission of the instructor. 

NURS 522 The Human Experience of Diversity and Health (3)

Prerequisite: Admission to nursing major or permission of the instructor. 

NURS 524 Nursing Concepts in Acute and Chronic Illness in the Adult (6)

Prerequisites: NURS 311, 314, 315. 

Theoretical concepts of acute and chronic illness in the adult as a basis for critical thinking and decision-making in nursing.
NURS 325
Nursing Practice in Acute and Chronic Illness in Adults (7.5)
Prerequisites: NURS 311, 314, 315; co-requisite NURS 324.
Application of acute/chronic illness concepts in adults as a basis for critical thinking and decision-making in nursing.

NURS 328
Introduction to Gerontological Nursing (3)
Co-requisite: NURS 318.
Professional values, communication and functional assessment in care of elders. Core knowledge and role development of the gerontological nurse.

NURS 360
Professional Nursing Concepts and Issues (3)
Prerequisite: Admission to RN/BSN Program.
Selected philosophical, historical, economic, legal/ethical and professional issues designed for registered nurses to build upon previously acquired professional concepts.

NURS 365
Nursing Concepts: Assessment and Application of Physiological Concepts to Nursing Practice I (4.5)
Prerequisites: Enrolled in WSU College of Nursing; registered nurse.
Integration of pathophysiological, assessment, pharmacological nursing concepts with diverse client populations; emphasizing neurological, E/E/I skin, musculoskeletal, endocrine and respiratory systems.

NURS 366
Nursing Concepts: Assessment and Application of Physiological Concepts to Nursing Practice II (4.5)
Prerequisites: Enrolled in WSU College of Nursing; registered nurse.
Integration of pathophysiological, assessment, pharmacological nursing concepts with diverse client populations; emphasizing fluid/electrolytes, oncology, G/D/U; cardiovascular; immune system; renal.

NURS 400
Nursing Research and Informatics (4.5)
Prerequisites: Enrolled in WSU College of Nursing; registered nurse.
Application of informatics skills and research processes to clinical practice; incorporates first level of informatics concepts.

NURS 405
Nursing Leadership (3)
Prerequisites: Enrolled in WSU College of Nursing; registered nurse.
Application of group leadership and management theories to professional nursing practice.

NURS 406
Nursing Management (4.5)
Prerequisites: Enrolled in WSU College of Nursing; registered nurse.
Management, leadership and group theories are utilized and applied to the management of nursing and health care.

NURS 408
Professional Development III: Leadership and Management (4.5)
Prerequisite: NURS 309.
Continuation of Professional Development series. Focus on impact of leadership, management and resource allocation on patient outcomes.

NURS 409
Professional Development IV: Transition to Practice (3)
Prerequisite: NURS 408.
Continuation of professional development series. Focus on transition to practice and nursing across health care systems/delivery within global arena.

NURS 414
Child and Family Health: Theory (4.5)
Prerequisites: NURS 324, 325; co-requisite: NURS 318, 328.
Analysis and evaluation of scientific and theory base for nursing care of children and families.

NURS 415
Children and Families As the Focus of Nursing Care (4.5)
Prerequisites: NURS 324, 325; co-requisites: NURS 318, 328, 414.
Application of group leadership and management concepts to professional nursing practice.

NURS 416
Childbearing Health of the Family (4.5)
Prerequisites: NURS 324, 325; co-requisites: NURS 318, 328.
Care of childbearing families within the context of community. Newborn health and men's and women's reproductive health are addressed.

NURS 417
Nursing Care of Childbearing Families (3)
Prerequisites: NURS 324, 325; co-requisites: NURS 318, 328, 415, 416.
Nursing care of families during the childbearing continuum in community and/or acute care settings. (combination of clinical and seminar)

NURS 424
Psychiatric/Mental Health Nursing Concepts (4.5)
Prerequisites: NURS 414, 415, 416, 417.
Healthy to psychopathological states studied within a nursing framework. Includes history, theories, legal/ethical issues of psychiatric/mental health nursing.

NURS 425
Nursing Practice: Psychiatric/Mental Health (3)
Prerequisites: NURS 414, 415, 416, 417; co-requisite: NURS 424.
Clinical application of the nursing process with clients experiencing acute and chronic psychiatric/mental health disruptions.

NURS 426
Community Health Nursing Theory (3)
Prerequisites: NURS 414, 415, 416, 417.
Synthesis of nursing and public health concepts with emphasis on community as partner and population-focused practice.

NURS 427
Community Health Nursing Practice (4.5)
Prerequisites: NURS 414, 415, 416, 417; co-requisite: NURS 426.
Promoting the public's health through application of the public health functions: assessment, policy development and assurance.

NURS 429
Senior Practicum (4.5)
Prerequisites: NURS 409, 424, 425, 426, 427.
Clinical and theoretical concepts are applied in a concentrated clinical practicum. Use of clinical preceptors and student objectives is employed.

NURS 440
Nursing Concepts: Community Health (3)
Prerequisites: Concurrent NURS 441.
Synthesis of nursing and public health concepts with focus on community as partner and population-based practice.

NURS 462
Selected Nursing Concepts: Psychiatric/Mental Health (3)
Course content builds on the RN’s background and focuses on the nursing process with individuals and families experiencing psychiatric-mental health disruptions.

NURS 465
Nursing Practice: Community and Psychiatric Mental Health (4.5)
Prerequisites: NURS 462 and 440 or concurrent.
Application of community health, public health and psychiatric/mental health nursing concepts to individuals, families and communities with identified health needs.

NURS 477
Analysis of Health Care Ethics (3–4.5)
Analysis of ethical theories including deontology, teleology; virtue ethics and their applicability to ethical dilemmas in nursing.

NURS 479
Advanced Physiology for Clinical Practice (4.5)
Prerequisite: Admission to WSU nursing program.
Cellular and system physiological foundational to advanced practice and understanding drug mechanisms of action.

NURS 491
Advanced Cardiac Life Support (ACLS) and Laboratory Value Analysis and Interpretation (4.5)
Prerequisites: NURS 311, 324, 325 or by permission.
Analysis/interpretation of common laboratory values; basic interpretation of common EKG rhythms, dysrhythmias and application of ACLS dysrhythmias management guidelines.

NURS 495
Nursing Practice: Advanced Clinical Practicum (3)
Prerequisites: Enrolled in WSU College of Nursing.
Application and integration of theoretical content in an area of nursing practice of special interest to the student.

NURS 498
Special Topics in Nursing (2–4)
Prerequisite: Senior standing or permission of the instructor.
Selected topics in nursing.

NURS 499
Independent Study (2–6)

NURS 503
Scientific Inquiry in Nursing (3)
Prerequisite: Graduate standing or permission of the instructor.
Scientific inquiry applied to theoretical and philosophical foundations in nursing.

NURS 504
Methods of Nursing Research (6)
Elements of the research process as foundational to both the conduct of scientific inquiry and the utilization of findings; emphasis is placed on the interrelationship between research and nursing practice.
NURS 507
Health Care Policy Analysis (3–4.5)
Analysis of health care system policy, Exploration of issues of clinical management and community resource utilization including advocacy techniques.

NURS 513
Innovative Leadership and Management (4.5–7.5)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Synthesis of principles of innovative leadership and management in administrative roles of nurses.
Application of principles of management and leadership to delivery of nursing services.

NURS 517
Financial Management (3–4.5)
Prerequisite: Graduate standing in nursing.
Application of economic theory and principles of financial management to the role of nurse manager.

NURS 519
Teaching in the Information Age (4.5)
Prerequisite: Basic computer skills; permission of the instructor.
Focus on educational paradigms consistent with distance education. Development of a variety of multimedia materials for nursing education.

NURS 520
Nursing Education in a Multicultural Society (4.5–7.5)
Prerequisite: Basic computer, library data base searching, Internet, e-mail skills; permission of instructor.
Application of learning theories and strategies useful in teaching diverse populations in a distance learning format.

NURS 521
Teaching, Learning and Evaluation in Nursing (4.5–7.5)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Exploration of concepts related to teaching-learning, assessment of diverse learning needs, instructional strategies and design, evaluation of performance outcomes.

NURS 523
Nursing Education: Past, Present and Future (4.5–7.5)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Exploration of curriculum history, development, future predictions, program evaluation, instructional resources, leadership and policy development in academic and service settings.

NURS 524
Multimedia Approaches to Instruction and Evaluation (3–6)
Prerequisite: NURS 521.
Group and individualized instruction and evaluation; creating instructional software, use of TV studio, AV and computers.

NURS 537
Role Analysis: Advanced Practice (3)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Emphasis on role analysis including interdisciplinary relationships, consultative skills, responsibility, activities and functions of the advanced practice nurse.

NURS 540
Family and Partner Psychotherapy (6)
Prerequisites: NURS 541 and 543 or master's degree in psychiatric/mental health nursing, or written permission of the instructor.
Introduction to theory and practice of family/partner therapy including role of therapist in treatment of family as a unit.

NURS 541
Psychiatric/Mental Health Nursing: Individuals (6)
Prerequisite: Graduate standing in nursing; NURS 562 and NURS 581 or concurrent.
Theories of psychopathology and appropriate nursing interventions with individuals across the age continuum.

NURS 542
Psychiatric/Mental Health Advanced Practice Role Development (3)
Prerequisite: Admission to PMHN program or permission.
Advanced practice psychiatric/mental health nursing role development emphasizing systems theory and definition of scope and standards of independent and collaborative practice of the psychiatric nurse practitioner.

NURS 543
Psychiatric/Mental Health Nursing (6)
Prerequisites: NURS 541, 581.
Introduction to theory and practice of group psychotherapy; Milieu and other selected theories are studied and applied to nursing practice.

NURS 545
Advanced Concepts of Psychiatric/Mental Health Nursing: Children and Adolescents (7.5)
Prerequisites: NURS 541 and 543, or written permission of the instructor.
Advanced study of intervention models for psychopathologies evidenced during childhood and adolescence. Practicum emphasizes assessment, psychiatric diagnosis and psychotherapeutic intervention.

NURS 546
Nursing in Psychiatric/Mental Health Practice (3.5–6)
Prerequisite: NURS 541, 543, 562, 581 and pre- or co-
requisites PHARP 525
Individualized clinical experiences/seminar designed to provide advanced competency, accountability, leadership in psychiatric/mental health nursing.

NURS 548
Psychiatric Nurse Practitioner Internship (1.5–13.5)
Prerequisites: NURS 546, PHARP 525, by interview only.
Application and integration of theory, research findings, assessment and intervention in the primary care of clients with psychiatric disorders.

NURS 549
Dimensions of Substance Abuse (3)
Prerequisites: NURS 504, 537, 541, 562, 581, 582.
Introduction to assessment, evaluation, prevention and treatment for substance abuse.

NURS 550
International, Interdisciplinary and Transcultural Health (4.5)
Prerequisite: Graduate standing in nursing or by permission.
Focuses upon diverse health beliefs and practices or clients and members of the interdisciplinary health care team.

NURS 552
Family Nursing in the Community (3–6)
Prerequisite: Graduate standing in nursing or permission of the instructor.
Theoretical approaches to the analysis of normal and at-risk families. Application of family assessment and intervention models when planning nursing care for families.

NURS 554
Epidemiological Approaches to Community Health (4.5)
Prerequisite: Graduate student in nursing or permission of the instructor.
Epidemiologic application to states of health with implications for health promotion and disease prevention; focus on knowledge and skills required to obtain and use epidemiologic, demographic and survey data bases for program proposal development.

NURS 555
Community-Based Population-Focused Nursing Internship (1.5–13.5)
Prerequisites: NURS 550, 552, 554, 564 and 566 or permission of the instructor.
Application and integration of theory, research findings and community analyses/micro-level intervention strategies in performing community-based/population-focused nursing.

NURS 556
Community-Based Population-Focused Role Practicum (4.5–9)
Prerequisite: Permission of the instructor.
Culminating analysis, development and enactment of advanced practice roles in teaching, practice or administration of community-based/population-focused nursing.

NURS 557
Care Management with At-Risk Infant and Young Child Populations (4.5)
Prerequisite: Graduate standing in nursing or by permission.
Analysis of biopsychosocial health risks of infants and young children using model of risk and resiliency in advanced nursing practice.

NURS 558
Care Management with At-Risk Older Child and Adolescent Populations (4.5)
Prerequisite: Graduate standing in nursing or by permission.
Analysis of biopsychosocial health risks of older children and adolescents using model of risk and resiliency in advanced nursing practice.

NURS 559
Advanced Nursing Practice with At-Risk Child and Youth Populations Practicum (3.5–6)
Prerequisite: Graduate standing in nursing or by permission.
Application of concepts/models of childhood risk and resiliency in advanced nursing practice with community-based at-risk older children and adolescents.

NURS 560
Promoting Health of Community-Based Adults (3.5–6)
Analysis and evaluation of strategies, interventions and programs to promote the health of at-risk adult community populations.

NURS 561
Advanced Assessment and Diagnosis for the Psychiatric Mental Health Practitioner (4.5)
Prerequisite: Admission to PMHN program.
Assessment and diagnosis of psychiatric illnesses; focus on physical and psychiatric history, mental status exam and strategies of psychometric evaluation.

NURS 562
Advanced Health Assessment and Differential Diagnoses (6)
Prerequisite: Graduate standing in nursing.
Advanced holistic health assessment/differential diagnosis; analysis of data from biological, sociological, psychological, cultural and spiritual dimensions.
NURS 563  
Pharmacology: Advanced Concepts and Practice (4.5)  
Prerequisite: Graduate standing in nursing or permission of the instructor.  
Pharmacology for clinical practice including decision making, prescribing, drug monitoring and patient education associated with prescriptive authority.

NURS 564  
Health Promotion in Nursing Practice (3–4.5)  
Prerequisite: Graduate standing in nursing or permission of the instructor.  
Theoretical bases for selected health promotion strategies of neonates through elderly clients considering cultural variations.

NURS 565  
Information Management for Nursing Practice (4.5)  
Prerequisite: Computer competency in word processing/spreadsheets.  
Application and evaluation of nursing informatics use for management of patient care data. Focus on nursing practice and administrative uses of information management. Nursing and health (hospital) information systems will be discussed. Nursing informatics uses in clinical nursing will be practiced.

NURS 566  
Community Analysis and Program Planning (4.5–6)  
Prerequisite: Graduate standing in nursing or permission of the instructor.  
Application of core public health functions in community analysis, program development and program evaluation.

NURS 567  
Primary Care: Family (6)  
Prerequisites: NURS 562, 563 and 581.  
Assess, differentially diagnose and therapeutically intervene with individuals in childbearing, child-rearing and other multigenerational families. Experience will include management of family health care problems in rural and urban settings.

NURS 568  
Primary Care: Infants, Children and Adolescents (6)  
Prerequisites: NURS 562, 563 and 581.  
Assess, differentially diagnose and therapeutically intervene with infants, children and adolescents. Experience will include well-child and management of common pediatric health problems, in rural and urban settings.

NURS 569  
Primary Care: Family (6)  
Prerequisites: NURS 562, 563 and 581.  
Assess, differentially diagnose and therapeutically intervene with individuals in childbearing, child-rearing and other multigenerational families. Experience will include management of family health care problems in rural and urban settings.

NURS 570  
Clinical Decision Making (1.5)  
Prerequisite: NURS 581, 562, 563; concurrent with first clinical course.  
Provides a framework for systematic collection, organization, interpretation and communication of data for the development of differential diagnosis.

NURS 575  
Diagnostic Testing and Interpretation (4.5)  
Prerequisite: Graduate standing in nursing.  
Analysis of diagnostic findings across the age continuum for clinical decision making, selected diagnostic and treatment skills for advanced practice.

NURS 576  
Advanced Practice: Research Application (3)  
Prerequisite: Graduate standing in nursing or permission of the instructor.  
Exploration of linkage between nursing science concepts and nursing practice through analysis of relevant research.

NURS 577  
Ethics in Health Care (3–4.5)  
Prerequisite: Graduate standing in nursing or permission of the instructor.  
Analysis of ethical theories including deontology, teleology, virtue ethics and their applicability to ethical dilemmas in nursing. Graduate students will also analyze the ethical framework of a health care facility with which they are familiar.

NURS 578  
Plateau Tribes: Culture and Health (4.5)  
Graduate-level counterpart of NURS 478; credit not granted for both 478 and 578.  
Application of core public health functions in community analysis, program development and program evaluation.

NURS 579  
Nurse Practitioner, malpractice insurance as an ARNP with prescriptive authority and permission of the instructor.  
Supervised performance of the ARNP role in psychiatric/Mental Health or Psychiatric Nurse Practitioner, malpractice insurance as an ARNP with prescriptive authority and permission of the instructor.  
Supervised performance of the ARNP role in psychiatric nursing care for patients presenting primary psychiatric disorders.

NURS 580  
Clinical Decision Making (1.5–7.5)  
Prerequisite: Admission to graduate program or by permission.  
Assessment of the school age population including high risk students. Development, management and evaluation of school health services.

NURS 581  
Advanced Pathophysiology (6)  
Prerequisite: Graduate standing in nursing or permission of the instructor.  
Advanced cellular and system pathophysiology of individuals with neurological, endocrine, immune, hematology, cardiopulmonary, renal, gastrointestinal, bone and skin disorders.

NURS 582  
Promoting Health of Community-Based Elders (3 or 6)  
Prerequisites: Prior completion of course work for clinical nurse specialist in Psychiatric/Mental Health or Psychiatric Nurse Practitioner, malpractice insurance as an ARNP with prescriptive authority and permission of the instructor.  
The systematic development and investigation of a research problem selected by the student and executed with the guidance of a thesis committee.

NURS 583  
Clinical Research Project (1–4.5)  
May be repeated for credit; cumulative maximum 9 credits.

NURS 584  
Advanced Topics in Nursing (1–4.5)  
May be repeated for credit; cumulative maximum 9 hours.

NURS 585  
Independent Study (1–7.5)  
May be repeated for credit; cumulative maximum 9 hours.

NURS 586  
Research Application (3)  
Prerequisite: NURS 581, 562, 563; one of NURS 567, 568, 569, 571 or 572.  
Advanced practice role in assessment, nursing intervention and public policy regarding multidimensional physical, emotional and social problems of community-based elderly.

NURS 587  
Promoting Health of Community-Based Elders (3 or 6)  
Prerequisites: Prior completion of course work for clinical nurse specialist in Psychiatric/Mental Health or Psychiatric Nurse Practitioner, malpractice insurance as an ARNP with prescriptive authority and permission of the instructor.  
The systematic development and investigation of a research problem selected by the student and executed with the guidance of a thesis committee.

NURS 588  
Clinical Decision Making (1.5–7.5)  
Prerequisite: Admission to graduate program or by permission.  
Assessment of the school age population including high risk students. Development, management and evaluation of school health services.

NURS 589  
Advanced Topics in Nursing (1–4.5)  
May be repeated for credit; cumulative maximum 9 credits.

NURS 590  
Thesis (1–9)  
Graded Pass/No Credit.  
Prerequisite: NURS 504.  
The systematic development and investigation of a research problem selected by the student and executed with the guidance of a thesis committee.

NURS 591  
Clinical Research Project (1–4.5)  
Graded Pass/No Credit.  
Prerequisite: NURS 504.  
A research study in lieu of a bound thesis conducted as partial fulfillment of a master’s degree under the direction of a graduate faculty member in the student’s specialty area.

Note: Please reference the Washington State University’s catalog for 700-level course descriptions.
OCCUPATIONAL THERAPY

College of Science, Health and Engineering
Gregory Wintz, Chair
Health Sciences Building
310 North Riverpoint Blvd, Box R
Spokane, WA 99202-1675
Phone: 509.368.6560
Fax: 509.368.6561

MOT
Faculty: K. Frankenfield, W. Holmes, E. Kohler, D. Mann, M. Miller, R. Russell, G. Wintz

Student Learning Outcomes

Students will:
• demonstrate entry-level professional competencies in communication and a commitment to professional growth through life-long learning.
• demonstrate a commitment to the common good that promotes effective, responsible and compassionate delivery of occupational therapy services.
• demonstrate leadership skills that advocate for individuals and groups, promote the profession and improve the service delivery of occupational therapy.
• demonstrate entry-level practice competencies based upon a comprehensive understanding of human occupation and occupational performance.

UNDERGRADUATE PROGRAM

Bachelor of Arts in Interdisciplinary Studies or Bachelor of Science in Exercise Science or Bachelor of Arts in Therapeutic Recreation with an emphasis in Occupational Therapy leading to a Master in Occupational Therapy.

GRADUATE PROGRAM

Master of Occupational Therapy

The Profession: Occupational Therapy (OT) is a health and rehabilitation profession that helps people of all ages to participate more fully in their day-to-day lives. Occupational therapists assist persons who are experiencing a physical, cognitive or emotional impairment(s) recover to their maximum level of independence. Occupational therapists help people take care of themselves and their families, enjoy life and contribute to the social and economic fabric of the community.

Our Mission: The mission of the Department of Occupational Therapy at Eastern Washington University is to prepare entry-level graduates to provide occupational therapy services with distinctiveness and compassion in a variety of professional practice environments. The program will provide a foundation of skills in general practice competencies, leadership and creative and critical thinking processes to facilitate the development of an innovative, entry-level occupational therapist. Additionally, graduates will demonstrate a commitment to the common good, creative life-long learning and high ethical standards for professional practice. A particular focus of the educational program is to prepare entry-level practitioners to work in rural, under represented and under served communities. Teaching and modeling professional behavior and ethics, cultural competencies and a respect for diversity throughout the educational program will prepare graduates to provide services in these emerging areas of practice. The program will also emphasize community-based and interdisciplinary service delivery models essential for successful practice in rural and under served areas.

Our Vision: The Department of Occupational Therapy is dedicated to creating a student-centered learning environment in collaboration with the educational resources at Eastern Washington University. Both faculty and students will be encouraged to demonstrate a spirit of scholarly inquiry and to contribute ongoing knowledge to the profession of occupational therapy. The program will strive to create and nurture partnerships with the region’s health-care, educational, business and social communities to enhance the quality of the educational experience for our students. Finally, the department will actively promote professional leadership and service to the community at large.

Accreditation: The Occupational Therapy Program at Eastern Washington University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE’s telephone number c/o AOTA is 301.562.AOTA.

Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification of Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice. However, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure. Students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program.

General Admission Requirements: Eastern provides two methods for students seeking entry into the profession of occupational therapy: 1) Combined Bachelor of Arts (BA) in Interdisciplinary Studies, Bachelor of Science (BS) in Exercise Science or Bachelor of Arts (BA) in Therapeutic Recreation with the Master of Occupational Therapy (MOT) or 2) Completed bachelor’s degree in any discipline ready to pursue graduate studies immediately. General admission requirements to both are each described below.

1. Complete the prerequisite courses listed:
   • Chemistry: Any college-level course (5)
   • English Composition or Technical Writing (200-level or above) (5)
   • Human Anatomy (200-level or above) (5)
   • Human Physiology (200-level or above) (5)
   • Introduction to Occupational Therapy (2 )
   • Medical Terminology (1)
   • Psychology 100 General (or Human) Psychology (5)
   • Abnormal Psychology (200-level or above) (5)
   • Introduction to Sociology or Cultural Anthropology (5)
   • Human Development through the Life Span (200-level or above) (4–5)
   • Statistics (5)

2. Complete the Graduate Record Examination (GRE) by February 1 of the year of application. Successful candidates are expected to perform a score greater than three (3) on the written section of the examination. GRE scores are valid for five years after test date.

3. Complete a minimum of 40 hours work/observation/volunteer. Experience with persons who have disabilities. Ten of the 40 hours must be in at least two different types of practice settings (e.g., acute care institutions, rehabilitation centers, pediatric centers, residential facilities, nursing homes, schools or mental health settings) under the supervision of a licensed occupational therapist.

4. Three letters of recommendation. A letter of recommendation must come from the supervising occupational therapist of the volunteer experience.

5. Written Essays.

 Majors in Exercise Science, Interdisciplinary Studies or Therapeutic Recreation 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 or a Bachelor of Arts degree in Therapeutic Recreation or a Bachelor of Science degree in Exercise Science, 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.

www.ewu.edu
Admission to Combined Bachelor's and Master of Occupational Therapy Program:

The student first meets with the chair 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, and students working toward degrees in Exercise Science and Therapeutic Recreation will work with program advisors. 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 99020-1675 or call 509.368.6560 or contact Carrie.Walker@ewu.edu.

During the first three years of the Exercise Science degree with an emphasis in occupational therapy, the student develops a solid foundation in exercise science, as well as meets all university graduation requirements. Additionally, during this time, the student fulfills the prerequisite requirements for the Master of Occupational Therapy.

Students who require advising in the Exercise Science degree with an emphasis in occupational therapy should contact Dr. Wendy Repovich, Exercise Science director, PEHR Dept., 200 Physical Education Building, Cheney, WA, 99004-2476, or call 509.359.7960 or Wendy.Repovich@ewu.edu.

Students who require advising in the Therapeutic Recreation degree with an emphasis in Occupational Therapy should contact Dr. John Cogley, Therapeutic Recreation director, PEHR Dept., 200 Physical Education Building, Cheney, WA, 99004-2476, or call 509.359.6545 or jcogley@ewu.edu.

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, Director, Interdisciplinary Studies, 300 Senior Hall, Cheney, WA, 99004-2414, or call 509.359.2402 or jneace@ewu.edu.

Admission into the occupational therapy track is offered only one time per year with students beginning the program summer quarter. A personal interview may be required for admission into the occupational therapy track. The deadline for applications is the February 1 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. Numbers in parentheses indicate the number of quarter credits required.

Additional Requirements: The admission process to interdisciplinary studies with an emphasis 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:

1. Minimum cumulative GPA of 3.0 in the last 60 graded quarter hours.
2. Minimum cumulative GPA of 3.0 of all prerequisite courses with no course under a 2.5.

During the senior year, the student begins a series of required courses listed below.

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, BA in Therapeutic Recreation or BS in Exercise Science, occupational therapy track.

Note: 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, or Therapeutic Recreation or a Bachelor of Science in Exercise Science.

Note: Two years of a single high school foreign language or one year of a single college-level foreign language is required for a Bachelor of Arts degree.

Application for admission into combined bachelor’s programs with the MOT program are available on the Occupational Therapy department website or upon request.

EWU Department of Occupational Therapy
310 N. Riverpoint Blvd., Box R, Room 225 C
Spokane WA 99020
509.368.6560
Carrie.Walker@ewu.edu

Advanced Standing Master of Occupational Therapy:

This program allows qualified students who have graduated in one of the combined bachelor’s/MOT program to complete the MOT in one and one half years (73 credits).

Advanced Standing Master of Occupational Therapy Criteria

- Prior to February 1, students apply to the Advanced Standing Master of Occupational Therapy Program (see Master of Occupational Therapy admission requirements).
- Successful completion of the Interdisciplinary Studies, Exercise Science and Therapeutic Recreation Degree or equivalent (completed by Aug. 30th of the baccalaureate graduation year.)
- Students must demonstrate a 3.0 cumulative college GPA in all Occupational Therapy courses with no course grade below a 2.5. Eligibility for graduate admission is determined by a minimum GPA of 3.0 in the last 90 quarter graded hours.
- Admission to Graduate Studies at Eastern Washington University. EWU Graduate Studies is located at 206 Showalter Hall, Cheney WA 99004 (509.359.6297).

Admissions to the Master of Occupational Therapy (MOT) with a Bachelor Degree:

Entry-Level Master's Admission Requirements

To be admitted to the Entry-Level Master’s of Occupational Therapy Program, applicants must first meet all requirements for admission to the Graduate School as outlined elsewhere in this catalog. Additional prerequisites include:

Additional Requirements: The admission process to the Entry-Level Master of Occupational Therapy Program 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 must be completed prior to admission into the program:

1. Qualify and apply for acceptance into studies at Eastern Washington University Graduate Studies. (EWU Graduate Studies Office, 206 Showalter Hall, Cheney, WA 99004 509.359.6297).
2. Complete a baccalaureate degree from an accredited institution by June 15 of the year of application.

Candidacy:

To be advanced to Master's Degree Candidacy, graduate students in the Master of Occupational Therapy Degree (MOT) Program must have met the following requirements:

- Submitted the Application of Degree Candidacy form to the Graduate Studies Office, specifying the Master of Occupational Therapy Degree Program approved by the Department of Occupational Therapy.
- Completed the first quarter of the MOT Program's courses with a 3.0 minimum GPA in all courses.
- Removed any/all deficiencies regarding graduate requirements.
- Met with OT graduate advisor to confirm the required course of study as well as requirements for advancing candidacy and graduation.
- Received approval for advancement to candidacy from the Dean of Graduate Studies or the Dean's designee.
Final Comprehensive Examination
The final comprehensive examination for the Master of Occupational Therapy (MOT) Degree includes a research seminar and oral defense of the master’s research project presented to the department and graduate committee. Immediately following the oral defense of the research project, the student is given an oral examination administered by the student’s committee which is composed of 2–3 departmental faculty members and a faculty member appointed by the Graduate Office. The focus of the examination is the student’s research and general questions related to the occupational therapy profession and practice. Successful completion of the comprehensive examination is required before enrollment in OCTH 695.

Schedule of Courses and Credit Hours for Bachelor Arts (BA) in Interdisciplinary Studies, (BA) in Therapeutic Recreation or (BS) in Exercise Science and Entry-Level Master’s Program

<table>
<thead>
<tr>
<th>First Year</th>
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<tbody>
<tr>
<td>Summer Quarter</td>
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<tr>
<td>OCTH 501 Cadaver Anatomy for Occupational Therapy (6)</td>
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<tr>
<td>OCTH 502 Occupational Performance &amp; Movement (4)</td>
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<tr>
<td>Total credit hours</td>
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<tr>
<td>Fall Quarter</td>
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<tr>
<td>OCTH 503 Applied Neurology for Occupational Therapy (5)</td>
<td></td>
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<tr>
<td>OCTH 504 Foundations of Occupational Therapy (5)</td>
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<tr>
<td>OCTH 505 Human Disease &amp; Occupational Therapy (5)</td>
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<tr>
<td>OCTH 520/PIHTH 540 Principles of Evidence Based Practice I (1)</td>
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<tr>
<td>Total credit hours</td>
<td>16 credits</td>
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<tr>
<td>Winter Quarter</td>
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<tr>
<td>OCTH 506 Occupational Performance Through the Life Span (5)</td>
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<tr>
<td>OCTH 507 Analysis of Occupational Performance I (2)</td>
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<tr>
<td>OCTH 509 Theory &amp; Practice in Occupational Therapy (4)</td>
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<tr>
<td>OCTH 510 Group Process (5)</td>
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<tr>
<td>OCTH 521 Survey of Research Methods in Occupational Therapy (2)</td>
<td></td>
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<tr>
<td>Total credit hours</td>
<td>16 credits</td>
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<tr>
<td>Spring Quarter</td>
<td></td>
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<tr>
<td>OCTH 508 Analysis of Occupational Performance II (4)</td>
<td></td>
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<tr>
<td>OCTH 522 Fundamentals of Occupational Therapy Research (4)</td>
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<tr>
<td>OCTH 523 Evaluation &amp; Assessment of Occupational Performance (2)</td>
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<td>OCTH 530 Occupational Performance &amp; Mental Health (6)</td>
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<td>Occupational Therapy</td>
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<td>Interdisciplinary Program, Second Area</td>
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<td>Program total credit hours</td>
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Schedule of Courses and Credit Hours for Advance Standing Master and Entry-Level Master’s Program

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<th>Second Year</th>
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<tbody>
<tr>
<td>Fall Quarter</td>
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<tr>
<td>OCTH 511 Leadership in Occupational Therapy (2)</td>
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<tr>
<td>OCTH 532 Occupational Performance in Adolescents &amp; Adults (6)</td>
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<tr>
<td>OCTH 540 Health Wellness &amp; Occupational Therapy (6)</td>
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<tr>
<td>OCTH 601 Occupational Therapy Research Project I (2)</td>
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<tr>
<td>Total credit hours</td>
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<tr>
<td>Winter Quarter</td>
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<tr>
<td>OCTH 531 Occupational Performance &amp; Children (6)</td>
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<tr>
<td>OCTH 541 Technology &amp; Occupational Performance (5)</td>
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<td>OCTH 543 Emerging Practice I (4)</td>
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<td>OCTH 602 Occupational Therapy Research Project II (1)</td>
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<td>Total credit hours</td>
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<tr>
<td>Spring Quarter</td>
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<tr>
<td>OCTH 512 Fieldwork II Seminar (2)</td>
<td></td>
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<tr>
<td>OCTH 533 Occupational Performance &amp; Older Adults (6)</td>
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<td>OCTH 542 Administration &amp; Organization in Occupational Therapy (4)</td>
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<tr>
<td>OCTH 544 Emerging Practice II (4)</td>
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<tr>
<td>OCTH 603 Occupational Therapy Research Project III (1)</td>
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<tr>
<td>Total credit hours</td>
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<td>Students must successfully complete all course work prior to Fieldwork II Winter, Fall, Winter, Spring Quarters.</td>
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<tr>
<td>OCTH 695 Occupational Therapy Fieldwork Level II Education (12)</td>
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<td>Advance Masters Program total credit hours</td>
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<tr>
<td>Total credit hours</td>
<td>24 credits minimum</td>
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<tr>
<td>Program total credit hours</td>
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Occupational Therapy Courses

**OCTH 501 Cadaver Anatomy for Occupational Therapy (6)**
Prerequisite: Admission to the MOT program.
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 502 Occupational Performance and Movement (4)**
Prerequisite: Admission to the MOT program.
This course is an overview study of human movement in a person/environment context. The study of the normal structure and function of the musculoskeletal system is seen as a prerequisite to the application of assessment procedures and therapeutic interventions in occupational therapy. Incorporation of clinical problems and pathokinesiology are involved. The lab portion of the class trains students in the basic principles and application of manual muscle testing and goniometry.

**OCTH 503 Applied Neurology for Occupational Therapy (5)**
Prerequisite: Admission to the MOT program.
This course is an overview of the founding principles of occupational therapy practice as well as the development of foundational skills concerning cultural competence as a health care practitioner. The occupational performance of individuals across the life span within a multicultural context will be emphasized. Likewise, the role of theory in the understanding of practice frames of reference and standards of the profession will be closely examined and applied. Additionally, the history of the profession, clinical reasoning strategies, professional ethics and sociocultural and political impacts on the profession will all be explored.

**OCTH 504 Foundations of Occupational Therapy (5)**
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
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 505
Human Disease and Occupational Therapy (5)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course provides an overview of human disease and injury processes occurring throughout the life span. The etiology, course, prognosis, treatment and management of each condition will be explored. The content of course material will be investigated within the framework of human occupation emphasizing the impact of disease and injury on occupational performance and quality of life.

OCTH 506
Occupational Performance Through the Life Span (5)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course provides knowledge about the human experience in the domains of occupational therapy practice throughout the life span. Focus is on an analysis of occupation, occupational performance, all life stages and the influences of performance context, spirituality and culture on human behavior.

OCTH 507
Analysis of Occupational Performance I (2)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course is the first of a two part series, OCTH 507: Analysis of Occupational Performance I and OCTH 508: Analysis of Occupational Performance II. The analysis I course will provide the learner with opportunities to develop a foundation of knowledge and skills for the evaluation of occupational performance through the process of activity analysis. Students will gain and demonstrate fundamental assessment skills for human activity that incorporates the contribution of performance skills, patterns, context, activity demands and client factors.

OCTH 508
Analysis of Occupational Performance II (4)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course will provide the learner with opportunities to develop advanced knowledge and skills for the in-depth evaluation and analysis of occupational performance through the process of activity analysis. The relationship between the assessment of occupational performance and the conceptualization of grading and adapting occupations will be critically examined.

OCTH 509
Theory and Practice in Occupational Therapy (4)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course builds upon the knowledge and concepts presented in OCTH 504: Foundations of Occupational Therapy by providing opportunities to understand the historical evolution of occupational therapy’s philosophical basis and the contributions of the theories within the profession. Students will learn the process of theory development and complete an in-depth analysis of core concepts, theories, models and frames of reference for application in occupational therapy practice. Finally, the course will explore the application and importance of occupational therapy theory and frames of reference to the research process and the advancement of the profession.

OCTH 510
Group Process (3)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course focuses on several advanced skills of professional communication and behaviors. Emphasis is on, a) interviewing, b) group process, c) intercultural communication, d) teaming and collaboration with families, clients and other health care providers and e) a reflective evaluation process used for building interpersonal communication skills. Advanced professional communication skills are necessary tools for emerging and traditional practice arenas in occupational therapy.

OCTH 511
Leadership in Occupational Therapy (2)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course focuses on leadership within the profession, professional behavior, development and critical debate. Additionally, the class will examine other opportunities for leadership for occupational therapy practitioners in association with OCTH 532. This course also continues to support your professional behavior development from the previous seminar of courses.

OCTH 512
Fieldwork II Seminar (2)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course will focus on preparation for the transition from classroom to Fieldwork Level II (FW II) experiences. Students will have the opportunity to apply 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 MOT, NBCOT and the State of Washington licensure requirements and begin preparation for job searches.

OCTH 520
Principles of Evidence Based Practice I (1)
Graded Pass/No Credit.
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This is the first of three courses designed to introduce the student to evidence based practice and the process of critical inquiry. OCTH 520 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 critiquing and applying various research methods and designs to the application of evidence based practice in occupational therapy.

OCTH 521
Survey of Research Methods in Occupational Therapy (2)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This is the second of a three-course series designed to introduce the student to evidence based practice and the process of critical inquiry regarding a broad spectrum of research methodologies including quantitative, qualitative, ethnographic and phenomenological approaches. This course will prepare the student to be 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 critiquing and applying various research methods and designs to the application of evidence based practice in occupational therapy.

OCTH 522
Fundamentals of Occupational Therapy Research (4)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course provides the learner with an overview of the research production process. Specific areas of focus include analyzing current professional research, developing research topics, designing research projects, synthesizing information in order to develop a sound research proposal and comprehending the institutional review process. Students will develop skills in providing and receiving research and writing feedback, using various library and search resources in a focused, hands-on manner and will engage in the writing-revising process essential to the research process.

OCTH 523
Evaluation and Assessment of Occupational Performance (2)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course will provide the learner with the opportunity to identify, evaluate and critically analyze the psychometric properties and application of the most commonly used evaluation and assessment tools by practitioners in the profession of occupational therapy. The course offers learners with information and experiences in analyzing the assessment need, critical selection of appropriate evaluation tools to address the assessment need, pragmatic application of the tools on a human subject, interpretation of data and conceptualizing the development of intervention goals based on the evaluation results.

OCTH 530
Occupational Performance and Mental Health (6)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course provides the learner with foundational skills in the evaluation, analysis and critical intervention planning critical to effective occupational therapy service provision for children, adolescents and adults with mental illness. This course will focus on the provision of occupational therapy services to clients with mental illness.

OCTH 531
Occupational Performance and Children (6)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course provides the learner with theories, knowledge and application opportunities related to evaluation, analysis and intervention planning for children with special needs in a variety of pediatric occupational therapy practice settings. The course will focus on the provision of occupational therapy services with children. Fieldwork Level I experiences are included in the course proceedings as well as advanced practice labs.
OCTH 532
Occupational Performance in Adolescents and Adults (6)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course provides the learner with the knowledge and skills for assessment, intervention planning, provision of intervention and outcome analysis related to adolescence and adulthood dysfunction in occupational performance. The course will focus on the provision of occupational therapy services with older adolescents and adults approximately 18-60 years of age.

OCTH 533
Occupational Performance and Older Adults (6)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course is designed to provide the learner with an understanding of the theoretical basis and specific roles for the provision of occupational therapy services with older adults. The course will address multiple topics related to aging including: 1) a review of the physiological and psychological aspects of typical aging and the relationship to occupational performance, 2) the development of occupational therapy evaluation and intervention skills for common health conditions affecting functional performance in the aging population and 3) current and emerging issues in occupational therapy geriatric practice.

OCTH 540
Health Wellness and Occupational Therapy (6)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course provides an overview of occupational performance within a health promotion and disease prevention framework. Health promotion and disease prevention concepts will be discussed in relationship to a broad perspective of health and the profession of occupational therapy. Selected theoretical concepts and health promotion models will be presented and discussed. Additionally, the organization, function and programs of various health and human service organizations will be researched, analyzed and evaluated.

OCTH 541
Technology and Occupational Performance (5)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course is designed as a vehicle to help occupational therapy students integrate previous learning by providing opportunities for occupational assessments, needs identification and the selection and design of both high and low technology devices to maximize client independence in their occupational performance areas. Additionally, the course is incorporated into an interdisciplinary experience with senior students from the Department of Engineering and Design when creating products and providing technology services to consumers.

OCTH 542
Administration and Organization in Occupational Therapy (4)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course covers topical areas related to the development, administration and management of occupational therapy services in both traditional and emerging areas of practice. Issues such as quality management, ethics, fiscal and resource management, organizational behavior and marketing will be discussed. The course will explore the provision of services within a managed care environment. The development of supervisory and program development skills will be included. This course is designed to prepare the student for a leadership role within the profession of occupational therapy.

OCTH 543
Emerging Practice I (4)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course provides foundational concepts, knowledge and skills for emerging practices within the profession of occupational therapy. This course is the first in a series of two focusing on emerging practice within the program. The course content is organized into two units: 1) A review of the frameworks for the provision of occupational therapy services in role-emerging sites; 2) context and service environments that underlie the provision of client-center services at role emerging sites including community supports and services; 3) methods for conducting an occupational performance needs assessment and community assessment for the development of occupational therapy services at emerging practice sites; and 4) discussion concerning selected emerging practice roles for occupational therapists as identified by the American Occupational Therapy Association.

OCTH 544
Emerging Practice II (4)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course is a second course in a series designed to explore emerging practices within the profession of occupational therapy. The course is organized into two units, 1) the exploration and development of specific roles for the provision of services in emerging or undeveloped sites building on the theoretical and contextual concepts discussed in OCTH 543: Emerging Practice I, and 2) the role of the occupational therapist as an entrepreneur in current and emerging practice environments. Learners will explore the mechanisms for funding the development and provision of occupational therapy services in emerging sites and the role of grant writing. The components of entrepreneurship and related business skills for developing occupational therapy services within an agency, community or private practice context will be presented in collaboration with the EWU Center for Entrepreneurial Activities.

OCTH 599
Directed Study (1-2)
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This course provides the student with a self-selected study experience under the guidance of a preceptor to demonstrate knowledge and/or skills that will enhance the students’ understanding of occupational therapy and occupational performance and provide additional experiences in building life-long learning skills.

OCTH 601
Occupational Therapy Research Project I (2)
Graded Pass/No Credit.
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This is the first in a series of three small-group research project courses in which student research groups, established in OCTH 522: Fundamentals of Occupational Therapy Research, will conduct the data gathering of their research project. Data collection will be in direct relationship to the research process developed in the Fundamentals of Occupational Therapy Research course. Student groups and individuals will be guided by the chair of their master’s degree committee.

OCTH 602
Occupational Therapy Research Project II (1)
Graded Pass/No Credit.
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This is the second course in a series of three small group research projects in which the student research groups, established in OCTH 522: Fundamentals of Occupational Therapy Research, will analyze the data collected in OCTH 601 and synthesize the results into the results section of their research project report.

OCTH 603
Occupational Therapy Research Project III (1)
Graded Pass/No Credit.
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This is the third in a series of research project courses in which small groups of students are completing their research proposals established in OCTH 522: Fundamentals of Occupational Therapy Research. Students will write their study’s results using APA guidelines and seek final approval for the project from their master’s degree committee. Likewise, group members will prepare presentation formats for their oral comprehensive examinations. Students will be encouraged to present their research findings at the EWU spring Student Research and Creative Works Symposium (optional).

OCTH 695
Occupational Therapy Fieldwork Level II Education (6 or 12)
Graded Pass/No Credit.
Prerequisite: Admission to the MOT program and successful completion of all course work in the professional curriculum to this point.
This experience is done either on a part-time (20 hours per week for 12 months) or 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, behavioral and/or mental health disorders affecting occupational performance occurs. The student must complete two quarters (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 quarters 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. A felony conviction may affect a graduate of the NBCOT Certification Examination or attain state licensure.
PHILOSOPHY

College of Arts and Letters
Kevin S. Decker, Director
266 Patterson Hall
509.359.6018

BA (in Interdisciplinary Studies with an Option in Philosophical Studies)
Minor
Faculty: K. Decker, K. Julyan, T. MacMullan, M. Marinucci

UNDERGRADUATE PROGRAM

The Philosophy Program offers general interest courses which deal with our philosophical heritage and contemporary thought and a minor in philosophy which encompasses some principal concerns of the discipline. It also offers a BA in Philosophy and BA in Interdisciplinary Studies (ITDS) with an option in Philosophical Studies that combines intermediate and advanced classes in logic and the history of philosophy with selected offerings from cooperating programs.

The skills learned in philosophy are useful in all academic areas. Immanuel Kant noted that philosophy teaches us to think for ourselves, so that we do not passively receive what we are told. It also encourages us to put ourselves imaginatively in the place of everyone else, so that we occupy the standpoint of universal humanity. Above all, it enjoins us to think consistently. Study of philosophy contributes to a broad, liberal arts education valuable for its own sake as well as a preparation for a career in some related professional, social or humanistic discipline. As an American Philosophical Association pamphlet notes, employees in the business community “want and reward many of the capacities which the study of philosophy develops: for instance, the ability to solve problems, to communicate, to organize ideas and issues, to assess pros and cons and to boil down complex data. These capacities represent transferable skills.” Logical skills are especially beneficial in conceptual professions like accounting and law.

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

Bachelor of Arts (BA)

Philosophy (45)

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
PHIL 401 Introduction to Formal Logic (5)
PHIL 320 History of Ancient Western Philosophy (5)
PHIL 321 History of Modern Western Philosophy (5)
PHIL 322 History of Contemporary Western Philosophy (5)

Electives (25-credits)
Select 25 credits in philosophy in consultation with a departmental advisor. No more than 15 credits may be taken in 200-level philosophy courses.

Capstone Requirement
All students must complete either ITGS 400 or any Senior Capstone class with their advisor’s approval.

Required program credits 20 credits
Elective credits 25 credits
Total minimum credits for above major 45 credits

Philosophy (60)

Required Courses
SAME AS FOR 45 CREDIT MAJOR

Electives (40-credits)
Select 40 credits in philosophy in consultation with a departmental advisor. No more than 15 credits may be taken in 200-level philosophy courses

Capstone Requirement
All students must complete either ITGS 400 or any Senior Capstone class with their advisor’s approval.

Required program credits 20 credits
Elective credits 40 credits
Total minimum credits for above major 60 credits

Interdisciplinary Studies: Philosophical Studies (60 credits)

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

Required Courses
PHIL 301 Introduction to Formal Logic (5)
PHIL 320 History of Ancient Western Philosophy (5)
PHIL 321 History of Modern Western Philosophy (5)
PHIL 322 History of Contemporary Western Philosophy (5)

Students must also complete at least two 400 level philosophy classes that are listed in the catalog. These two classes must combine for at least 10 credits.

Capstone Requirement
All students must complete either ITGS 400 or any Senior Capstone class with their advisor’s approval.

Interdisciplinary Stream Electives
Students must complete at least 26-30 additional upper division credits from the classes designated in their respective stream. Students may count relevant classes not listed in the streams, including transfer credits, with their advisor’s approval. The courses in each of the three streams are listed below.

Required philosophy credits 30 credits
Required senior capstone credits 4-5 credits
Elective credits 26-30 credits
Minimum credits for above major 60 credits

Stream #1: Political Philosophy
This stream concentrates on political philosophy and related topics. Political philosophy examines the nature of moral value, normativity and justice in practical and historical contexts. Political philosophers also evaluate classical and contemporary political institutions and suggest ways of improving the political life of our society. Students enrolled in this stream will study both the theory and practice of classical and contemporary politics.

ECON 415 History of Economic Thought (5)
ECON 417 Political Economy (5)
ECON 424 Economics of Poverty and Discrimination (5)
GOVT 300 Law and Legal (5)
GOVT 304 Equality, Discrimination and the Law (5)
GOVT 305 Jurisprudence (5)
GOVT 308 The American Polity (5)
GOVT 313 Classical Political Thought (5)
GOVT 314 Modern Political Thought (5)
GOVT 315 Theoretical Problems of Modern Politics (5)
GOVT 317 American Political Thought (5)
GOVT 318 Reason in Public Policy (4)
GOVT 401 Topics in Political Theory (5)
HIST 301 History of the Present (5)
HIST 303 U.S. History, 1867–1877 (5)
HIST 304 U.S. History, 1877–Present (5)
HIST 305 Paths to the American Present (5)
HIST 306 Modern Europe (5)
HIST 341 The Renaissance and Reformation (5)
HIST 345 Early Modern Europe (5)
HIST 350 War and Society (5)
HIST 382 20th Century Germany From World Wars to Cold War Culture, Political Conflict and National Identity (5)
HIST 425 Greek History to 400 BC (5)
HIST 428 Roman Empire (5)
HIST 440 History of World War I (4)
HIST 441 History of World War II (4)
HIST 454 Diplomatic History of Europe, 1914 to Present (5)
HIST 463 History of Modern American Women (4)
HIST 471 The Era of the American Revolution, 1763–1789 (4)
HIST 481 History of American Foreign Relations from 1898 (5)
HIST 487 Economic History of the United States (5)
HIST 489 Labor History (5)
WMST 410 Feminist Theory (4)
Two questions are central: Is morality based on knowledge or on emotion? Is there a rational motive in the study of particular art forms such as literature, film, theatre, music and painting.

### Philosophy Courses

<table>
<thead>
<tr>
<th>Stream #2: Philosophy of Art and Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This stream concentrates on aesthetics, the philosophical study of art. Broadly construed this includes fine arts, performance arts and literature. Students enrolled in this stream will address questions like: What is art? What is beauty? How do we tell good art from bad art and can these judgments ever be objective? What is taste? What is the proper relationship between art and morality? Students of this subject will ground their inquiry in the study of particular art forms such as literature, film, theatre, music and painting.</strong></td>
</tr>
<tr>
<td>PHIL 210 Critical Thinking (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING [satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]</td>
</tr>
<tr>
<td>Prerequisite: Successful completion of ENGL 101. Pre-university basic skills in mathematics, logic as a tool for the analysis of informal arguments. The course develops techniques for formalizing and testing arguments from everyday life.</td>
</tr>
<tr>
<td>PHIL 211 Introductory Philosophy (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING/SUMMER [satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]</td>
</tr>
<tr>
<td>Prerequisite: Successful completion of ENGL 101. 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.</td>
</tr>
<tr>
<td>PHIL 212 Introductory Ethics (5)</td>
</tr>
<tr>
<td>FALL/WINTER/SPRING [satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]</td>
</tr>
<tr>
<td>Prerequisite: Successful completion of English 101. 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?</td>
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</tbody>
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<table>
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<tr>
<th>Stream #3: Philosophy and History</th>
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<tbody>
<tr>
<td><strong>This stream investigates epistemological issues regarding the nature of historical truth, how present context and the narrative urge shape our understanding of the past and the diverse philosophical influences that have produced schools of historiographical thought. Students in this concentration address the meaning of historical progress, the theoretical basis for &quot;new histories&quot; of social affairs, of women and other oppressed groups and philosophical explanations of both recurrence and change in history.</strong></td>
</tr>
<tr>
<td>PHIL 213 Moral Issues in America (5)</td>
</tr>
<tr>
<td>FALL/SPRING [satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]</td>
</tr>
<tr>
<td>Prerequisite: Successful completion of ENGL 101. 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.</td>
</tr>
<tr>
<td>PHIL 214 Philosophical Voices and Pop Culture (5)</td>
</tr>
<tr>
<td>FALL/SPRING [satisfies cultural and gender diversity university graduation requirement.]</td>
</tr>
<tr>
<td>Prerequisite: ENGL 101. 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.</td>
</tr>
<tr>
<td>PHIL 301 Introduction to Formal Logic (5)</td>
</tr>
<tr>
<td>ALTERNATE FALLS</td>
</tr>
<tr>
<td>Prerequisite: Successful completion of ENGL 101 and MATH 100 or Mathematics Clearance by Test. PHIL 210 suggested. Logic as a formal deductive system. The course develops sentential logic and introduces predicate logic. It examines arguments typical of science and mathematics and covers some elementary metatheorems for sentential logic.</td>
</tr>
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<thead>
<tr>
<th>Minor</th>
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<tbody>
<tr>
<td>Philosophy Minor (20 credits)</td>
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<tr>
<td>No more than 10 credits may be taken in 200-level philosophy courses.</td>
</tr>
<tr>
<td>Total credits for above minor 20 credits</td>
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</tbody>
</table>

**Terms offered:** If no terms are indicated, check with department or quarterly course announcement.

**PHIL 210 Critical Thinking (5)**
FALL/WINTER/SPRING [satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]
Prerequisite: Successful completion of ENGL 101. Pre-university basic skills in mathematics, 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)**
FALL/WINTER/SPRING/SUMMER [satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]
Prerequisite: Successful completion of ENGL 101. 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)**
FALL/WINTER/SPRING [satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]
Prerequisite: Successful completion of English 101. 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)**
FALL/SPRING [satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]
Prerequisite: Successful completion of ENGL 101. 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)**
FALL/SPRING [satisfies cultural and gender diversity university graduation requirement.]
Prerequisite: ENGL 101. 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 301 Introduction to Formal Logic (5)**
ALTERNATE FALLS
Prerequisite: Successful completion of ENGL 101 and MATH 100 or Mathematics Clearance by Test. PHIL 210 suggested. Logic as a formal deductive system. The course develops sentential logic and introduces predicate logic. It examines arguments typical of science and mathematics and covers some elementary metatheorems for sentential logic.

**PHIL 311 Social and Political Philosophy (5)**
Prerequisite: 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)**
Prerequisite: 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)**
FALL
Prerequisite: 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)**
WINTER
Prerequisite: 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)
SPRING
Prerequisite: 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)
Prerequisite: Successful completion of ENGL 101.
Confucius’ humanistic ethics, the naturalistic philosophy of Taoism and Buddhism—especially the Zen Buddhist method of enlightenment.

PHIL 335
Marxism (5)
Prerequisite: Successful completion of ENGL 101.
Analysis of Marx’s ethics and the concept of alienated labor—its economic causes and human consequences—and an introduction to Marx’s theory of the relations among systems of production, social organizations and ideologies.

PHIL 398
Seminars on Selected Topics (5)
Prerequisites: 5 philosophy credits, successful completion of ENGL 101.

PHIL 403
Advanced Ethics (5)
Prerequisites: PHIL 212 or 213 and successful completion of ENGL 101.
Central problems in ethics. Typical problems concern the sources of obligation, cultural relativism, responsibility and excuses, blame and punishment, the logic of moral discourse and the relation of facts to values.

PHIL 411
Theory of Knowledge (5)
Prerequisites: 5 philosophy credits and successful completion of ENGL 101.
The nature, grounds and limits of human knowledge. Topics typical of the course are perception, memory, truth, knowledge of other minds and the relations among knowing, believing and doubting.

PHIL 417
Women and Ethics (5)
ALTERNATE FALLS
Prerequisite: At least one of the following: WMST 101 or 310 or PHIL 211 or 212.
The course begins 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. (Cross-listed WMST 417)

PHIL 430
Special Periods in the History of Philosophy (5)
Prerequisite: 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 435
Major Authors in the History of Philosophy (5)
Prerequisite: Successful completion of ENGL 101.
Intensive study of a single major philosopher.

PHIL 440
Women and Philosophy (5)
ALTERNATE SPRINGS
Prerequisite: At least four 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. (Cross-listed WMST 440)

PHIL 445
Biomedical Ethics (5)
Prerequisite: 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 499
Directed Study (5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: ten philosophy credits and successful completion of ENGL 101.
PHYSICAL EDUCATION, HEALTH AND RECREATION
College of Education and Human Development
John Cogley, Chair
250 Physical Education Classroom Building
509.359.7969

BA, BAE, BS
Minors, Certificate
Health and Fitness Endorsement
MS

UNDERGRADUATE PROGRAMS

The Department of Physical Education, Health and Recreation (PEHR), houses the following major programs: Athletic Training, Community Health, Exercise Science, Health and Fitness (teaching endorsement), Outdoor Recreation, Recreation Management and Therapeutic Recreation.

Professional Membership Requirements: Every student graduating in PEHR must be a member of a professional organization at least by their senior year.

Advising and Consultation:
Information for High School and Transfer Students: High school and transfer students should consult with specific program directors in the PEHR Department during their first quarter at EWU. At that time, a program can be formulated and any previous college classes evaluated for the major. As soon as students have decided to major or minor in programs offered by the department, they need to contact the PEHR Department and declare their major.

Degree Descriptions:

Athletic Training: This major is designed for students who are interested in becoming certified athletic trainers. The major is designed to prepare students to sit for the Board of Certification for the Athletic Trainer national examination and to work competently in the field of Athletic Training and Sports Medicine. The major welcomes both the freshman and transfer student and generally requires three years to complete. However if specific prerequisites are met, the program can be completed within two years. Students wishing to be admitted must apply and be accepted into the Athletic Training Education Program. Students in the program will receive formal instruction and clinical practice in development of proficiencies in risk management and injury prevention, pathology of injuries and illnesses, assessment and evaluation, acute care of injury and illness, pharmacology, therapeutic modalities, therapeutic psychosocial intervention and referral, health care administration and professional development and responsibilities. Opportunities for employment exist in but are not limited to, sports medicine clinics, hospitals, high schools, health clubs, corporate fitness and with professional and non-professional athletic teams. Opportunities also exist in colleges and universities for those who elect to continue beyond the bachelor’s degree.

Community Health Majors: Community 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 Credentialling (CHES) examination and for graduate programs in public health, health promotion and community health education.

Exercise Science: This major is designed for those students who are not interested in teaching but are interested in fitness and wellness management. Graduates are prepared to work in various settings as managers of fitness programs. The options include corporate fitness, commercial fitness clubs, YMCA-YWCA or other non-commercial programs, retirement centers or hospital rehabilitation programs in cardiac rehabilitation, respiratory therapy and diabetes support. The program prepares students to pursue advanced degrees in exercise physiology, biomechanics, motor control and learning, cardiac rehabilitation and adult fitness, as well as professional programs such as physical and occupational therapy and chiropractic. The program and course work prepares students to pursue certification from organizations such as ACSM, NSCA and ACE. These certifications are widely accepted in the fitness industry.

Health and Fitness: The Health and Fitness (BAE) degree is designed for those students pursuing a teaching endorsement. Students will become certified to teach K–12 within both the health and fitness (physical education) areas. We also continue to offer a non-teaching physical education coaching minor.

Recreation: The nationally accredited Recreation programs focus on a profession that offers many challenging and varied forms of employment. Trained recreation leaders are regularly hired in positions with cities, communities, youth agencies, park, resorts, outfitting companies, convention centers, 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 prepares them for a ten to sixteen week professional internship.

Students may choose from a comprehensive curriculum in one of three majors: Outdoor Recreation, Recreation Management and Therapeutic Recreation, as well as minors in Recreation Management, Aquatics and a certificate in Challenge Course Management.

Special Programs Information:

Human Performance Laboratory: The refurbished 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, health promotion, clinical evaluations and exercise prescriptions for faculty, staff, students and the community. Graduates and selected undergraduate students have the opportunity to conduct research projects in the laboratory.

Fitness Centers: “The University Fitness Center Body Shop” is located in the Physical Education Activities Building University Recreation Center. This facility is designed to meet the fitness needs of students, faculty, staff and the community in a time-efficient manner. The Fast Fitness class (PHED 150) offers individualized programs to develop baseline fitness, strength, flexibility and endurance, with the latest equipment.

“The Strength and Conditioning Center” is located in the Physical Education Activities Building. This is one of the largest and best equipped weight rooms in the area. Participants may enroll and attend according to their time needs versus set times and days.

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

Degree Requirements for all Recreation Majors:
1. A minimum of 2.0 must be obtained in each required RCLS course. If a lower grade is received, the course must be retaken.
2. A minimum cumulative GPA of 2.50 shall be necessary in all upper- and lower-division required RCLS courses.
3. A minimum cumulative GPA of 2.50 shall be required for all university course work.
4. Failure to comply with the above standards will jeopardize professional internship eligibility.

Internship Requirement:
Prior to interning, students must complete three major requirements:
1. Each student must complete 1500 hours of practical experience in the recreation and leisure service field, prior to qualifying for the professional internship. These 1500 hours must be from three (3) separate sources with no more than 750 hours from any one source. (Therapeutic
Recreation majors have specific requirements to fulfill, as regards to the number of hours and various populations; these majors must consult with their advisor.

2. Applications for the Professional Internship must be presented to their faculty advisor no later than May 15. (Students may only do their internship during the summer quarter.)

3. Each student must obtain a current Emergency Response or Advanced First Aid Card.

**Bachelor of Arts (BA)**

**Outdoor Recreation Major (99 credits)**

The Outdoor Recreation program qualifies individuals as outdoor leaders or resource managers for public and private organizations, including government agencies.

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

**Student Learning Outcomes**

**Students will**:

- demonstrate effective oral and written communication skills,
- demonstrate knowledge of and skill at research, problem solving, and critical thinking,
- demonstrate a working knowledge of technology and its various uses in the recreation profession,
- demonstrate an understanding of the history, breadth, depth, and complexity of the recreation and leisure services industry,
- demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings,
- demonstrate a working knowledge of the career and entrepreneurship opportunities available upon graduation.

**Required Core Courses**

- RCLS 201 Recreation and Leisure in Modern Society (3)
- RCLS 220 Leadership in Recreation and Leisure Services (3)
- RCLS 240 Overview of Therapeutic Recreation Services (4)
- RCLS 313 Wildland Recreation Management (3)
- RCLS 325 Outdoor Adventure Programming (3)
- RCLS 360 Facility Planning and Environmental Design (3)
- RCLS 385 Programming in Recreation and Leisure Services (3)
- RCLS 400 Legal Foundations in Recreation and Leisure Services (4)
- RCLS 425 Evaluation, Research and Statistics in Recreation and Leisure Services (4)
- RCLS 455 Resort and Commercial Recreation Management (3)
- RCLS 470 Administration, Organization and Supervision in Recreation and Leisure Services (4)
- RCLS 480 Budgeting in Recreation and Leisure Services (4)
- RCLS 490 Capstone in Recreation (4)
- RCLS 125 Recreation and Leisure Services Activities (Rafting) (1)
- RCLS 206 Wilderness Backpacking (3)
- RCLS 250 Camping Administration and Leadership (3)
- RCLS 305 Winter Camping (3)
- RCLS 307 Mountaineering (3)
- RCLS 310 Outdoor Recreation (3)
- RCLS 315 Wilderness Survival (3)
- RCLS 570 Outdoor Recreation Aquatic Programs (3)
- RCLS 405 Wilderness Upgrade for Medical Professionals (4)
- RCLS 410 Outdoor Leadership (4)
- RCLS 415 Search and Rescue Management (4)
- RCLS 435 Employment Processes in Recreation and Leisure Services (2)
- RCLS 494 Outdoor Recreation Professional Internship (15)
- HLED 194 Emergency Response (3)

**Required program credits**

- 45 credits

**Required supporting credits**

- 54 credits

**Total credits for above major**

- 99 credits

**BACHELOR OF ARTS (BA)**

**Recreation Management Major (78 credits)**

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.

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

**Student Learning Outcomes**

**Students will**:

- demonstrate effective oral and written communication skills,
- demonstrate knowledge of and skill at research, problem solving, and critical thinking,
- demonstrate a working knowledge of technology and its various uses in the recreation profession,
- demonstrate an understanding of the history, breadth, depth, and complexity of the recreation and leisure services industry,
- demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings,
- demonstrate a working knowledge of the career and entrepreneurship opportunities available upon graduation.

**Required Core Courses**

- RCLS 201 Recreation and Leisure in Modern Society (3)
- RCLS 220 Leadership in Recreation and Leisure Services (3)
- RCLS 240 Overview of Therapeutic Recreation Services (4)
- RCLS 313 Wildland Recreation Management (3)
- RCLS 325 Outdoor Adventure Programming (3)
- RCLS 360 Facility Planning and Environmental Design (3)
- RCLS 385 Programming in Recreation and Leisure Services (3)
- RCLS 400 Legal Foundations in Recreation and Leisure Services (4)
- RCLS 425 Evaluation, Research and Statistics in Recreation and Leisure Services (4)
- RCLS 495 Resort and Commercial Recreation Management (3)
- RCLS 490 Capstone in Recreation (4)
- RCLS 125 Recreation and Leisure Services Activities (Rafting) (1)
- RCLS 206 Wilderness Backpacking (3)
- RCLS 250 Camping Administration and Leadership (3)
- RCLS 305 Winter Camping (3)
- RCLS 307 Mountaineering (3)
- RCLS 310 Outdoor Recreation (3)
- RCLS 315 Wilderness Survival (3)
- RCLS 570 Outdoor Recreation Aquatic Programs (3)
- RCLS 405 Wilderness Upgrade for Medical Professionals (4)
- RCLS 410 Outdoor Leadership (4)
- RCLS 415 Search and Rescue Management (4)
- RCLS 435 Employment Processes in Recreation and Leisure Services (2)
- RCLS 494 Outdoor Recreation Professional Internship (15)
- HLED 194 Emergency Response (3)

**Required program credits**

- 45 credits

**Required supporting credits**

- 33 credits

**Total credits for above major**

- 78 credits

Must see your recreation management advisor at least once per quarter.

**Bachelor of Arts (BA)**

**Therapeutic Recreation Major (101 credits)**

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.

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

**Student Learning Outcomes**

**Students will**:

- demonstrate effective oral and written communication skills,
- demonstrate knowledge of and skill at research, problem solving, and critical thinking,
- demonstrate a working knowledge of technology and its various uses in the recreation profession,
- demonstrate an understanding of the history, breadth, depth, and complexity of the recreation and leisure services industry,
- demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings,
- demonstrate a working knowledge of the career and entrepreneurship opportunities available upon graduation.

**Required Core Courses**

- RCLS 201 Recreation and Leisure in Modern Society (3)
- RCLS 220 Leadership in Recreation and Leisure Services (3)
- RCLS 240 Overview of Therapeutic Recreation Services (4)
- RCLS 313 Wildland Recreation Management (3)
- RCLS 325 Outdoor Adventure Programming (3)
- RCLS 360 Facility Planning and Environmental Design (3)
- RCLS 385 Programming in Recreation and Leisure Services (3)
- RCLS 400 Legal Foundations in Recreation and Leisure Services (4)
- RCLS 425 Evaluation, Research and Statistics in Recreation and Leisure Services (4)
- RCLS 495 Resort and Commercial Recreation Management (3)
- RCLS 490 Capstone in Recreation (4)
- RCLS 435 Employment Processes in Recreation and Leisure Services (2)
- RCLS 494 Outdoor Recreation Professional Internship (15)
- HLED 194 Emergency Response (3)

**Required program credits**

- 45 credits

**Required supporting credits**

- 33 credits

**Total credits for above major**

- 78 credits

**BACHELOR OF ARTS (BA)**

**Therapeutic Recreation Major (101 credits)**

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.

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- RCLS 240 Overview of Therapeutic Recreation Services (4)
- RCLS 313 Wildland Recreation Management (3)
- RCLS 325 Outdoor Adventure Programming (3)
- RCLS 360 Facility Planning and Environmental Design (3)
- RCLS 385 Programming in Recreation and Leisure Services (3)
- RCLS 400 Legal Foundations in Recreation and Leisure Services (4)
- RCLS 425 Evaluation, Research and Statistics in Recreation and Leisure Services (4)
- RCLS 495 Resort and Commercial Recreation Management (3)
- RCLS 490 Capstone in Recreation (4)
- RCLS 435 Employment Processes in Recreation and Leisure Services (2)
- RCLS 494 Outdoor Recreation Professional Internship (15)
- HLED 194 Emergency Response (3)

**Required program credits**

- 45 credits

**Required supporting credits**

- 33 credits

**Total credits for above major**

- 78 credits

Must see your recreation management advisor at least once per quarter.

**BACHELOR OF ARTS (BA)**
RCLS 400 Legal Foundations in Recreation and Leisure Services (4)
RCLS 425 Evaluation, Research and Statistics in Recreation and Leisure Services (4) or
OCTH 522 Occupational Therapy Research (4) and
OCTH 523 Evaluation and Assessment (2)
RCLS 455 Resort and Commercial Recreation Management (3)
RCLS 470 Administration, Organization and Supervision in Recreation and Leisure Services (4) or
OCTH 542 Administration and Organization in Occupational Therapy (4)
RCLS 480 Budgeting in Recreation and Leisure Services (4)
RCLS 490 Capstone in Recreation (4)

Required Supporting Courses
CEDP 201 Lifespan Development (4)
HLED 256 Medical Terminology (1)
PHED 132 Kinesiological Applications of Human Anatomy and Physiology (4) and PHED 249 Anatomical Kinesiology (4) or
BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)
PSYC 302 Abnormal Psychology (5)
RCLS 245 Therapeutic Recreation for the Disabled (3)
RCLS 250 Arts in Recreation (3)
RCLS 420 Program Planning and Evaluation in Therapeutic Recreation (5)
RCLS 440 Professional Issues in Therapeutic Recreation (4)
RCLS 445 Processes and Techniques in Therapeutic Recreation (4)
RCLS 450 Assessment Techniques in Therapeutic Recreation (4)
RCLS 493 Therapeutic Recreation Professional Internship (15)

Required program credits 45 credits
Required supporting credits 56 credits
Total credits for above major 101 credits

Current First Aid/CPR card is required for all majors.

Therapeutic Recreation: Occupational Therapy

Note: See Occupational Therapy.

Bachelor of Arts in Education (BAE)

Health and Fitness/Elementary or Secondary Major (67–68 credits)

This major satisfies the endorsement for Preschool to grade 12.

Student Learning Outcomes

Students will:

• understand health/physical education content and disciplinary concepts related to the development of a healthy/physically educated person,
• understand how individuals learn and develop, and provide opportunities that support physical, cognitive, social and emotional development,
• understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences,
• use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation,
• use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement,
• understand the importance of planning developmentally appropriate instructional units to foster the development of a healthy/physically educated person.

Degree Requirements:

1. Must earn a minimum of 2.5 in each required health and physical education course.
2. Must have a minimum cumulative GPA of 2.5 in all university courses.

Required Courses (51 credits)

HLED 194 Emergency Response (3)
HLED 200 Admission to Health and Fitness (1)
HLED 201 Introduction to Health and Wellness (3)
HLED 250 Drugs, Society and Human Behavior (3)
HLED 365 Teaching Methods in Health (4)
HLED 372 Applied Nutrition and Physical Fitness (3)
HLED 475 Sex Education in Schools and Community (4)
PHED 248 Anatomical/Mechanical Kinesiology (4)
PHED 250 Physiological Kinesiology (4)
PHED 251 Motor Control and Learning (4)
PHED 367 Teaching Methods in Physical Education (4)
PHED 452 Adapted Physical Education (4)
PHED 454 Measurement and Evaluation in Health and Fitness (3)
PHED 461 Sports and Exercise Psychology (3)
PHED 490 Senior Capstone in Health and Fitness (Teaching) (4)

Select one of the tracks below: 16–17 credits

Health Track: 17 credits
HLED 374 Investigation of Disease and Illness (5)
HLED 376 Consumer Health (3)
HLED 480 Health Promotion Program Planning, Implementation and Evaluation (3)
Select a total of 3 teaching methods courses: 6 credits

Choose one of the following:
PHED 336 Individual Sports (2)
PHED 337 Team Sports (2)

Choose one of the following:
PHED 340 Rhythms and Games (2)
PHED 341 Elementary School Activities (2)

Choose one of the following:
PHED 342 Lifelong Leisure Activities (2)
PHED 343 Wellness and Fitness (2)
PHED 370 Sport and Culture (4)

Physical Education Track: 16 credits

PHED 336 Individual Sports (2)
PHED 337 Team Sports (2)
PHED 340 Rhythms and Games (2)
PHED 341 Elementary School Activities (2)
PHED 342 Lifelong Leisure Activities (2)
PHED 343 Wellness and Fitness (2)
PHED 370 Sport and Culture (4)

Required program credits 51 credits
Required track credits 16–17 credits
Minimum total credits for above major 73 credits

Professor Education Requirements/
Elementary Education:

Minimum total credits for above major and elementary professional education 140 credits

Note: The above major takes more than 12 quarters at 15–16 credits a quarter.

Minimum total credits for above major and secondary professional education 113 credits

Note Required: Must be a member of a professional organization.

Bachelor of Science (BS)

Athletic Training Major (106 credits)

This major is designed for those students who are interested in becoming certified athletic trainers. The major is designed to prepare students to sit for the Board of Certification of Athletic Trainers national examination and to work competently in the field of Athletic Training and Sports Medicine. Students must apply and be accepted into the Athletic Training Education Program (ATEP). Admission to the program is based upon evaluation of the student’s entire application, including: the academic record, the GPA in and completion of prerequisite courses, the references and the short essay. Applications are due the Friday of the week before finals week of winter quarter each year. The number of students that can be admitted to the program each year; therefore, no assurance can be given that all applicants admitted to the University and who complete the application requirements will be admitted to the ATEP. For further information regarding the application process, please contact the PEHR department at 509.359.2341. Opportunities for employment exist in but are not limited to, athletic training in high schools, colleges and professional and non-professional athletic teams; sports medicine clinics; hospitals; health clubs; and corporate fitness programs. Opportunities for those who elect to continue their education beyond the bachelor’s degree level also exist.

Student Learning Outcomes

Students will:

• 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.
Degree Requirements:
1. Must earn a minimum of 3.0 in each ATTR designated required course.
2. Must earn a minimum of 2.5 in each Kinesiology course and each Biology course.
3. Must have a minimum of 2.0 in all other program required courses.
4. Must have a minimum cumulative GPA of 2.75 for each quarter while in the program.
5. Must be a member of the National Athletic Trainer’s Association.
6. Failure to comply with the above standards will prohibit Professional Internship eligibility.

Required Courses
ATTR 201 Introduction to Athletic Training (3)
ATTR 288 Clinical Athletic Training I (1+1+1)
ATTR 339 Athletic Training (4)
ATTR 340 Therapeutic Modalities in Sports Medicine (4)
ATTR 341 Rehabilitation in Athletic Training (4)
ATTR 350 Medications in the Health Care Professions (2)
ATTR 360 General Medical Conditions in the Athlete (3)
ATTR 388 Clinical Athletic Training II (1+1+1)
ATTR 428 Orthopedic Evaluation I (4)
ATTR 429 Orthopedic Evaluation II (4)
ATTR 430 Sports Medicine Issues (2)
ATTR 439 Current Topics in Sports Medicine (1+1+1)
ATTR 450 Advanced Procedures and Techniques in Athletic Training (3)
ATTR 488 Clinical Athletic Training III (2+2+2)
ATTR 490 Senior Capstone in Sports Medicine (4)
BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)
CEDP 316 Psychology of Adjustment (5)
HLED 194 Emergency Response (3)
HLED 256 Medical Terminology (1)
HLED 370 Environmental Health (3)
HLED 372 Applied Nutrition and Physical Fitness (3)
PHED 249 Anatomical Kinesiology (4)
PHED 250 Physiological Kinesiology (4)
PHED 252 Mechanical Kinesiology (4)
PHED 355 Strength and Conditioning Prolab (2)
PHED 452 Adapted Physical Education (4)
Select one course from the following:
CHEM 121 Chemistry and its Role in Society (5)
CHEM 151 General Chemistry (5)
CHEM 161 General Chemistry for the Health Sciences (5)

Total credits for above major: 106 credits

Bachelor of Science (BS)
Community Health Major (86–90 credits)
Community health majors are professionals who design, conduct and evaluate activities that help improve the health of all people. Placements will be in a variety of settings including public health and non-profit health agencies, worksite wellness programs, colleges and universities and government agencies. The majors are prepared to sit for the National Commission for Health Education Credentialing (CHES) examination and for graduate programs in public health, health promotion and community health education.

Student Learning Outcomes
Students will:
• participate in an internship in which they will gain practical real world experience within the field;
• understand what factors are involved in adopting healthy behaviors and how to effectively facilitate change;
• conduct health assessments and design health promotion programs.

Degree Requirements:
1. A minimum of 2.50 in each required Health Education course.
2. A minimum cumulative GPA of 2.50 shall be necessary in all upper- and lower-division required Community Health courses.
3. A minimum of 2.0 in each of the supporting courses from Communication Studies and the Social and Behavioral Science Core.
4. A minimum cumulative GPA of 2.50 shall be required for all university course work.
5. Must meet with major advisor once each quarter.
6. Failure to comply with the above standards will prohibit Professional Internship eligibility.

Required Courses
First Aid Option - Select one of the following:
HLED 194 Emergency Response (3)
HLED 201 Introduction to Health and Wellness (3)
HLED 256 Medical Terminology (1)
HLED 372 Applied Nutrition and Physical Fitness (3)
HLED 375 Gerontology (3)
HLED 376 Consumer Health (3)
HLED 381 Mind/Body Spirit Health (3)
HLED 480 Health Promotion Program Planning, Implementation and Evaluation (3)
HLED 482 Grant Writing in the Health Sciences (3)
HLED 490 Senior Capstone in Community Health (4)
HLED 495 Internship (15)
RCLS 470 Administration, Organization and Supervision in Recreation and Leisure Services (4)

Supporting Courses (20–21 credits)
CSBS 320 Introductory Statistics (5)
CMST XXX Communication class with advisor’s approval (4–5)
EXSC 480 Clinical Exercise Physiology (3)
PHED 249 Anatomy Kinesiology (4)
PHED 250 Physiological Kinesiology (4)
Select one of the tracks below
Public Health Track
HLED 250 Drugs, Society and Human Behavior (3)
HLED 370 Personal and Community Health (4)
HLED 374 Investigation of Disease and Illness (5)
HLED 382 International Health (3)
HLED 475 Sex Education in Schools and Community (4)

Worksite Wellness Track
EXSC 455 Research and Analysis (2)
PHED 333 Group Exercise Instruction (3)
PHED 335 Strength and Conditioning Prolab (2)
RCLS 300 Publicity and Promotion in Recreation (4)
or MKTG 310 Principles of Marketing (4)
RCLS 480 Budgeting in Recreation and Leisure Services (4)
or ACCT 251 Principles of Financial Accounting (5)
Choose one of the following
HLED 370 Personal and Community Health (4)
HLED 374 Investigation of Disease and Illness (5)
HLED 382 International Health (3)

Required program credits: 48 credits
Required supporting credits: 20–21 credits
Required track credits: 18–21 credits
Minimum total credits for above major: 86 credits

Select supporting courses in consultation with departmental advisor.

Bachelor of Science (BS)
Exercise Science Major (93–94 credits)
This major is designed for those students who are not interested in teaching but are interested in fitness and wellness management. Graduates are prepared to work in various settings as managers of fitness programs. The options include but are not limited to corporate fitness, commercial fitness clubs, YMCA-YWCA or other non-commercial programs, retirement centers or hospital rehabilitation programs in cardiac rehabilitation, respiratory therapy and diabetes support. The program prepares students to pursue advanced degrees in exercise physiology, biomechanics, motor control and learning, cardiac rehabilitation and adult fitness as well as professional programs such as Physical and Occupational Therapy and Chiropractic. The program and course work prepares students to pursue certification from organizations such as ACSM, NSCA and ACE. These certifications are widely accepted in the fitness industry.

Student Learning Outcomes
Students will:
• 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;
• 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.
Degree Requirements:
1. A minimum of 2.50 in each required Exercise Science course.
2. A minimum cumulative GPA of 2.50 shall be necessary in all upper- and lower-division required Exercise Science courses.
3. A minimum of 2.0 in each of the supporting courses: science, psychology and communications concentrations.
4. A minimum cumulative GPA of 2.50 shall be required for all university course work.
5. Must meet with major advisor once each quarter.
6. Failure to comply with the above standards will prohibit Professional Internship eligibility.

Required Courses - A minimum GPA of 2.5 is required for each required course listed below.
- EXSC 455 Research and Analysis (2)
- EXSC 460 Physiology of Exercise (4)
- EXSC 480 Clinical Exercise Physiology (5)
- EXSC 481 Electrocardiography Interpretation (3)
- EXSC 490 Senior Capstone in Exercise Science (4)
- EXSC 495 Professional Internship (15)
- HLED 194 Emergency Response (3)
- HLED 372 Applied Nutrition and Physical Fitness (3)
- PHED 249 Anatomical Kinesiology (4)
- PHED 250 Physiological Kinesiology (4)
- PHED 252 Mechanical Kinesiology (4)
- PHED 333 Group Exercise/Personal Training (3)
- PHED 335 Strength and Conditioning Protocols (2)

Required Supporting Course - A minimum GPA of 2.0 is required for each required course listed below.
- CSBS 320 Introductory Statistics for the Social Sciences (5)

Sciences Concentration
- BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
- CHEM 161 General Chemistry for the Health Sciences (5)
- CHEM 162 Organic Chemistry for the Health Sciences (5)
- CHEM 163 Biochemistry for the Health Sciences (5)

Communications Elective - A minimum GPA of 2.0 is required for each course listed below.
- Select one course from the following:
  - BUED 302 Business Communication (4)
  - CMST 210 Interpersonal Communication (5)
  - CMST 312 Nonverbal Communication (varies)
  - CMST 331 Interviewing (5)
  - CMST 340 Intercultural Communication (5)

Required Program Credits: 59 credits
Required Sciences Concentration Credits: 30 credits
Required Communications Concentration Credits: 4–5 credits
Minimum Total Credits for above major: 93 credits

Exercise Science: Occupational Therapy
Note: See Occupational Therapy.

Certificate

Challenge Course Management and Leadership Certificate (18 credits)
The Certificate in Challenge Course Management and Leadership addresses the growing challenge education field and the need for trained practitioners within this field. The certificate curriculum closely follows the standards and guidelines developed by the Association for Challenge Course Technology (ACCT), the leading national organization in the challenge course industry. A student completing the full certificate curriculum will gain the education, experience, and training to become an effective challenge course facilitator or manager as well as meet the requirements to test for ACCT practitioner certification. Students also gain the facilitation and leadership skills to be more effective in any leadership or management role they may play.

In no course required for the certificate can the student receive below a 3.0. All courses for the certificate must be completed at EWU; transfer credits will not be accepted for certificate completion. A minimum of 18 credits is required for the certificate as well as a minimum of 200 documented hours of challenge course program experience.

Student Learning Outcomes

Students will:
- understand experiential education and challenge course history, philosophy and foundational concepts and be able to convey these concepts to other practitioners.
- be able to model and teach appropriate facilitation skills for group ground initiatives, low and high elements including sequencing, setting participant expectations, teaching appropriate spotting skills, and managing the activity.
- exhibit an understanding of using group ground initiatives, low and high elements with varied populations including educational, military, adaptive, therapeutic, cultural and business settings.
- be able to model and teach a variety of debriefing techniques and tools to aid in effective group processing.
- learn technical skills for low and high elements including equipment use, retrieval and maintenance, various delay techniques, systems and transfers, course set-up, breakdown and inspection, rescue, knot tying and leading edge climbing skills.
- be able to assess and manage all aspects of challenge course operations including standard operating procedures, equipment maintenance and inspection, practitioner training, personnel management, risk and emergency management, program planning and design, and challenge course policies and procedures.

Required Courses:
- RCLS 220 Leadership in Recreation and Leisure Services (3)
- RCLS 225 Challenge Course Facilitation Techniques (3)
- RCLS 321 Challenge Course Low Element Facilitation (3)
- RCLS 352 Challenge Course Technical Skills (3)
- RCLS 353 Challenge Course Advanced Technical Skills (3)
- RCLS 475 Challenge Course Management and Operation (3)

Minimum Total Credits for above certificate: 18 credits

Minors

Aquatics Minor (18 credits)
This minor will develop the student's knowledge of water safety, aquatic facility management, small craft safety, scuba operations, exercise and fitness. It will utilize nationally recognized certification programs to train students in each area and equip students for employment in the field of aquatics in such diverse areas as fitness clubs, educational institutions, YMCAs, YWCAs, rehabilitation centers, community centers and Parks and Recreation departments.

Required Courses:
- PHED 395 - Water Safety Instructor (3)
- PHED 394 - Lifeguard Training (3)
- RCLS 340 - Aquatic Facility Management (3)
- RCLS 350 - Recreation Practicum (5)
- Select 4 credits of electives:
  - PHED 125 - Scuba Diving (1)
  - PHED 125 - Swim Conditioning (1)
  - RCLS 125 - River Rafting (1)
  - RCLS 230 - Whitewater Kayaking (2)

Minimum Total Credits for above minor: 18 credits

Coaching Minor (23–24 credits)
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 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:
- ATTR 201 Introduction to Athletic Training (3)
- HLED 194 Emergency Response (3)
- PHED 260 Sport Sciences for Coaching (Leader Level) (3)
- Choose three of the following: 11–12 credits
  - PHED 248 Anatomical/Mechanical Kinesiology (4)
  - PHED 250 Physiological Kinesiology (4)
  - PHED 251 Motor Control and Learning (4)
  - PHED 461 Sports and Exercise Psychology (3)
- Choose one of the following: 3 credits
  - PHED 278 Coaching Volleyball (3)
  - PHED 281 Coaching Football (3)
  - PHED 282 Coaching Basketball (3)
  - PHED 283 Coaching Track (3)
  - PHED 285 Coaching Baseball (3)

Minimum Total Credits for above minor: 23 credits
Community Health Minor (18 credits)

Required Courses
- HLED 250 Drugs, Society and Human Behavior (3)
- HLED 370 Personal and Community Health (4)
- HLED 374 Investigation of Disease and Illness (5)
- HLED 375 Gerontology (3)
- HLED 480 Health Promotion Program Planning, Implementation and Evaluation (3)

Total credits for above minor 18 credits

Recreation Management Minor (25 credits)

Required Courses
- RCLS 201 Recreation and Leisure in Modern Society (3)
- RCLS 220 Leadership in Recreation and Leisure Services (3)
- RCLS 350 Recreation Practicum (5)
- RCLS 400 Legal Foundations in Recreation and Leisure Services (4)
- RCLS 470 Administration, Organization and Supervision in Recreation and Leisure Services (4)

Electives
Six credits of electives in RCLS (6)

Required program credits 19 credits
RCLS elective credits 6 credits
Total credits for above minor 25 credits

Course Requirements for Teacher Certification/Add-on Endorsements
(For students who currently possess a Washington State Teaching Certificate)

Health and Fitness Endorsement (39 credits)

This add-on satisfies the endorsement for Preschool to grade 12.

Degree Requirements:
1. Must earn a minimum of 2.5 in each required health and physical education course.
2. Must have a minimum cumulative GPA of a 2.50 in all university courses.
3. Must attend a professional conference in the field of health and fitness (not coaching).

Required Core Courses
- HLED 194 Emergency Response (3)
- HLED 201 Introduction to Health and Wellness (3)
- HLED 250 Drugs, Society and Human Behavior (3)
- HLED 365 Teaching Methods in Health (4)
- HLED 475 Sex Education in Schools and Community (4)
- PHED 248 Anatomical/Mechanical Kinesiology (4)
- PHED 250 Physiological Kinesiology (4)
- PHED 251 Motor Control and Learning (4)
- PHED 367 Teaching Procedures in Physical Education (4)

Select a total of 3 teaching methods courses:
- PHED 340 Rhythms and Games (2)
- PHED 341 Elementary School Activities (2)
- Choose one of the following:
  - PHED 342 Lifelong Leisure Activities (2)
  - PHED 343 Wellness and Fitness (2)

Required core credits 33 credits
Required teaching methods credits 6 credits
Total credits for above add-on endorsement 39 credits

GRADUATE PROGRAM

Master of Science in Physical Education
Jeni McNeal, Program Director
244 Physical Education Classroom Building
509.359.2872

Student Learning Outcomes
Students will:
- • investigate ideas and complete professional tasks as a member of a team,
- • demonstrate familiarity with the scholarly publications, primary written works, professional organizations and certification/licensure requirements of their specialization,
- • discuss advanced topics in their area of specialization with an appropriate level of knowledge and application of critical thinking,
- • design, conduct and report scholarly work.

Admission Requirements

The master of science degree in physical education prepares students for a diverse array of careers in areas including athletic administration, teaching and coaching, directing fitness facilities and programs in a variety of settings and sport psychology consultation with athletic teams. Additionally, the degree is applicable to those students interested in pursuing advanced graduate studies in related areas. This program provides an opportunity for students to focus on one of three areas of specialization; Administration/Pedagogy, Exercise Science, or Sports and Exercise Psychology. All students are required to take a basic core of courses and then select a specialization area. A thesis is required of Exercise Science students. All other specializations offer the option of a thesis or research report to complete the degree.

Prospective students should hold a related baccalaureate degree from an accredited institution. Applicants for admission to the graduate program in physical education must follow the admission procedures as outlined elsewhere in this catalog. In addition, applicants must submit three professional letters of recommendation and a one to two page essay describing their professional goals and philosophy. Students are admitted for fall quarter only; requests for admission in other academic quarters are discouraged.

Degree Requirements

Basic Core Requirements and Credit Hours

A. Core
- PHED 505 Current Issues Seminar (3)
- PHED 506 Socio-cultural Studies in Physical Activity (3)
- PHED 518 Review of Literature (3)
- PHED 519 Statistics in Physical Education (3)
- PHED 520 Research Methods in Physical Education (3)
- PHED 600 Thesis (9)
  or PHED 601 Research Report (6)

Select a primary track from categories B–D (24–27 credits)

B. Administration/Pedagogy (Coaching/Teaching Education)
- PHED 507 Administration and Management in Health and Physical Education (3)
- PHED 521 History and Philosophy in Sport and Physical Activity (3)
- PHED 522 Risk Management: Sport and School Law (3)
- PHED 523 Program Promotion and Advocacy (3)
- PHED 695 Internship (6)

Approved Electives (6–9)

C. Exercise Science
- PHED 500 Advanced Biomechanics (3)
- PHED 555 Advanced Physiology of Exercise (3)
- PHED 556 Advanced Cardiovascular Physiology (3)
- PHED 598 Seminar (3)

Approved Electives (12)

D. Sports and Exercise Psychology
- PHED 508 Psychological Behavior in Sport (3)
- PHED 510 Advanced Motor Control and Learning (3)
- PHED 511 Applied Sport Psychology (3)
- PHED 512 Motivation in Sport and Exercise (3)

Approved Electives (12–15)

Required core credits 21–24 credits
Required primary track credits 24–27 credits
Minimum total credits for above master’s degree 48 credits

www.cwu.edu
Athletic Training Courses

ATTR 201
Introduction to Athletic Training (3)
SPRING
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: 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)
FALL/WINTER/SPRING
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 339
Athletic Training (4)
FALL
Prerequisite: 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)
WINTER
Prerequisite: ATTR 339 or permission of course instructor.
The course covers techniques in therapeutic exercise, thermal therapy, hydrotherapy, cryotherapy and electrical modalities. It also introduces students to psychological and physiological responses to injury.

ATTR 341
Rehabilitation in Athletic Training (4)
SPRING
Prerequisite: 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)
SPRING
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)
FALL
Prerequisite: 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 mechanisms 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 388
Clinical Athletic Training II (1)
FALL/WINTER/SPRING
Prerequisite: 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 student and checked off by the clinical instructor, is used to document completion of competencies.

ATTR 428
Orthopedic Evaluation I (4)
FALL
Prerequisite: 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 chest, abdomen, pelvis, hip, thigh, lower leg, ankle and foot.

ATTR 429
Orthopedic Evaluation II (4)
WINTER
Prerequisite: 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 of injuries involving the spine, shoulder, elbow, wrist and hand.

ATTR 430
Sports Medicine Issues (2)
SPRING
Prerequisite: ATTR 429 or permission of course instructor.
Sports Medicine Issues is a class designed to teach the athletic training student advanced medical issues that are not generally taught in the regular curriculum of the athletic training major. Medical doctors and other allied health care professionals will be brought in from the local Cheney and Spokane communities. Each week, this two-hour class will allow students ample time to work directly with the medical doctors and get hands-on experience with their fellow students.

ATTR 439
Current Topics in Sports Medicine (1)
FALL
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)
SPRING
Prerequisite: ATTR 428 & 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)
FALL/WINTER/SPRING
Prerequisite: ATTR 388 or permission of course 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 in Sports Medicine (4)
WINTER
Prerequisite: Senior standing.
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. There will be group and individual projects and presentations related to sports medicine and athletic training, including a culminating project that will be assessed by class peers and professionals in the related field. 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 499
Directed Study (1-15)
FALL/WINTER/SPRING

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**Exercise Science Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Terms Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 455</td>
<td>Research and Analysis (2)</td>
<td>FALL</td>
<td>Prequisite: CSBS 320. This course is designed to teach the students to critically analyze the literature in the field. In addition, they will be exposed to the criteria for good research and to evaluate how well articles in the field follow that criteria.</td>
</tr>
<tr>
<td>EXSC 460</td>
<td>Physiology of Exercise (4)</td>
<td>FALL</td>
<td>Prerequisites: PHED 249, 250 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.</td>
</tr>
<tr>
<td>EXSC 480</td>
<td>Clinical Exercise Physiology (3)</td>
<td>WINTER</td>
<td>Prerequisites: PHED 250 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.</td>
</tr>
<tr>
<td>EXSC 481</td>
<td>Electrocardiography Interpretation (3)</td>
<td>SPRING</td>
<td>Prerequisites: BIOL 232, 233. This course teaches the interpretation of electrocardiograms (EKGs). It will cover normal and pathological changes both at rest and during exercise.</td>
</tr>
<tr>
<td>EXSC 490</td>
<td>Senior Capstone in Exercise Science (4)</td>
<td>WINTER</td>
<td>Prerequisites: Senior standing and EXSC 460. This course is designated as a departmental capstone for Exercise Science majors. They will study the process of assessment and prescription of apparently healthy adults. There will be end-of-program assessment, both written and practical. Students will also study a current issue in the field through research, group projects and written and oral presentations. The course is designed to help students prepare for the AGSM Health Fitness Instructor certification, the benchmark certification, the benchmark exam in the field.</td>
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<tr>
<td>EXSC 495</td>
<td>Professional Internship (1–15)</td>
<td>FALL/WINTER/SPRING</td>
<td>Prerequisites: Permission of the instructor and the department chair. Special studies in health education or community health. Selected topics vary according to student and faculty interest.</td>
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</tbody>
</table>

**Health Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Terms Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLED 192</td>
<td>Sports Safety Training (3)</td>
<td>FALL/WINTER/SPRING</td>
<td>The purpose of the American Red Cross Sports Safety Training course is to prepare 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.</td>
</tr>
<tr>
<td>HLED 194</td>
<td>Emergency Response (3)</td>
<td>FALL/WINTER/SPRING</td>
<td>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.</td>
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<tr>
<td>HLED 200</td>
<td>Admission to Health and Fitness (1)</td>
<td>FALL/WINTER/SPRING</td>
<td>This course is designed to introduce potential majors to the Health and Fitness profession as well as describe the major's expectations and requirements for being admitted into the program and becoming certified as a K–12 Health and Fitness instructor.</td>
</tr>
<tr>
<td>HLED 201</td>
<td>Introduction to Health and Wellness (3)</td>
<td>FALL/WINTER/SPRING</td>
<td>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.</td>
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<tr>
<td>HLED 250</td>
<td>Drugs Society and Human Behavior (3)</td>
<td>FALL</td>
<td>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, hallucinogenic and narcotics). Prescription drugs, over the counter drugs, steroids and other supplements will also be discussed.</td>
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<tr>
<td>HLED 256</td>
<td>Medical Terminology (1)</td>
<td>FALL/WINTER/SPRING</td>
<td>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.</td>
</tr>
<tr>
<td>HLED 299</td>
<td>Individual Studies (1–5)</td>
<td>FALL</td>
<td>Prerequisites: Permission of the instructor and the department chair. Special studies in health education or community health. Selected topics vary according to student and faculty interest.</td>
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</tbody>
</table>

**Note:**
- HLED 365: Teaching Methods in Health (4) SPRING: This course covers methods and procedures used in teaching health in elementary, junior and senior high schools. It provides an opportunity for practice teaching and development of teaching units for the classroom.
- HLED 366: Women's Health Issues (4) SPRING: Satisfies cultural and gender diversity university graduation requirement. This course will explore the unique personal and social concerns regarding women's health. Emphasis will be placed on the social and health related issues that women face throughout the lifecycle. Discussion will include the effect of gender stratification in the workforce, gender roles in the family unit, female depiction in the media, substance abuse, body image, pregnancy and sexuality and other issues that affect women's mental, physical and emotional health. Historical dimensions of women's health will also be explored, including contributions from historically noteworthy women.
- HLED 370: Personal and Community Health (4) FALL: This course provides an overview and introduction to basic concepts of personal and community health problems, including mental health, nutrition and weight control, diseases, physical fitness, aging, death and dying, sex and reproduction. It also considers health fundamentals important in making health-related decisions.
- HLED 372: Applied Nutrition and Physical Fitness (3) FALL/SPRING: This course is an introduction to the field of applied nutrition. The course content brings together information from a variety of fields - biochemistry, exercise physiology, nutrition, medicine and physiology. The students apply that knowledge to understand how what we eat affects not only sport performance but also personal health.
- HLED 374: Investigation of Disease and Illness (5) FALL: Prerequisite: HLED 201 or permission of the 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) WINTER: This course covers methods and procedures used in teaching health in elementary, junior and senior high schools. It provides an opportunity for practice teaching and development of teaching units for the classroom.
- HLED 376: Consumer Health (3) WINTER: 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 379
HIV/AIDS Education Instructor (3)
FALL
The purpose of the HIV/AIDS instructor course is to prepare and certify instructors who know and understand the facts about HIV infection, including AIDS, can present HIV/AIDS education programs effectively in the classroom and to the community, can share the facts about HIV infection, including AIDS, without letting personal values, attitudes and beliefs get in the way, can discuss the facts in ways acceptable to people of diverse backgrounds, understand and are sensitive to the emotional issues raised by HIV infection, including AIDS. Certification is granted from the "American Red Cross" to all who successfully complete the requirements of the American Red Cross.

HLED 381
Mind Body/Spirit Health (3)
WINTER
Prerequisite: HLED 201 or permission of the instructor.
The course is the study of the interaction of the mind, the body and an individual’s spirituality with his/her health and wellness. Discussion topics will include stress, emotions, coping skills as well as the connection between physical health and emotional health. The field of psychoneuroimmunology will also be discussed. The course studies how understanding one’s values, morals and/or purpose in life influences his/her physical and emotional health?

HLED 382
International Health (3)
FALL
Prerequisite: HLED 201 or permission of the instructor.
This course is a study of international health, on how it is defined and its historical roots. Discussion will focus on major international health issues and debates on policies and practices. Also, key contemporary issues involving disease control, primary health care, child survival, essential drugs and health policies will be examined critically.

HLED 411
Emergency Response Instructor (2)
FALL/WINTER/SPRING
Prerequisites: Junior standing and HLED 194.
Teaching methods and procedures in skills as prescribed by the American Red Cross (ARC) Emergency Response Course. Those who qualify may earn the American Red Cross Emergency Response Instructor Certificate valid for 3 years and the American Red Cross CPR for the professional rescuer certificate valid for 1 year.

HLED 412
Emergency Response Instructor’s Laboratory Practicum (3)
FALL/WINTER/SPRING
Prerequisites: HLED 194, 411.
The most current First Aid teaching and skills 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 465
Physical Growth and Development (2)
Concerned with growth and development patterns from late infancy to early adulthood. Particular attention is given to differences associated with sex, race, puberty and physical abnormalities.

HLED 475
Sex Education in Schools and Community (4)
WINTER
Prerequisite: HLED 201 or permission of the instructor.
Methods and procedures utilized in the teaching of human sexuality in schools and community health agencies. Opportunity for practice teaching and development of teaching units.

HLED 480
Health Promotions Program Planning, Implementation and Evaluation (3)
SPRING
Prerequisite: HLED 480.
The student will receive practical application training of the various methods used to implement health and wellness programs. The student will participate in sponsoring health and wellness workshops, seminars and conferences. The student will participate "on site" with allied health professionals during many of the health and wellness programs.

HLED 481
Health and Wellness Promotions Practicum (2)
SPRING
Prerequisite: HLED 480.
The class teaches health promotion, program planning, implementing and evaluating. Students will learn the practical skills they will need in beginning community health promotion programs. The course also provides a foundation for understanding the basics of grant writing. Concepts like mission statements, goals, objectives, needs assessments, implementation strategies and follow-up will be addressed.

HLED 482
Grant Writing in the Health Sciences (3)
WINTER
Prerequisite: HLED 480 or permission of the instructor.
This class will teach students the skills necessary to write grants in the health science field. It is an applied class where the students are expected to go through the grant writing process. The skills developed will prepare the students to search and apply for funding from a variety of sources.

HLED 490
Senior Capstone in Community Health (4)
WINTER
Prerequisite: Senior standing.
This course is designated as the capstone course for those students majoring in Community 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 complete with all necessary components to function. A major focus will be for the students to develop their understanding of the group process as it relates to being a member of the team as well as the ability to effectively assess populations and create and implement a curriculum specific to a population. This course is based on the Certified Health Education Specialist (CHES) competencies.

HLED 494
Field Work in Health Education/or Fitness (4)
FALL/WINTER/SPRING
Prerequisite: HLED 480.
Provides the opportunity to experience limited on-the-job training within a health or a fitness agency. Depending on the focus of the internship; the student will need to choose the opposite emphasis for this experience.

HLED 495
Internship (1–15)
FALL/WINTER/SPRING
Prerequisite: Junior standing or permission of the instructor.
Provides the opportunity to experience limited on-the-job training within health agencies.

HLED 496
Field Work (4)
FALL/WINTER/SPRING
Provides the opportunity to experience limited on-the-job training within health agencies.

HLED 497
Workshops, Short Courses, Conferences (1–5)
FALL/WINTER/SPRING
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)
FALL/WINTER/SPRING
Seminars dealing with various aspects of health and education; designed for advanced students in paraprofessional sciences and/or experienced teachers.

HLED 499
Directed Study (1–15)
FALL/WINTER/SPRING
Prerequisite: Junior standing or permission of the instructor and the department chair.
Physical Education Courses

PHED 120
PE Activities [Designed primarily for women] (1)
FALL/WINTER/SPRING
Women's conditioning classes for varsity sports, volleyball, tennis, basketball, soccer, track, etc.

PHED 125
PE Activities [Co-educational] (1)
FALL/WINTER/SPRING
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 [Designed primarily for men] (1)
FALL/WINTER/SPRING
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)
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)
FALL/WINTER/SPRING
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)
FALL/WINTER/SPRING
Comprehensive physical fitness course designed to develop muscular 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)
FALL/WINTER/SPRING
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)
FALL/WINTER/SPRING
Strength/weight training provides students an opportunity to develop musculoskeletal fitness based on the scientific principles of resistance training. Assistance will be given to students in developing a program design to meet their fitness goals.

PHED 196
Experimental Course (1–5)
FALL/WINTER/SPRING
A study of the structural components of human movement, as well as the study of the laws of physics as they affect human movement. Special attention is given to the analysis of movement.

PHED 248
Anatomical/Mechanical Kinesiology (4)
FALL
A study of the structural components of human movement. Special attention is given to the analysis of movement.

PHED 249
Anatomical Kinesiology (4)
FALL/WINTER
A study of the structural components of human movement. Special attention is given to the analysis of movement.

PHED 250
Physiological Kinesiology (4)
WINTER/SPRING
A study of the functional components of human movements, especially the variables of flexibility, strength and endurance, the cardiovascular system and ergogenic aids.

PHED 251
Motor Control and Learning (4)
WINTER/SPRING
This course covers the discipline areas of both motor control and motor learning. It is designed to provide the student with an understanding of the research dealing with how sensory information is processed and how physical movements are controlled and learned.

PHED 252
Mechanical Kinesiology (4)
WINTER/SPRING
This course is concerned with the mechanical principles applied to athletic movements. The information will provide a biomechanical basis for teaching and coaching physical activities. Sports skills will be analyzed and the underlying mechanical principles governing these movements will be identified. A significant amount of mathematical and quantitative calculations will be performed in this course. A final project is required.

PHED 260
Sport Sciences for Coaching (Leader Level) (3)
FALL
A professional preparation course for coaches designed to acquaint students with basic scientific information needed in coaching.

PHED 278
Coaching Volleyball (3)
WINTER
Coaching techniques and strategies in volleyball.

PHED 281
Coaching Football (3)
SPRING
Coaching techniques and strategies in football.

PHED 282
Coaching Basketball (3)
SPRING
Coaching techniques and strategies in basketball.

PHED 283
Coaching Track (3)
FALL
Coaching techniques and strategies in track.

PHED 285
Coaching Baseball/Softball (3)
FALL
This course provides an introduction to coaching techniques and strategies in baseball and softball.

PHED 296
Experimental Course (1–5)
FALL/WINTER/SPRING
Prerequisites: Permission of the instructor and the department chair. Special studies in physical education. Selected topics vary according to student and faculty interest.

PHED 299
Individual Studies (1–5)
Study of selected problems in physical education.

PHED 301
Performance Enhancement in Sport and Physical Activity (3)
FALL/WINTER/SPRING
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/Personal Training (3)
FALL/WINTER
This comprehensive course is designed to educate potential group exercise and personal training instructors. The content will include human anatomy, anatomical and mechanical kinesiology, exercise physiology, nutrition, weight control, special populations, fitness testing, health screening, exercise prescription, legal duties and proper handling of emergencies. Students will also gain practical experience in group fitness class instruction and practical experience toward becoming a personal trainer. Upon completion of this course, students will be better prepared to take the ACE national group fitness and personal training certification exams and design a safe and effective class.

PHED 335
Strength and Conditioning Probabl (2)
SPRING/WINTER
A professional laboratory course 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)
WINTER/SPRING
Prerequisite: PHED 367 or permission of the instructor. A physical education course designed to develop skills and progressive methods in teaching individual sports for effective K-12 instruction.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 337</td>
<td>Team Sports</td>
<td>(2)</td>
<td>FALL/SPRING</td>
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<tr>
<td>PHED 340</td>
<td>Rhythms and Games</td>
<td>(2)</td>
<td>FALL/SPRING</td>
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<tr>
<td>PHED 341</td>
<td>Elementary School Activities</td>
<td>(2)</td>
<td>FALL/SPRING</td>
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<tr>
<td>PHED 342</td>
<td>Lifelong Leisure Activities</td>
<td>(2)</td>
<td>WINTER/SPRING</td>
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<tr>
<td>PHED 343</td>
<td>Wellness and Fitness</td>
<td>(2)</td>
<td>WINTER/SPRING</td>
</tr>
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<tr>
<td>PHED 347</td>
<td>Teaching Methods in Physical Education</td>
<td>(4)</td>
<td>FALL</td>
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<tr>
<td>PHED 367</td>
<td>Adapted Physical Education</td>
<td>(4)</td>
<td>WINTER</td>
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<tr>
<td>PHED 370</td>
<td>Sport and Culture</td>
<td>(4)</td>
<td>WINTER</td>
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<tr>
<td>PHED 390</td>
<td>Health and Physical Education in the Elementary</td>
<td>(3)</td>
<td>FALL/WINTER/SPRING</td>
</tr>
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<td>Schools</td>
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<tr>
<td>PHED 393</td>
<td>Water Safety Instructor’s Course</td>
<td>(3)</td>
<td>SPRING</td>
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<tr>
<td>PHED 394</td>
<td>Lifeguard Training</td>
<td>(3)</td>
<td>WINTER</td>
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<tr>
<td>PHED 395</td>
<td>Field Practicum</td>
<td>(2)</td>
<td>FALL/WINTER/SPRING</td>
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<tr>
<td>PHED 396</td>
<td>Experimental Course</td>
<td>(1–5)</td>
<td>FALL/WINTER/SPRING</td>
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<tr>
<td>PHED 452</td>
<td>Adapted Physical Education</td>
<td>(4)</td>
<td>FALL</td>
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<tr>
<td>PHED 454</td>
<td>Measurement and Evaluation in Health and Fitness</td>
<td>(3)</td>
<td>WINTER</td>
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<tr>
<td>PHED 461</td>
<td>Sport and Exercise Psychology</td>
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<td>WINTER</td>
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<td>PHED 463</td>
<td>Sport Physiology II</td>
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<td>WINTER</td>
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<td>PHED 490</td>
<td>Senior Capstone in Health and Fitness (Teaching)</td>
<td>(4)</td>
<td>WINTER</td>
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<tr>
<td>PHED 495</td>
<td>Professional Internship</td>
<td>(15)</td>
<td>FALL/WINTER/SPRING</td>
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<td>PHED 496</td>
<td>Experimental Course</td>
<td>(1–5)</td>
<td>FALL/WINTER/SPRING</td>
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<tr>
<td>PHED 497</td>
<td>Workshops, Short Courses, Conferences</td>
<td>(1–5)</td>
<td>FALL/WINTER/SPRING</td>
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<td>PHED 499</td>
<td>Directed Study</td>
<td>(1–15)</td>
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<td>PHED 505</td>
<td>Current Issues Seminar</td>
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<tr>
<td>PHED 506</td>
<td>Socio-cultural Studies in Physical Activity</td>
<td>(3)</td>
<td>FALL</td>
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**Grading Options:**
- For all courses, a minimum GPA of 2.00 is required.
- A physical education course designed to develop skills and progressive methods in teaching team sports for effective K–12 instruction.
- All courses require prerequisite specific to the course.

**Additional Information:**
- **Field Practicum (2)**
  - Prerequisite: PHED 367 or permission of the instructor.
  - A physical education course designed to develop skills and progressive methods in teaching a wide range of activities appropriate for elementary physical education classes.

**Wellness and Fitness (2)**
- Prerequisite: PHED 367 or permission of the instructor.
- A physical education course 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, canoing, golf, cross-country skiing, orienteering and adventure ropes may be included.

**Field Practicum (2)**
- Prerequisite: PHED 170, 250, 251, 252, HLED 194.
- 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.

**Measurement and Evaluation in Health and Fitness (3)**
- Prerequisite: 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 action” to make necessary changes.

**Socio-cultural Studies in Physical Activity (3)**
- An examination of the nature and place of physical activity in American life. Emphasis will be allowing graduate students an opportunity to analyze the interrelationships between sport and physical activity with institutions, social systems and culture. Historical and sociological understandings of the importance of physical activity in culture, including sport, physical education, exercise science and health issues will be explored.
**PHED 507**
Administration and Management in Health and Physical Education (3)
*Spring*
This course involves the planning, financing, designing, managing, and administering of health, physical education, recreation, and athletic facilities and programs.

**PHED 508**
Psychological Behavior in Sport (3)
*Spring*
Prerequisite: General psychology course. An examination of individuals participating in play, games, sports, and their competitive behavior.

**PHED 509**
Advanced Pedagogy in Physical Education (3)
*Fall*
Prerequisite: 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 be employed in the instructional process, while allowing varying and personal teaching styles and attributes to surface.

**PHED 510**
Advanced Motor Control and Learning (3)
*Winter*
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)
*Fall*
Prerequisite: PHED 508. Provides comprehensive overview of applied educational strategies and techniques in sport and exercise psychology. Techniques such as imagery, goal setting, self-talk, PRT, and autogenics 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)
*Fall*
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 518**
Review of Literature (3)
*Winter*
Prerequisite: PHED 509 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)
*Winter*
Application, analysis, and manipulation of datasets drawn from research in physical education using SPSS and SAS.

**PHED 520**
Research Methods in Physical Education (3)
*Spring*
Prerequisites: PHED 518 and PHED 519 or permission of instructor. Study of the methods and techniques of research in physical education, practice in application to problems of current interest.

**PHED 521**
History and Philosophy in Sport and Physical Activity (3)
*Spring*
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, sportmanship, 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)
*Winter*
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)
*Winter*
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)
*Spring*
This course is a study of sports marketing theories from experience and research, which provides an examination of marketing strategies, plan development, marketing 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 550**
Advanced Biomechanics (3)
*Fall*
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 555**
Advanced Physiology of Exercise (3)
*Fall*
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 Cardiovascular Physiology (3)
*Spring*
An in-depth understanding of the physiological effects of exercise on the cardiovascular system, the significance of EKG interpretation and cardiac rehabilitation as they relate to exercise.

**PHED 559**
Experimental Course (1–6)

**PHED 597**
Workshops (1–9)
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

**PHED 598**
Seminar (1–6)
Seminars dealing with special aspects of physical education

**PHED 599**
Thesis (1–9)

**PHED 601**
Research Report (1–6)

**PHED 605**
Internship (1–15)
*Fall/Winter/Spring*
Prerequisite: Graduate standing in the MS in PE program and minimum 3.0 cumulative GPA. 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 695**
College Teaching Internship (1–15)
*Fall/Winter/Spring*
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.

**www.ewu.edu**
Recreation and Leisure Services Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

RCLS 125 Recreation and Leisure Services Activities (Coeducational) (1) FALL/WINTER/SPRING
Backpacking, basic rock climbing, scuba diving, skiing (cross-country), canoeing and rafting.

RCLS 201 Recreation and Leisure in Modern Society (3) FALL/WINTER/SPRING
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 Wilderness Backpacking (3) FALL
An introduction to techniques and procedures of living and traveling in a wilderness environment. Special attention is given to modern conservation practices for using and preserving wilderness. Includes two weekend field experiences.

RCLS 220 Leadership in Recreation and Leisure Services (3) FALL/SPRING
Emphasis on the elements of leadership in the recreation setting. Designed to help provide ideas on how to lead programs so they fit participant needs. Fieldwork is part of the requirement.

RCLS 225 Challenge Course Facilitation Techniques (3) Prerequisites: RCLS 220. WINTER/SUMMER
This course teaches advanced leadership and facilitation skills for group initiatives and team building activities. This course covers topics that are vital to the framework for developing team building and group facilitation programs and sessions. Topics discussed include selection of appropriate challenge activities to meet the needs of a specific group, understanding group dynamics, group goal setting and assessment, sequencing, framing, debriefing techniques and leadership considerations for individual and co-leader facilitation. Fieldwork is part of the course requirements.

RCLS 230 Whitewater Kayaking (2) FALL
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) FALL/SPRING
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 245 Therapeutic Recreation for the Disabled (3) WINTER
Deals with basic information necessary for you to identify, define and describe major physical disabilities including their implications for therapeutic recreation programming.

RCLS 250 Camp Administration and Leadership (3) WINTER-ODD YEARS
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) FALL/SPRING
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 300 Publicity and Promotion in Recreation (4) SPRING
Provides skills, techniques and ideas for designing visual aids, working with the media and developing a five-step promotion package for recreation and leisure service agencies.

RCLS 305 Winter Camping (3) WINTER
Prerequisite: RCLS 206 or permission of the instructor. Introduction to winter camping and modes of over-snow travel such as snowshoeing and cross-country skiing. Emphasizes skill development in winter camping techniques, natural shelter construction and equipment familiarization, supported through field experiences.

RCLS 307 Mountaineering (3) SPRING
Prerequisite: RCLS 305 or permission of the instructor. Designed to provide a comprehensive program of basic mountaineering. Intensive consideration given to snow and glacier travel as well as other skills necessary for safe alpine mountaineering. Includes two weekend field trips.

RCLS 310 Outdoor Recreation (3) WINTER-EVEN YEARS
This course will examine the broad spectrum of outdoor recreation. The course materials are designed to explore the following aspects of outdoor recreation: agencies affecting the management of outdoor recreation experiences; concepts of wilderness and wilderness management; a review of the pertinent issues related to those who work in the field. Responding to the challenges of building a career in the field of outdoor recreation, the focus of this course will be in designing, planning, interpreting and transferring outdoor recreation experiences. This course will rely on a combination of critical reading, creative thinking, exploratory writing and group participation to enable the student to broaden her or his understanding of the expansive domain of the outdoor recreation industry.

RCLS 313 Wilderness Recreation Mgmt (3) SPRING
Prerequisite: RCLS 201. This course is designed to provide an overview of wilderness 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) SPRING
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 320 Community Recreation (3) WINTER/SPRING
Varied aspects of school and community playgrounds and community centers; administrative and leadership techniques; programming of activity centers and programs relating to planning and operation of these programs.

RCLS 321 Challenge Course Low Element Facilitation (3) FALL/SPRING
Prerequisite: RCLS 220. In this course students will learn proper facilitation skills for spotted activities and low challenge course elements. Topics discussed include: program safety, standard operating practices and procedures, assessing the physical, human and social environment to improve participant safety and program effectiveness, various spotting techniques, conducting low element inspections, equipment maintenance and risk management for low challenge courses. Students will be introduced to current Association for Challenge Course Technology (ACCT) standards for low challenge course elements. Course requirements include hands-on experience and spotting at low height.

RCLS 325 Outdoor Adventure Programming (3) FALL/SPRING
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 335 Leisure Counseling (3) Prerequisite: RCLS 240 or permission of the instructor. Designed to assess issues confronting a person's use of leisure; to help you develop and implement leisure counseling programs; to examine models, techniques and instruments presently used; and to help you gain practical experience using leisure counseling instruments.

RCLS 340 Aquatic Facilities Management (3) SPRING
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 349 Intramural Sport Management (3)
FALL
Intramural programming, along with officiating methods, trends and scheduling. Officiating covers all major sports. ACP program included.

RCLS 350 Recreation Practicum (5)
FALL/WINTER/SPRING
Prerequisites: 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 skills under a supervised situation.

RCLS 352 Challenge Course Technical Skills (3)
FALL/WINTER
Prerequisite: RCLS 220
In this course students will learn proper technical and facilitation skills for high challenge course elements. Students will be introduced to current Association for Challenge Course Technology (ACCT) standards for challenge course installation, inspection, operations and ethics. Topics discussed include equipment, spotting techniques, delay techniques and systems, knot tying skills, challenge course set-up and breakdown, challenge course terminology, proper safety guidelines and risk management. Course requirements include hands-on experience and belaying at height.

RCLS 353 Challenge Course Advanced Technical Skills (3)
FALL/WINTER
Prerequisite: RCLS 352
In this course students will expand their technical skills for both low and high challenge course elements. Current Association for Challenge Course Technology (ACCT) standards for challenge course installation, inspection, operations and ethics will be emphasized and reviewed. Topics discussed include emergency management including executing high course rescue techniques, understanding critical applications and climbing in a leading edge environment, learning advanced delay systems and descending techniques and developing technical teaching skills for the challenge course environment. Course requirements include hands-on experience and belaying at height.

RCLS 360 Facility Planning and Environmental Design (3)
WINTER
Prerequisite: RCLS 201 and junior standing or permission of the instructor.
Design and trends in recreation facilities, as well as knowing environmental design techniques, environmental impact statements and inter-agency cooperation. Field work is part of the requirement.

RCLS 365 Skiing for the Handicapped (2)
WINTER
This course is designed to acquaint you with current alpine teaching progressions and their applications to skiing for the handicapped. You are assigned a handicapped skier to work with during the quarter.

RCLS 370 Outdoor Recreation Aquatic Programs (3)
SPRING-ODD YEARS
Prerequisites: RCLS 125 (Rafting). An overview of major outdoor aquatic adventures such as river rafting and kayaking. Emphasis placed on developing a fundamental awareness of skills necessary in each activity in addition to logistical and business aspects of conducting excursions.

RCLS 375 Intermediate Whitewater Rafting Technique (4)
SPRING
Prerequisite: RCLS 125 Rafting or permission of the instructor.
The course focuses on intermediate rafting techniques and the development of leadership procedures in paddle rafts. River skills and guide competencies will be developed through hands-on experience. Emphasis will be placed on good decision making and safety concerns for rafting on fast flowing class III and IV whitewater. Leadership skills will be developed by students learning to be river guides and maneuvering heavy rafts on the most difficult whitewater section of the Spokane River. A three-day field trip is required.

RCLS 385 Programming in Recreation and Leisure Services (3)
FALL/WINTER
This course presents steps to programming within the role and structure of public and private recreation services. Special focus is placed on determining participant needs and values, brainstorming, selection and implementation of ideas, evaluation techniques and volunteer recognition and retention. Fieldwork is part of the requirement.

RCLS 395 Internship (CER) (1-15)
FALL/WINTER/SPRING
An opportunity to gain field experience with various recreation and leisure service agencies.

RCLS 400 Legal Foundations in Recreation and Leisure Services (4)
WINTER
Prerequisite: RCLS 201 and 220 or permission of the instructor.
This course is designed to acquaint you with legal considerations necessary to comply with legal guidelines in the leisure service profession.

RCLS 405 Wilderness Upgrade for Medical Professionals (4)
FALL
Prerequisite: 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)
FALL
Prerequisites: RCLS 201 and 220 and junior standing or permission of the 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 in outdoor recreation through field experiences. Includes two weekend field trips.
RCLS 450
Assessment Techniques in Therapeutic Recreation (4)
FALL
Prerequisite: RCLS 201, 245 and PHED 132 and senior standing or permission of the instructor.
This course is designed to enable the Therapeutic Recreation major to develop an understanding of the process of assessment and the use of appropriate "standardized" tools used by the profession. A number of the most widely accepted tools will be studied in-depth.

RCLS 455
Resort and Commercial Recreation Management (3)
WINTER
Prerequisites: RCLS 201 and 385.
This course is intended to provide working management knowledge related to resort and commercial recreation enterprises.

RCLS 465
Travel and Tourism (4)
WINTER
Prerequisites: RCLS 201 and 455, or permission of the instructor.
Explores the travel industry-past, present and future, along with government role, public policy, tourism development and career information. Contact with regional tourism professionals and discussion of needs assessment strategies are also vital components of this course.

RCLS 470
Administration, Organization and Supervision in Recreation and Leisure Services (4)
FALL/SPRING
Prerequisite: 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 475
Challenge Course Management and Operation (3)
WINTER/SUMMER
Prerequisite: RCLS 353
In this course students will learn the skills needed to properly maintain the overall operation of a challenge course program. Students will gain a complete understanding of current Association Challenge Course Technology (ACCT) standards and how to implement them effectively in a challenge course program. Topics discussed include challenge course program administration and management, site specific operational policies and procedures, program philosophy, documentation, risk management, insurance, staff supervision and technical accountability of the challenge course.

RCLS 480
Budgeting in Recreation and Leisure Services (4)
WINTER
Prerequisites: 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)
Satisfies senior capstone university graduation requirement.
WINTER
Prerequisites: RCLS 470 and senior standing.
This course is designated as the capstone course for those students majoring in recreation and leisure services within the department of PEHR. An end-of-program assessment will be completed for each major. The course will focus on the major issues and problems 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 will be for the students to further develop their understanding of the group process as it relates to being a member of a team as well as the ability to effectively use resources to develop a research paper.

RCLS 493
Therapeutic Recreation Professional Internship (15)
SUMMER
Prerequisites: Compliance with RCLS department's internship requirements.
Full-time working experience in a therapeutic 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 494
Outdoor Recreation Professional Internship (15)
SUMMER
Prerequisites: Compliance with RCLS department's internship requirements.
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
Recreation Management Professional Internship (15)
SUMMER
Prerequisites: Compliance with RCLS department's internship requirements.
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)
WINTER/SUMMER
RCLS 497
Workshops, Short Courses, Conferences (1–5)
FALL/WINTER/SUMMER
Periodically scheduled special workshops deal with aspects of recreation and leisure services.

RCLS 498
Seminar (1–5)
FALL/WINTER/SUMMER
Periodically scheduled special seminars deal with aspects of recreation and leisure services.

RCLS 499
Directed Study (1–15)
FALL/WINTER/SUMMER
Prerequisite: Permission of the instructor.
Selected problems in the field of recreation and leisure services.
PHYSICAL THERAPY
College of Science, Health and Engineering
Byron Russell, Chair
270 Health Science Building
310 N. Riverpoint Blvd.
Spokane, WA 99202-1675
509.368.6608
DPT
Faculty: K. Cleary, N. Erikson, W. Erikson, M. Gersh, T. LaPier, T. Lewis, R. Mitzner, S. Parisot, B. Russell, D. Vander Linden

GRADUATE PROGRAM
Doctor of Physical Therapy

The curriculum is designed to prepare leaders for the profession of physical therapy whose focus of practice is to diagnose and manage movement dysfunction and enhance the physical and functional abilities of the clients they serve. The curriculum consists of 11 sequenced quarters of full-time attendance. Basic science courses and physical therapy skill courses are taught in the first academic year. A clinical internship is offered in the summer after the first academic year. In the second year clinical science courses integrate medical science knowledge through increasingly complex client scenarios. Within the clinical science courses, students address client problems in a format consistent with the five elements of patient care (examination, evaluation, diagnosis, prognosis and intervention) which are described in the Guide to Physical Therapist Practice. These elements of patient care are used to address client problems in each of the four practice patterns which include patients with musculoskeletal, neuromuscular, cardiopulmonary or integumentary disorders.

Professional seminars are embedded in the curriculum as are courses in evidence-based practice and clinical research. Students will successfully complete a comprehensive examination at the end of the second year to advance to the final three 10-week clinical internships.

Class sizes are restricted each year to ensure optimal student learning, thus enabling each student to receive comprehensive instructional and clinical experiences.

The Department of Physical Therapy is fully and unconditionally accredited by the Commission on Accreditation in Physical Therapy Education.

Student Learning Outcomes
Students will:
• Integrate the principles of teaching and learning in professional practice,
• Respond to the changing health care environment,
• Use ethical and moral principles in professional practice,
• Incorporate the principles of research in physical therapy practice,
• Practice physical therapy incorporating scientific knowledge and critical analysis,
• Value lifelong learning through personal and professional growth.

Admissions Requirements/Preparation

The admission process to the Doctor of Physical Therapy program is 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 professional physical therapy program.

1. Qualify and apply for acceptance into Eastern Washington University Graduate Studies.
2. Complete a baccalaureate degree at an accredited institution by August 15 of the year of application.
3. Complete the Graduate Record Examination (GRE) by December 31 prior to application deadline.
4. Complete the courses listed below, designated for the “science major.” Please note that courses designated for nursing students, or allied health professions students, are not acceptable in lieu of the science prerequisites for science majors listed below. Please note that some of these courses may require prerequisites prior to admission into the course.
   - Biology (Zoology) with labs to include:
     1. Quarter (1 semester) of Human Anatomy
     1. Quarter (1 semester) of Human Physiology
     1. Quarter (1 semester) upper division course in (300 level or above) Human or Animal Physiology
   - This requirement may be satisfied by a course in Exercise Physiology, offered through an Exercise Science department.
     1. Quarter (1 semester) advanced course (300 level or above) of your choosing (at least 3 semester credits or 4 quarter credits) in Biology or Zoology
   - Recommended courses include Embryology, Microbiology, Developmental Biology, Cell Biology, Pathology (Note that classes in botany, fish and wildlife biology and ecology will not satisfy this requirement.)
   - Chemistry with labs to include:
     3. Quarters (2 semesters) of Chemistry
   - Physics with labs to include:
     3. Quarters (2 semesters) of Physics
   - Psychology or Behavioral Science
     1. Quarter (1 semester) of Abnormal Psychology
     1. Quarter (1 semester) of Statistics
   - A minimum of 2.0 (C) is required to fulfill each course listed above for the course to be counted toward your prerequisite fulfillment. Note that an overall prerequisite GPA of 3.00 is required for application.

   Please note that some of the prerequisite courses for science majors listed below:

   • Baccalaureate degree with a minimum of 2.0 (C) in all prerequisite courses in the application year.
   • A minimum GPA in prerequisite courses of 3.00, at the time of application and admission.
   • Complete a minimum of 75 hours of work/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 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.
   - Have each of the following individuals complete a letter of recommendation form included in the application packet:
     1. Basic science instructor
     1. Physical therapist
     1. Current or any former employer
   - Interviews are the final stage and an integral part of the application process. Interview invitations are extended only to applicants who demonstrate competitive academic proficiency and satisfactory progress in all other areas of the application.

Applications for admission into the Doctor of Physical Therapy Program are available on our University website or upon request from:

EWU
Physical Therapy Department
270 Health Science Building
310 N. Riverpoint Blvd.
Spokane, WA 99202-1675
509.368.6601
debra.dickerson@ewu.edu

www.ewu.edu
# Schedule of Courses and Credit Hours for Doctoral Program

## First Year

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course Titles</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Quarter</strong></td>
<td>PHTH 501 Clinical Anatomy/Physiology I (5)</td>
<td>5</td>
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<tr>
<td></td>
<td>PHTH 533 Functional Anatomy I (5)</td>
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<td></td>
<td>PHTH 536 Physical Therapy Practice Seminar I (2)</td>
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<td></td>
<td>PHTH 540 Principles of Evidence-Based Practice I (1)</td>
<td>1</td>
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<td></td>
<td>PHTH 546 Integumentary Therapeutics (4)</td>
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<tr>
<td></td>
<td>PHTH 561 Clinical Education Seminar I (1)</td>
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## Second Year

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<tr>
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<tr>
<td><strong>Fall Quarter</strong></td>
<td>PHTH 502 Clinical Anatomy/Physiology II (3)</td>
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<tr>
<td></td>
<td>PHTH 534 Functional Anatomy II (3)</td>
<td>3</td>
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<tr>
<td></td>
<td>PHTH 554 Diagnosis in Physical Therapy (4)</td>
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<tr>
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<td>PHTH 541 Principles of Evidence-Based Practice II (2)</td>
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<td>PHTH 562 Clinical Education Seminar II (1)</td>
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<tr>
<td></td>
<td>PHTH 571 Neuroscience</td>
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## Summer Quarter

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<td>PHTH 547 Professional Development Seminar (2)</td>
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<td>PHTH 569 Health Care Systems I (2)</td>
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<tr>
<td>PHTH 581 Clinical Internship I (5)</td>
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## Third Year

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<th>Quarter</th>
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<tr>
<td><strong>Fall Quarter</strong></td>
<td>PHTH 503 Clinical Anatomy/Physiology III (3)</td>
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<td></td>
<td>PHTH 538 Therapeutic Exercise and Interventions (4)</td>
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<td>PHTH 542 Principles of Evidence-Based Practice III (2)</td>
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<td>PHTH 553 Educational Aspects of Physical Therapy (2)</td>
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<td>PHTH 563 Clinical Education Seminar III (1)</td>
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<td>PHTH 572 Applied Neuroscience</td>
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<td>PHTH 576 Pharmacology</td>
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## Winter Quarter

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<tr>
<td>PHTH 546 Integumentary Systems (3)</td>
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<tr>
<td>PHTH 564 Integumentary Systems (3)</td>
<td>3</td>
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<tr>
<td>PHTH 662 Clinical Education Seminar V (1)</td>
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<tr>
<td>PHTH 665 Physical Therapy Administration (3)</td>
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## Spring Quarter

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<tr>
<td>PHTH 517 Neurology</td>
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<td>PHTH 521 Anatomy of the Extremities (3)</td>
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<tr>
<td>PHTH 522 Anatomy of the Pelvis (3)</td>
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<tr>
<td>PHTH 523 Clinical Anatomy/Physiology I (5)</td>
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<tr>
<td><strong>Total credit hours</strong></td>
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## Summer Quarter

<table>
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<tr>
<th>Course Titles</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHTH 534 Functional Anatomy II (3)</td>
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<tr>
<td><strong>Total credit hours</strong></td>
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</tr>
</tbody>
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## Four-Year Total Credit Hours

| Total credit hours | 61 credits |

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## Physical Therapy Courses

**PHTH 501 Clinical Anatomy/Physiology I (5)**

Prerequisites: All courses in physical therapy are restricted to students accepted into the DPT program on a full-time basis.

This course is the first of three focusing on the study of human motion with emphasis on biomechanics and functional anatomy and their relationship to the fundamental understanding of exercise concepts and musculoskeletal evaluation with application to the practice of physical therapy. Studies will include the osteokinematics, arthrokinematics and assessment of accessory joint movements of the upper and lower extremities. Musculoskeletal evaluation will focus on manual muscle testing, goniometry and surface anatomy to include palpation.

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**PHTH 502 Clinical Anatomy/Physiology II (3)**

Prerequisites: All courses in physical therapy are restricted to students accepted into the DPT program.

This course is the second of three focusing on the structure of the human body and its related function. This course is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of the structures to each other. The major emphasis of this course will be on the structures contained in the head and neck, the thoracic cavity, the abdomen and the pelvis. The physiology of the special senses of taste, smell, sight and hearing will be discussed. The physiology of the cardiovascular system including the heart and circulatory system, of the lungs and the pulmonary system and of the gastrointestinal system will be discussed in relation to the function of the anatomical structures studied during the course.

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**PHTH 503 Clinical Anatomy/Physiology III (3)**

Prerequisites: All courses in physical therapy are restricted to students accepted into the DPT program.

This course is the third of three focusing on the structure of the human body and its related function. This course is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of the structures to each other. The major emphasis of this course will be on the structures contained in the head and neck, the thoracic cavity, the abdomen and the pelvis. The physiology of the special senses of taste, smell, sight and hearing will be discussed. The physiology of the cardiovascular system including the heart and circulatory system, of the lungs and the pulmonary system and of the gastrointestinal system will be discussed in relation to the function of the anatomical structures studied during the course.

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**PHTH 533 Functional Anatomy I (5)**

Prerequisites: All courses in physical therapy are restricted to students accepted into the DPT program.

This is the first of two courses which focus on the study of human motion with emphasis on biomechanics and functional anatomy and their relationship to the fundamental understanding of exercise concepts and musculoskeletal evaluation with application to the practice of physical therapy. Studies will include the osteokinematics, arthrokinematics and assessment of accessory joint movements of the upper and lower extremities. Musculoskeletal evaluation will focus on manual muscle testing, goniometry and surface anatomy to include palpation.

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**PHTH 534 Functional Anatomy II (3)**

Prerequisites: All courses in physical therapy are restricted to students accepted into the DPT program.

This is the second of two courses which focus on the study of human motion with emphasis on biomechanics and functional anatomy and their relationship to the fundamental understanding of exercise concepts and musculoskeletal evaluation with application to musculoskeletal dysfunction. Studies will include the osteokinematics, arthrokinematics and assessment of accessory joint movements of the spine and temporomandibular joint. Musculoskeletal evaluation of the spine and head will include manual muscle testing, goniometry, palpation of surface anatomy structures and posture with reference to the whole body.
PHTH 536  
Physical Therapy Practice Seminar I (2)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course examines the professional role of the physical therapist, the American Physical Therapy Association, the history of the profession, Standards of Practice, the Code of Ethics, licensure issues, current issues facing the physical therapy practitioner and the law related to physical therapy.

PHTH 538  
Therapeutic Exercise and Interventions (4)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course includes concepts and practice with therapeutic exercise and interventions, including passive, active assistive, active and resistive range of motion, strengthening programs, stretching exercises, mobilization techniques for the extremity joints, relaxation exercises and gait training. Students will develop and write home programs, design exercise programs for specific therapeutic purposes and critically analyze interventions.

PHTH 540  
Principles of Evidence-Based Practice I (1)  
Graded Pass/No Credit. Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This is the first of three courses designed to introduce the student to evidence-based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop competence in identifying, locating, retrieving, understanding and applying the principles of research to the practice of physical therapy. (Cross-listed OCTH 520)

PHTH 541  
Principles of Evidence-Based Practice II (2)  
Graded Pass/No Credit. Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This is the second of three courses designed to introduce the student to evidence-based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop an understanding of research design, research methods and statistical applications related to critical inquiry in physical therapy. Students will develop writing skills through critique of scholarly works and the preparation of a literature review.

PHTH 542  
Principles of Evidence-Based Practice III (2)  
Graded Pass/No Credit. Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This is the third of three courses designed to introduce the student to evidence-based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop an understanding of outcomes measures used in physical therapy to document effectiveness and efficacy of clinical practice. Students will develop oral presentation skills through the preparation and presentation of a group project on a specific outcome measure.

PHTH 546  
Integumentary Therapeutics (4)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course provides the student with classroom discussion and laboratory experiences on the physiological bases and clinical applications of physical therapy interventions applied to the integumentary system. These include massage, superficial and deep heat, ultraviolet radiation, cryotherapy, aquatic therapy, hydrotherapy and basic wound management. Foundation building skills such as positioning, draping, transfers, universal precautions and examination of vital signs are also included.

PHTH 547  
Professional Development Seminar II (2)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The purpose of this seminar is to provide students with opportunities to explore the responsibilities and behaviors expected of the physical therapist and to assess their own progress toward professional development. Included are presentations by master clinicians and group discussions with experts to explore issues of professional development.

PHTH 550  
Principles of Evidence-Based Practice I (1)  
Graded Pass/No Credit. Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course will introduce the student to the role of the physical therapist as an educator. The course includes theories of teaching and learning, the importance of learning styles, behavioral objectives, evaluation of teaching, motivation and compliance and adult learners. The differences in educating multicultural patient populations will be discussed. Clinical teaching will be done in role-playing situations. Students will prepare and present a teaching unit to a community group.

PHTH 554  
Diagnosis in Physical Therapy (4)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course will introduce the student to radiology, lab values and pathology and their application to current physical therapy practice. The course will provide: (1) a model for diagnostic decision making within a physical therapy scope of practice, (2) an overview of systems to facilitate the students knowledge of signs and symptoms that mimic musculoskeletal conditions and (3) the skills/behaviors/knowledge needed for safe practice.

PHTH 556  
Clinical Education Seminar I (1)  
Graded Pass/No Credit. Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This is the first of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Clinical Education Seminar I is an introduction to the clinical education program, procedures for internship site selection, introduction to the generic abilities and education in the Occupation Health and Safety Administration requirements.

PHTH 557  
Clinical Education Seminar II (1)  
Graded Pass/No Credit. Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This is the second of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Clinical Education Seminar II are discussions on clinical education, the generic abilities and AIDS education.

PHTH 559  
Independent Study (1–8)  
Prerequisites: Permission of the instructor and department chair.

PHTH 560  
Health Care Systems I (2)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course is the first of two courses that address health care delivery issues. The course explores and compares models of health care systems. Included are the issues of managed care, multiprovider systems, marketing, availability and accessibility of health care.

PHTH 568  
Neuroscience (5)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The course provides the graduate with the opportunity to apply principles of neuroscience, anatomy and biomechanics to the control of sensation, posture and balance, motor control in disordered systems and motor learning. Students will learn to perform clinical sensory, reflex and cranial nerve examinations, electrophysiologic examinations, examinations of posture, balance, spasticity and rigidity. Students will also learn to apply selected physical therapy interventions directed at modulation of the sensory and motor systems.

PHTH 571  
Pharmacology (2)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The course provides a basic knowledge of pharmacology for the physical therapist in order to incorporate the effects of drugs into an appropriate design and implementation of the patient care process.

PHTH 572  
Clinical Internship I (5)  
Graded Pass/No Credit. Prerequisites: All courses in physical therapy are restricted to students accepted into the program. Clinical Internship I consists of a full time educational experience in a clinical setting for 5 (five) weeks during summer quarter of the first year of the DPT Program. The primary purposes are to gain experience with examination, evaluation and intervention skills learned in the first academic year, practice and demonstrate developing level behavioral criteria in the generic abilities and interact with patients and health care professionals in the clinical environment.

PHTH 576  
Experimental Course (1–8)  
Prerequisites: Permission of the instructor and department chair.
PHTH 616  
Musculoskeletal Systems I (5)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course is the first of three utilizing a case-based problem solving approach to the examination and treatment of musculoskeletal conditions. The emphasis is on clients with fractures and amputations. The course facilitates the student’s abilities to problem solve simple diagnoses to more complex diagnoses within the scope of physical therapy practice. Physical therapy interventions will be addressed.

PHTH 617  
Musculoskeletal Systems II (5)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course is the second of three utilizing a case-based problem solving approach to the examination and treatment of musculoskeletal conditions. The emphasis is on clients with arthritis and soft tissue injuries in or of the extremities. The course facilitates the student’s abilities to problem solve simple diagnoses to more complex diagnoses within the scope of physical therapy practice. Physical therapy interventions will be addressed.

PHTH 618  
Musculoskeletal Systems III (4)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course is the third of three utilizing a case-based problem solving approach to the treatment of musculoskeletal conditions. The emphasis is on clients with spinal dysfunction. Additional orthopedic conditions addressed include the temporomandibular joint, thoracic outlet syndrome, soft tissue mobilization and physical therapy in industry. The course facilitates the student’s abilities to problem solve simple diagnoses to more complex diagnoses within the scope of physical therapy practice. Physical therapy interventions will be addressed.

PHTH 626  
Neuromuscular Systems I (5)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course utilizes a client-centered (case study) approach to provide the student with the knowledge and skills to manage a client with peripheral or central nervous system disorder. This course includes, but is not limited to, the care of clients with peripheral and central nervous system dysfunction, complex regional pain syndrome (reflex sympathetic dystrophy syndrome), disorders of the basal ganglia, demyelinating diseases of the central nervous system, epilepsy, Parkinson’s disease, traumatic brain injury, vestibular dysfunction, central nervous system infections and cerebrovascular accident.

PHTH 627  
Neuromuscular Systems II (3)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course focuses on the patient/client with spinal cord injury. Examination of this patient/client with multiple system involvement, medical systems review, therapeutic interventions, multi-disciplinary approaches to care, functional outcomes, technology and current research are all addressed.

PHTH 628  
Neuromuscular Systems III (4)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course utilizes a client-centered (case study) approach to provide the student with the knowledge and skills to manage a pediatric client with a disability. Theories of motor development, motor milestones and standardized assessments will be studied to provide a basis for understanding movement dysfunction in children with disabilities.

PHTH 634  
Exercise Physiology (3)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course is the fourth of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Clinical Education Seminar IV are discussions on the first clinical internship. Clinical Education Seminar V and VI are the selections for clinical internships, discussion of expectations and the syllabi for the ten-week internships, discussions of legal and ethical issues that may occur during clinical internships and participation in a team conference on a case-based patient.

PHTH 635  
Cardiopulmonary Systems (4)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course provides the student with the knowledge and skills to enable him/her to manage a client with cardiac and/or pulmonary system pathology. This course includes but is not limited to the care of clients with angina pectoris, coronary artery disease, congestive heart failure, mitral valve stenosis, myocardial infarction, post-coronary artery bypass graft surgery, heart and heart/lung transplantation, chronic obstructive pulmonary disease, bronchitis, cystic fibrosis, asthma, restrictive lung disease, pneumonia, atelectasis, pneumothorax, hemothorax and pulmonary embolus.

PHTH 636  
Physical Therapy Practice Seminar II (2)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This seminar utilizes a client-centered approach to provide the student with the knowledge and skills to enable him/her to manage the client with peripheral or central nervous system disorder. This course includes the care and management of clients with neuromuscular system, hormone factors affecting cardiovascular system, the pulmonary system, the measurement of human energy, nutrition, properties of living systems. Topics include, but are not limited to, the care of clients with burns, wounds, peripheral vascular disease and diabetes.

PHTH 641  
Multiple Systems (2)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The course applies an analytical approach to the treatment of patients/clients with multiple systems involvement and requires integration of aspects of learning from previous courses. Emphasis is placed on comprehensive case study management of clients with psychiatric disorders, immunologic disorders, cancer, eating disorders, women’s health problems, complex medical problems, metabolic disorders, hematologic disorders and medical emergencies. The topic of wellness is also explored.

PHTH 646  
Integumentary Systems (3)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This course is the fifth of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Clinical Education Seminar IV are discussions on the first clinical internship. Clinical Education Seminar V and VI are the selections for clinical internships, discussion of expectations and the syllabi for the ten-week internships, discussions of legal and ethical issues that may occur during clinical internships and participation in a team conference on a case-based patient.

PHTH 661  
Clinical Education Seminar IV (1)  
Graded Pass/No Credit.  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program.

PHTH 662  
Clinical Education Seminar V (1)  
Graded Pass/No Credit.  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program.

PHTH 663  
Clinical Education Seminar VI (1)  
Graded Pass/No Credit.  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program.

PHTH 665  
Physical Therapy Administration (3)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. Upon completion of this course, the student will be able to develop, administer and manage a physical therapy practice, utilizing the human and material resources available, for effective delivery of services.

PHTH 669  
Health Care Systems II (3)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program.

PHTH 675  
Guide to Physical Therapy Practice (4)  
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. Students will work with...
PHTH 680
Geriatrics (2)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. The course will provide physical therapist students with opportunities to discuss the demographics and theories of aging, examine personal attitudes on aging, contrast normal and pathological aging in patients presented from long term care facilities and the community, design a physical therapy plan of care and create an exercise program for an elderly client.

PHTH 770
Clinical Research II (3)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This is the second of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.

PHTH 771
Clinical Research III (3)
Grades Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This is the third of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full-time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.

PHTH 772
Clinical Research IV (3)
Graded Pass/No Credit.
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. This is the fourth of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.

PHTH 773
Clinical Internship II (10)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. Clinical Internship II consists of a full-time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation or specialty setting, demonstrate progress toward entry-level behavioral criteria in the generic abilities and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation or specialty setting).

PHTH 774
Clinical Internship III (10)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. Clinical Internship III consists of a full-time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation or specialty setting, demonstrate progress toward entry-level behavioral criteria in the generic abilities and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation or specialty setting).

PHTH 775
Clinical Internship IV (10)
Prerequisites: All courses in physical therapy are restricted to students accepted into the program. Clinical Internship IV consists of a full-time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation or specialty setting, demonstrate entry-level behavioral criteria in the generic abilities and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation or specialty setting).
Requirements as possible during the first two years.

Bachelor of Arts (BA) in Physics

Physics Major (45 credits)

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.

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

Student Learning Outcomes

Students will:

- 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.

Required Courses

- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)
- PHYS 164 Instrumentation Lab II (1)
- PHYS 221 General Physics IV (4)

Electives

Select in consultation with advisor; courses are subject to approval by the Physics Department.

Required program credits 20 credits
Elective credits 25 credits
Total credits for above major 45 credits

Note: The above major requires the completion of a minor.

Bachelor of Arts in Education (BAE)

Physics/Secondary Major (69 credits)

This major satisfies the endorsement for grades 5-12.

Student Learning Outcomes

Students will:

- demonstrate knowledge of the basic concepts of physics (such as mechanics, thermodynamics and electricity and magnetism),
- write effectively using the language of physics,
- make and interpret laboratory measurements in physics.

Required Courses

- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)
- PHYS 164 Instrumentation Lab II (1)
- PHYS 221 General Physics IV (4)
- PHYS 371 Introduction to Quantum Physics (4)
- PHYS 390 Physics Teaching Methods (1)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- SCED 390 Secondary Science Teaching Methods (1)

Electives

Choose from any 300/400 level Physics courses, except PHYS 421 or 497.

Required program credits 51 credits
Elective credits 18 credits
Total credits for above major 69 credits

Professional Educational Requirements:

Secondary Education: 46-47 credits

See the Department of Education section of this catalog. Prerequisites may also apply.

Minimum total credits for above major and professional education 115 credits

Note: The above major does not require the completion of a minor. Students are encouraged to complete a secondary endorsement in at least one other subject area.
Bachelor of Science (BS)

Physics Major (103 credits)

The Bachelor of Science program is designed primarily for students preparing for graduate study in physics and for students planning a professional career in physics.

Student Learning Outcomes

Students will:

- write effectively using the language of physics,
- make and interpret laboratory measurements in physics,
- demonstrate knowledge of the basic concepts of physics (such as mechanics, thermodynamics and electricity and magnetism).

Required Courses

CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
MATH 161 Calculus I (5)
MATH 162 Calculus II (5)
MATH 163 Calculus III (5)
MATH 241 Calculus IV (5)
MATH 342 Topics in Applied Analysis II (4)
MATH 347 Introductory Differential Equations (4)
PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 163 Instrumentation Lab I (1)
PHYS 164 Instrumentation Lab II (1)
PHYS 221 General Physics IV (4)

Electives

PHYS 363 Special Relativity (4)
or Any 400-level Physics courses except PHYS 497.

Required program credits 97 credits

Elective credits 6 credits

Total credits for above major 103 credits

Minors

Physics Minor (20 credits)

Required Courses

PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 164 Instrumentation Lab I (1)
PHYS 221 General Physics IV (4)

Total credits for above minor 20 credits

Physics/Secondary Minor (24 credits)

This minor satisfies the endorsement for grades 5-12.

Required Courses

PHYS 151 General Physics I (4)
PHYS 152 General Physics II (4)
PHYS 153 General Physics III (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 164 Instrumentation Lab I (1)
PHYS 164 Instrumentation Lab II (1)
PHYS 221 General Physics IV (4)
PHYS 495 Teaching Internship (4)

Total credits for above minor 24 credits

Course Requirements for Teacher Certification/Add-on Endorsements

(For students who currently possess a Washington State Teaching Certificate)

General Science/Add-on Endorsement (65 credits)

To improve their marketability as science teachers, students may wish to complete this option in addition to their BAE in biology, chemistry, earth science or physics. This add-on satisfies the general science endorsement and allows teachers to teach any science grades 5-12.

Required Courses

BIOL 171 Biology I (4)
BIOL 172 Biology II (4)
BIOL 173 Biology III (4)
BIOL 270 Biological Investigation (5)
BIOL 390 Biology Teaching Methods (1)
CHEM 151 General Chemistry (5)
CHEM 152 General Chemistry (5)
CHEM 153 General Chemistry (5)
CHEM 390 Chemistry Methods for the Secondary Schools (1)
GEOG 314 Weather and Climate (5)
GEOL 120 Physical Geology - The Solid Earth (5)
GEOL 121 Physical Geology - Surficial Processes (5)
GEOL/GEOG 390 Earth Science Teaching Methods (1)
PHYS 121 Descriptive Astronomy (5)
PHYS 131 Introductory Physics I (4)
PHYS 132 Introductory Physics II (4)
PHYS 161 Mechanics Lab (1)
PHYS 162 Heat and Optics Lab (1)
PHYS 390 Physics Teaching Methods (1)
SCED 390 Secondary Science Teaching Methods (1)

Total credits for above add-on endorsement 65 credits
Physics Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

**PHYS 100**
**Physical Science I (5)**
(satisfies the GECR for natural sciences, physics.)
Prerequisite: pre-university basic skills in mathematics.
Course covers the elementary aspects of physical science and astronomy. It operates in an informal laboratory mode with ample opportunity for discussion and individual assistance. No mathematics beyond basic arithmetic is used.

**PHYS 115**
**Investigating Physical Science (5)**
WINTER
(satisfies the GECR for natural sciences, physics.)
Prerequisite: pre-university basic skills in mathematics.
For students planning to teach elementary school.
Includes topics and investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements.

**PHYS 121**
**Descriptive Astronomy (5)**
(satisfies the GECR for natural sciences, physics.)
Prerequisite: pre-university basic skills in mathematics.
This course follows the development of astronomy from the earth-centered model of the early Greeks through the sun-centered model of Copernicus to the modern dynamic model of the universe incorporating the known laws of physics in its description. Topics covered in this development include a study of the solar system and a brief description of the physical laws used in astronomy. Additional topics include distances, motions properties and evolution of stars lead to a study of galaxies, the structure of the universe and to modern cosmological models. Laboratory activities include naked-eye observation and measurement, planetarium sessions, Celestial Globe activities, computer simulations, as well as experiments in optics, spectra and the use of telescopes.

**PHYS 131, 132, 133**
**Introductory Physics I, II, III (4 each)**
FALL(131)/WINTER(132)/SPRING(133)
the completion of PHYS 131, 132 satisfies the GECR for natural sciences, physics; counts as one course: the completion of PHYS 131, 132, 133. Further one of the following: 162, 163, 164 satisfies the GECR for natural sciences, physics; counts as two courses.
Prerequisites: PHYS 131 and concurrent enrollment in MATH 162.
Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: rotational motion, gravity, fluids, waves and thermodynamics.

**PHYS 152**
**General Physics II (4)**
WINTER
the completion of PHYS 151, 152, 161. plus any one of the following: 162, 163, 164 satisfies the GECR for natural sciences, physics; counts as two courses.
Prerequisites: PHYS 151 and concurrent enrollment in MATH 162.
Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: rotational motion, gravity, fluids, waves and thermodynamics.

**PHYS 153**
**General Physics III (4)**
SPRING
Prerequisites: PHYS 152 and concurrent enrollment in MATH 163.
Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: electrostatics, direct current circuit theory, magnetism and geometric optics.

**PHYS 161**
**Mechanics Laboratory (1)**
FALL
A laboratory course in mechanics, including one-dimensional motion, motion in a plane, dynamics, conservation of energy and momentum and oscillating motion.

**PHYS 162**
**Heat and Optics Laboratory (1)**
WINTER
A laboratory course suitable for use with either Introductory or General Physics. Experiments in optics include reflection and refraction, lenses and mirrors, microscopes and telescopes, optical spectra and microwave optics. Experiments in heat include heat and temperature, thermal expansion, mechanical and electrical equivalents of heat and a study of gas laws.

**PHYS 163, 164**
**Instrumentation Laboratory I, II (1 each)**
SPRING(163)
This laboratory emphasizes the use of electronic instruments in the measurement of physical quantities.

**PHYS 221**
**General Physics IV (4)**
FALL
Prerequisites: PHYS 153.
Part of a four-quarter beginning sequence (151, 152, 153, 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 299**
**Special Studies (1–5)**
FALL/WINTER/SPRING/SUMMER

**PHYS 321, 322**
**Advanced Physics Lab I, II (3 each)**
(321,322)-ALTERNATE YEARS
Prerequisite: Junior standing or permission of the instructor.
A laboratory course dealing with classical experiments in all of physics as well as introducing many modern measurement techniques in atomic and nuclear physics.

**PHYS 338**
**Discovering Women in Science (1)**
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science.
(Cross-listed BIOL 338, CHEM 338, GEOG 338, HIST 338, PSYC 338, WMST 338)

**PHYS 361, 362**
**Classical Mechanics I, II (4 each)**
(361, 362)-ALTERNATE YEARS
Prerequisites: PHYS 153, MATH 163.
A study of statics and dynamics from a mathematical point of view; an introduction to Lagrange’s Equations.

**PHYS 363**
**Special Relativity (4)**
Prerequisites: PHYS 153, MATH 162.
An introduction to Einstein’s theory of special relativity and its application to particle dynamics.

**PHYS 371**
**Introduction to Quantum Physics (4)**
WINTER
Prerequisites: MATH 163, PHYS 221.
An introduction to the origin and development of quantum theory with emphasis on the classical experiments leading to Schröedinger’s Wave Mechanics and applications of Schröedinger’s Equation to simple systems.

**PHYS 381**
**Atomic Physics (4)**
SPRING
Prerequisite: PHYS 371.
A study of the application of quantum theory to the description of the periodic table, to the interpretation of atomic and molecular spectra and to the behavior of X-rays.

**PHYS 390**
**Physics Teaching Methods (1)**
FALL
Prerequisites: Successful completion or concurrent enrollment in PHYS 132 or PHYS 132 and EDUC 341 and enrollment in a co-requisite SCE 390.
This course is for physics majors planning to teach junior or senior high school. Topics will include: organization of lesson materials, techniques, resources and evaluation.

**PHYS 401, 402, 403**
**Electromagnetism I, II, III (4 each)**
FALL(401)-ALTERNATE YEARS/WINTER(402)-ALTERNATE YEARS/SPRING(403)-ALTERNATE YEARS
Prerequisites: MATH 163, PHYS 221.
A study of electric forces, fields, potentials, dielectric behavior, currents, magnetic forces and electromagnetic waves.

**PHYS 411**
**Classical Thermodynamics (3)**
Prerequisites: PHYS 153, MATH 163.
Introduction to elementary thermodynamics; first, second and third laws of thermodynamics; ideal gases; and kinetic theory.

**PHYS 421**
**Statistical Mechanics (3)**
Prerequisite: PHYS 411.
Introduction to the methods of statistical physics with emphasis on the rules of probability and statistics, equations of state, ensembles and spin.
**PRE-PROFESSIONAL PROGRAMS**

Eastern Washington University offers students the opportunity to earn substantial amounts of course work 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 which is not represented (below) are encouraged to contact the Office of General Undergraduate Academic Advising for assistance in identifying departments or programs which can offer course work and advice as regards alternative Pre-Professional studies.

**Pre-Communication Disorders**

College of Science, Health and Engineering  
Donald R. Fuller, Program Advisor  
EWU Riverpoint campus  
Department of Communication Disorders  
125R Health Science Building  
509.368.6790

**Program Description**

Individuals who have earned a baccalaureate degree in a discipline other than communication disorders can apply for the graduate program in Communication 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.

The individual would take the courses listed below during the first year of study (it is strongly suggested that the candidate apply for Fall admission into the post-baccalaureate program). As the individual is taking the prerequisite courses, he/she would apply for graduate study by February 1 of the current academic year (for graduate application requirements, please see the Communication Disorders section of this catalog). If accepted to the graduate program in Communication 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.

It should be noted that the Communication Disorders program operates on a semester-based academic schedule whereas the rest 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 Disorders semester-based schedule and the university’s quarter-based schedule.

### Preprofessional Program Requirements

**Note:** After each course below, credits are listed as both quarter (q) and semester (s). Courses are taught on a semester schedule but the academic transcript will show quarter credits.

#### Fall Semester

- **COMD 304 Phonetics (3 s; 4.5 q)**
- **COMD 321 Anatomy and Physiology of Speech Production (3 s; 4.5 q)**
- **COMD 322 Neuroanatomy (3 s; 4.5 q)**
- **COMD 331 Language Development (3 s; 4.5 q)**
- **COMD 371 Hearing and Hearing Disorders (3 s; 4.5 q)**
- **COMD 473 Aural Rehabilitation (3 s; 4.5 q)**

#### Spring Semester

- **COMD 320 Speech and Hearing Sciences (3 s; 4.5 q)**
- **COMD 372 Audiology (3 s; 4.5 q)**
- **COMD 441 Assessment of Speech and Language (3 s; 4.5 q)**
- **COMD 457 Language Impairment (3 s; 4.5 q)**
- **COMD 458 Speech Sound Disorders (3 s; 4.5 q)**
- **COMD 461 Clinical Apprenticeship (2 s; 3.0 q)**

**Total credits for above post-baccalaureate program** 35 semester or 52.5 quarter credits
Students are encouraged to contact Eastern’s pre-professional advisors prior to Eastern’s Admissions Office for information regarding course equivalencies. Of English and mathematics (through pre-calculus). Students transferring year each of biology, chemistry and physics as well as three or four years each curriculum. Thus preparation at the high school level should include one level chemistry and biology courses at the inception of their pre-professional tests at the end of three, it is essential that students are enrolled in college—Pre-dentistry or Pre-veterinary medicine: In order to complete degree uncertain—nothing assures admission. Realize that admission to professional school is highly competitive and thus provide profile information Requirements of American Dental Schools ascertains specific requirements prior to the application process. Publications schools, it is imperative that students directly contact schools of interest and 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. See the department of Biology or Chemistry/Biochemistry sections of this catalog for curriculum descriptions.

**Pre-Engineering**
College of Science, Health and Engineering
Department of Engineering and Design
Donald C. Richter, Program Advisor
319E Computing and Engineering Building
509.359.2880

**PROGRAM DESCRIPTION**
(See Government)

Entrance into law school does not depend on the completion of any particular set of undergraduate requirements, but rather on the attainment of a bachelor’s degree in a recognized field of study, a sufficient GPA and a satisfactory score on the Law School Admission Test. Accordingly, no single pre-professional program can be recommended for the study of law. A balanced preparation for the study of law should include exposure to the traditional liberal arts disciplines and the development of skills in verbal and written communication and in logical thinking.

Since many students interested in law combine that interest with a similar one in public affairs, the Department of Government offers a special option major designed especially to meet the needs of pre-law students.

**Pre-Pharmacy**
College of Science, Health and Engineering
Department of Chemistry / Biochemistry
Jeff Corkill
226 Hall of Sciences
509.359.6518, 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 course work 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 course work 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 course work in areas such as biochemistry, medicinal chemistry, pharmacology, anatomy, physiology, dispensing, law, therapeutics, pharmacokinetics and biostatistics; in addition, clerkships in community and clinical settings are required. Students should contact pharmacy schools of interest to determine specific pre-professional course requirements, and should also contact EWU pre-pharmacy advisors.
Admissions Requirements/Preparation: Due to the time requirement necessary for completion of the Pharm. D. degree and substantial prerequisites for courses in the professional portion of the program, students should be prepared to begin college level chemistry and biology at the inception of their pre-professional curriculum. Thus students interested in pre-pharmacy should complete one year of both high school chemistry and biology, as well as mathematics through pre-calculus prior to enrollment at EWU. Students transferring from other institutions, including community colleges, should consult with the Admissions Office for information regarding course equivalencies. Students are encouraged to contact Eastern’s pre-pharmacy advisors prior to enrollment or early in their academic program.

Admission to a school of pharmacy is highly competitive. Application to a school is normally initiated one year prior to transfer and may include application to both the University and the school. In addition to completion of pre-professional course requirements with a satisfactory GPA, the school will likely require a personal interview and/or successful completion of the Pharmacy College Admission Test (PCAT), a nationally administered evaluative test.

Pre-Veterinary Medicine
College of Science, Health and Engineering
Department of Chemistry and Biochemistry
Jeff Corkill
509.359.6518 or 509.359.2447

PROGRAM DESCRIPTION (See Chemistry/Biochemistry)

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.

See the Department of Biology section of this catalog.

Courses

See course descriptions under the participating programs and departments: Biology, Chemistry and Biochemistry, Computer Science, Mathematics and Physics.

PROFESSIONAL TRAINING AND DEVELOPMENT

See BUSINESS ADMINISTRATION.
**PSYCHOLOGY**

College of Social and Behavioral Sciences  
William C. Williams, Chair  
151 Martin Hall  
509.359.2478  
psychology@ewu.edu  
Barbara Shields, Secretary  

**BA**  
**Minors**  
**MS**  
**Certificate**  

Faculty:  

**UNDERGRADUATE PROGRAMS**

Psychology is the science of human behavior and experience. Psychologists differ considerably in what they do because the field encompasses a wide range of human activities. Generally speaking, clinical, school and counseling psychologists provide services to help people make better adjustments in their daily lives, while experimental psychologists conduct research and construct theories to help us better understand the nature of behavior.

The mission of the Department of Psychology is to educate students in the science and profession of psychology. To accomplish this mission, the department seeks to promote the acquisition of the core knowledge and principles of psychology; to enhance the students’ 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 program in psychology is patterned after the recommendations of the American Psychological Association for undergraduate majors in psychology.

The Department of Psychology is located in Martin Hall, a building that has up-to-date laboratories, classrooms and specialized clinical training areas. Our laboratories and training areas are extremely well equipped and very active. Students are encouraged to get involved in research projects and other professional activities as undergraduates.

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.

**Note:** To declare psychology as a major, students must have a minimum cumulative GPA of 2.0 and taken and passed PSYC 100 or its equivalent.

General Degree Completion Requirements for Psychology: Students who major in psychology but who transfer some lower division psychology course work from other colleges/universities must complete at least 50 hours of upper division credits in the 70 credit psychology major. No more than 20 credits from online courses will be counted toward major requirements.

**Note:** Students must attain a minimum of a 2.0 grade (C) for the required courses PSYC 100, PSYC 309, CSBS 320/PSYC 310, PSYC 313, PSYC 395/495, PSYC 398/498 and PSYC 399/499.

Capstone Course: The University capstone requirement can be met by the department capstone course, PSYC 490, Senior Capstone: The Tradition of Psychology (6).

**Bachelor of Arts (BA)**

**Psychology Major (70 credits)**

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.

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

**Student Learning Outcomes**

**Students will:**

- develop conceptual frameworks that embrace information representing the breadth and depth of the discipline and profession of psychology;
- develop basic skills in learning, critical thinking and reasoning;
- expand and pursue curiosity about human behavior and experience;
- engage in critical thinking about human behavior and experience, think carefully about issues before coming to conclusions and recognize that many problems have more than one solution;
- recognize well-founded theories, research designs, psychological phenomena and conclusions;
- think critically about self and have awareness of similarities and differences with others, such as differences in gender, race, ethnicity, culture and class.

**Prerequisite Course**

PSYC 100 General Psychology (5)

**Required Courses**

- PSYC 301 Theories of Personality (5)
- PSYC 302 Abnormal Psychology (5)
- PSYC 303 Foundations of Psychotherapy (5)
- PSYC 305 Conditioning and Learning (5)
- PSYC 316 Human Memory and Cognition (5)
- PSYC 340 Emotion and Emotional Intelligence (5)
- PSYC 381 Social Psychology (5)
- PSYC 420 Biological Basis of Behavior (5)

**Note:** CEDP 201, CEDP 313 or CEDP 314 may be used to count as one of the Cluster A courses as approved by the psychology Department Chair.

**Cluster B: Applied/Lab and Speciality Courses. Students are required to take at least three (3) of the following courses:**

- PSYC 381 Social Psychology (5)
- PSYC 401 Experimental Course (5)
- PSYC 402 Psychophysiology (5)
- PSYC 440 Happiness and Positive Psychology (4)
- PSYC 470 Childhood Psychopathology and Treatment (4)
- CSBS 321/PSYC 312 Computerized Statistical Analysis (4)
- PSYC 314 Tests and Measurement (5)
- PSYC 317 Health Psychology (5)
- PSYC 323 Drugs and Behavior (5)
- PSYC 324 Cognitive and Behavioral Learning (4)
- PSYC 331 Psychology of Women (4)
- PSYC 335 Human Sexuality (5)
- PSYC 415 Psychological and the Legal System (5)
- PSYC 430 Human Psychophysiology (5)
- PSYC 431 Stress and Coping (3)
- PSYC 470 Childhood Psychopathology and Treatment (4)
- PSYC 481 Prejudice and Stereotyping (5)
- PSYC 496 Experimental Course (5)
- PSYC 497 Workshops, short courses and conferences may be counted as a cluster course or elective as approved by the Department Chair.

**Note:** The remainder of courses required to complete the 70 credit major may be chosen from any other psychology courses or from any of the above courses that are not used to meet the cluster requirements.

**Required prerequisite credits** 5 credits

**Required common core credits** 15 credits

**Required focus experience credits** 3 credits

**Required cluster A credits** 19-20 credits

**Required cluster B credits** 11-15 credits

**Psychology elective credits (see note)** 12-18 credits

**Minimum total credits for above major** 70 credits

Reference the course description section for clarification.
Graduate Programs

Master's level graduate study in psychology provides the student with advanced preparation for practice in the field or for entering doctoral-level programs in psychology. Two programs are offered by the department: an MS in psychology with a concentration in either clinical or general/experimental psychology and an MS in school psychology.

Student Learning Outcomes

Students will:
- comprehend the discourse of psychology and communicate using the conventions of the discipline.
- be familiar with the historical context in which important theories in psychology were developed.
- develop expertise in the broad science of psychology, including advanced knowledge in research methods, statistics, biological psychology, history and systems of psychology and human learning.
- pose research questions and devise research strategies to answer them, including the use of quantitative methods.
- gather information from many sources and present persuasive arguments, learn the primary ethical principles of psychologists and recognize basic ethical issues and violations and be guided accordingly.

Admission Requirements/Preparation

All application materials are due March 1. Students ordinarily begin their graduate studies fall quarter. Admission to begin the program in winter or spring is discouraged.

1. Must have a 3.0 GPA in the last 90 quarter or 60 semester graded credits. The Graduate Admission Committee may recommend a limited number of other students with a lower GPA to the Dean of Graduate Studies for admission based upon standard test scores, intervening experiences and other relevant factors.

2. Must meet the requirements of the Graduate School.

3. Must submit application to the Department of Psychology and a statement of intent for admission to the Psychology Graduate Program.

4. Must send three letters of recommendation to the Department of Psychology from academic sources.

5. Must have a bachelor's degree in psychology or an equivalent. Ordinarily, the applicant's transcript must show evidence of courses in the following areas: scientific principles of psychology, inferential statistics, learning and personality theory, abnormal psychology, life span development, physiological psychology, history and systems in psychology and general/experimental psychology. Accepted applicants whose transcripts are lacking some areas of proficiency may be asked to complete appropriate courses prior to full admission to the program. Moreover, students applying for the MS in Psychology who do not have a history and systems course at the undergraduate level will be expected to add PSYC 490, Senior Capstone: The Tradition of Psychology, to their graduate program of study.

6. Must submit scores for the Graduate Record General Test. The GRE must have been taken no more than five years before the date of application.

7. It is expected that a student complete all of the requirements for admission to the Graduate School and the Department of Psychology before registering for core classes.

8. Applicants to the Certificate Only program in School Psychology must meet the master's degree criteria listed in the description of that program.

Students accepted will be notified of a general information meeting held during the week preceding the beginning of their first quarter, to provide orientation to institutional and departmental procedures and to provide information about registration.

Minors

Psychology Minor (15 credits)

Required Courses

- The Psychology minor requires PSYC 309 plus 10 hours of upper division psychology credit. These courses should be approved by an advisor in the Psychology Department.

Total credits for above minor 15 credits

Psychology/Elementary Minor (15 credits)

This minor does not meet a state of Washington endorsement.

Required Courses

- Select courses in psychology or counseling, educational and developmental psychology, to be approved by a department advisor.

Total credits for above minor 15 credits

Master of Science in Psychology

Director, Kayleen Islam-Zwart
151H Martin Hall
509.359.2380
Kayleen.Islam-Zwart@ewu.edu

The Master of Science in psychology is intended to prepare students to be master's-level practitioners or to pursue further graduate study in the clinical or experimental areas. A set of core classes provides students in the program with foundational knowledge in the discipline that includes methods classes that impart research and data analysis skills.

Obtaining a Master of Science in psychology ordinarily takes two years, including summer quarter following the first year. Students are admitted to either a clinical or experimental concentration. Beyond the core classes, the clinical concentration provides additional foundational and applied courses that emphasize clinical knowledge and skills. In addition to the core courses, students in the general/experimental concentration design course work and research experience in consultation with a faculty advisor to match the interest of the students with the expertise of the department faculty.

Course Requirements

All students in the program are required to take the following set of core courses:

- PSYC 503 Proseminar: Scientific Methods (4)
- PSYC 522 Advanced Statistics (5)
- PSYC 534 Human Neuropsychology (4)
- PSYC 537 Advanced Psychopathology (4)
- PSYC 538 Research Topics (2) (total)
- PSYC 539 Special Topics: Multicultural Issues (1)
- PSYC 600 Thesis (minimum) (6)
- or PSYC 601 Research Report (6)
- PSYC 694 Practicum (16)

Focus requirements

Total core credits 42 credits

Students must successfully complete the courses marked with an asterisk during the first two quarters of enrollment in order to continue in the program without a significant delay or required remediation plan during the second year of study. Elective courses may be added to a student's program of study upon agreement with the Program Director (see discussion of elective courses under the General/Experimental emphasis section).

Clinical Concentration

The clinical concentration is designed for students who are interested in becoming master's-level mental health providers in private practice, mental health centers, hospitals or social service agencies, or who are pursuing pre-doctoral studies to support application to doctoral programs in clinical or counseling psychology. All students in the clinical concentration are required to take the following set of courses in addition to the core classes:

- PSYC 504 Proseminar: Learning and Behavior Therapy (3)
- PSYC 508 Professional Issues (2)
- PSYC 551 Foundation of Psychotherapy (5)
- PSYC 554 Cognitive Assessment (4)
- PSYC 555 Clinical Practice in Cognitive Assessment (3)
- PSYC 556 Personality and Behavioral Assessment (4)
- PSYC 557 Clinical Practice in Personality & Behavioral Assessment (4)
- PSYC 694 Practicum (5)

Total clinical concentration credits 42 credits

In addition to the above course requirements, students with a clinical emphasis are required to take a minimum of twelve (12) elective credits from courses chosen with an advisor in accord with the following elective course guidelines:

- graduate courses within Psychology
- specific emphases such as Alcohol and Drug Studies, Inter disciplinary Aging, Diagnosis and Treatment of Children & Adolescents, School Psych Issues, Behavioral Health, Psychology of Women, Computerized Research & Analysis, Positive Psychology, etc.
- specific courses of interest to the student in related relevant departments (i.e. CEDP, Social Work)
- EWU weekend college courses

Minimum total credits for master's degree, clinical concentration 84 credits

Note: All Clinical Psychology students will be asked to elect either the Career Focus or Predoctoral Focus before the end of the first year.
General/Experimental Concentration

The concentration in general/ experimental psychology is designed to prepare students for research or teaching in psychology. Methodology and both basic and applied research are emphasized. Students are prepared to enter doctoral programs or to seek employment in appropriate master’s-level positions. Curricula plans, in addition to the 42 credit hours of core courses, should include a minimum of 26 credits of elective courses chosen with an advisor in accord with the elective courses guidelines shown below. Students particularly interested in acquiring college-level instruction skills should consider including the program of study listed under college instruction elsewhere in this catalog.

Elective Courses

Additional graduate courses are offered within the department and may be taken by students in any program of study. Moreover, with the appropriate Program Director’s approval, the following type of courses may be taken as part of the student’s graduate program of study:

- 400-level courses in psychology
- specific emphases such as alcohol and drug studies, interdisciplinary aging, diagnosis and treatment of children and adolescents, school psychology issues, behavioral health, computerized research and analysis, forensic psychology, physiological psychology, positive psychology, or others
- specific courses in related, relevant departments, such as Counseling, Educational and Developmental Psychology (CEDP) or Social Work, with permission of the instructor and program director
- EWU weekend college courses

**Total core credits** 42 credits

**Minimum Total credits for master’s degree**

**general/experimental concentration** 68 credits

**Minimum total credits for above master’s degree** 115 credits

Student Learning Outcomes

**Students will:**

- know the laws and procedures governing school psychology practice, know general principles of measurement, have skill in the precise administration of specific measurement instruments, and understand educational systems and the role of the school psychologist within these systems,
- understand a problem-solving model and use the model effectively to gather information for the purpose of making decisions in a multi-dimensional matrix that includes the individual student and the student’s interactions with environments that establish and maintain academic and social behaviors.

Course Requirements and Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDP 503</td>
<td>Applied Learning Theory and Behavior Modification (4)</td>
</tr>
<tr>
<td>CEDP 504</td>
<td>Theories of Human Development (4)</td>
</tr>
<tr>
<td>CEDP 510</td>
<td>PSYC 510 Professional School Psychology I (4)</td>
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<tr>
<td>CEDP 511</td>
<td>PSYC 511 Professional School Psychology II (4)</td>
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<tr>
<td>CEDP 512</td>
<td>PSYC 512 Professional School Psychology III (4)</td>
</tr>
<tr>
<td>CEDP 520</td>
<td>Tactics of Psychological Research (4)</td>
</tr>
<tr>
<td>CEDP 522</td>
<td>Teaching Exceptional Students I (4)</td>
</tr>
<tr>
<td>CEDP 523</td>
<td>Assessing Exceptional Students (4)</td>
</tr>
<tr>
<td>CEDP 524</td>
<td>Research and Statistics Lab (2)</td>
</tr>
<tr>
<td>CEDP 554</td>
<td>PSYC 565 Developmental Psychopathology (4)</td>
</tr>
<tr>
<td>CEDP 557</td>
<td>School Psychology Consultation (4)</td>
</tr>
<tr>
<td>CEDP 569</td>
<td>Family Systems and Parent Education (4)</td>
</tr>
<tr>
<td>CEDP 589</td>
<td>Multicultural Assessment: Issues in the Schools (4)</td>
</tr>
<tr>
<td>CEDP 592</td>
<td>Crisis Intervention and Trauma Counseling (4)</td>
</tr>
<tr>
<td>CEDP 600</td>
<td>or 601 Thesis or Research Project (6)</td>
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<tr>
<td>CEDP 609</td>
<td>or PSYC 600 or 601 Thesis or Research Project (6)</td>
</tr>
<tr>
<td>CEDP 697</td>
<td>PSYC 695 School Psychology Internship (15)</td>
</tr>
<tr>
<td>PSYC 522</td>
<td>Advanced Statistics (5)</td>
</tr>
<tr>
<td>PSYC 531</td>
<td>Psychoeducational Groups for Children and Adolescents (4)</td>
</tr>
<tr>
<td>PSYC 534</td>
<td>Human Neuropsychology (4)</td>
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<tr>
<td>PSYC 543</td>
<td>School-based Individual Intervention (4)</td>
</tr>
<tr>
<td>PSYC 554</td>
<td>Cognitive Assessment (4)</td>
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<tr>
<td>PSYC 556</td>
<td>Personality and Behavioral Assessment (4)</td>
</tr>
<tr>
<td>PSYC 558</td>
<td>CEDP 695 Practicum: School Psychology (12)</td>
</tr>
<tr>
<td>PSYC 559</td>
<td>Cognitive Assessment Lab (3)</td>
</tr>
</tbody>
</table>

This program is a fully accredited National Association of School Psychologists (NASP) program. We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Course work, practica and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social-behavioral intervention plans (i.e., instructional and behavioral analysis, consultation and counseling); and research (i.e., methods and statistics). Knowledge and skills are developed through integrated course work, field experiences and internship. The program duration is three years.

**Note:** Students admitted to the School Psychology program will be required to have on file a completed, current FBI fingerprint check throughout their program.

Prerequisites

A bachelor’s degree in psychology or its equivalent is required. Successful completion of undergraduate course work in child or life-span development, learning, research, measurement and statistics is required. Faculty will evaluate each applicant on an individual basis to determine prerequisite needs.

Mahlon Dalley, Program Director
153E Martin Hall
509.359.6731

This program is a fully accredited National Association of School Psychologists (NASP) program. We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Course work, practica and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social-behavioral intervention plans (i.e., instructional and behavioral analysis, consultation and counseling); and research (i.e., methods and statistics). Knowledge and skills are developed through integrated course work, field experiences and internship. The program duration is three years.

**Final Comprehensive Examination**

The Comprehensive Examination Policy of the Department of Psychology is as follows:

A. Each student shall complete, before the awarding of the master’s degree, a research report, thesis or other project which demonstrates the competence of the student in graduate level work in psychology. The proposal for the project must be approved by the chair of the committee and psychology department committee second member in advance of the project’s beginning at a proposal meeting announced to and open to all faculty and graduate students of the Department of Psychology.

B. An oral examination which will focus primarily on the master’s project but which may also include questions to demonstrate competence in all areas included in the program of that student. The oral examination committee will consist of two members from the Department of Psychology and a third member designated by Graduate Studies. 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.

C. All graduate students in the Department of Psychology are subject to the academic advancement policies of Graduate Studies regarding grades. Moreover, clinical psychology graduate students must successfully complete their clinical interview conducted during the spring quarter of their first year in the program before continuing in the program.

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School Psychology Post-Master’s (EWU-WSU) — Certificate Only program
EWU/WSU School Psychology Certificate Program
Eastern Washington University/Riverpoint
Spokane, WA 99202-1660
Jaime Seaburg, PhD
jseaburg@ewu.edu
509.358.7690

Student Learning Outcomes

Students will:
• will be competent in applying knowledge and skills of school psychological practices,
• will be competent in applying specific areas of knowledge of the field, such as assessment and diagnosis, behavioral intervention, counseling and interviewing, program development, consultation and program evaluation and school-based research,
• will become proficient in understanding special education legal and procedural processes utilized in schools,
• will be competent in serving diverse populations within the school, home and community,
• will be competent in applying knowledge and skill consistent with professional ethical, practices and in accordance with National Association of School Psychology (NASP) and American Psychological Association (APA) professional codes of conduct.

This collaborative program is designed for educators, counselors and mental health professionals who currently hold a master’s degree in their respective field and who aspire to obtain a State of Washington Educational Staff Associate (ESA) Certification to become a school psychologist. Eastern Washington University and Washington State University jointly administer and instruct the courses in the program, which is based in Spokane. This program is designed to reflect the scientist-practitioner model emphasizing comprehensive school psychological services that apply developmental, social, cognitive and behavioral orientations.

Classes are offered during the summer session and during evenings and/or weekends throughout the regular academic year. Students are admitted as cohorts at the beginning of summer session and continue through fall and spring sessions. The program of study is determined by evaluation of previous master’s-level academic course work as it compares to the course requirements for Washington Administrative Code (WAC) training standards and National Association of School Psychologist (NASP) accreditation standards for school psychologist training (see curriculum for the School Psychology Program at EWU). Program faculty will verify successful completion of certificate requirements to the EWU Certification Officer and the EWU Graduate Studies Office.

The number of total credits for each student will vary depending upon the candidate’s previous graduate course work from an accredited university. Because the EWU/WSU Post-Master’s School Psychology Certificate only student has already earned a master’s degree in a related field such as counseling, psychology or education, he or she will have already taken many classes similar to what the EWU school psychology student takes in the three-year School Psychology Program. Prior courses will be evaluated according to EWU, WAC and NASP standards for the School Psychology Program. These courses should include such areas as social bases for behavior (e.g. multicultural or social psychology), foundations of education and educational intervention, statistics, research methods, child and adolescent development, assessment, counseling/psychotherapy and human learning. If candidates have not taken these courses, they will be required to do so as part of their certificate-only program of study. Candidates who have previously taken such course work will be required to take approximately 9–12 semester credit hours from WSU or approximately 14–20 quarter credit hours from EWU. These credits represent the professional aspects of school psychology, practica and internship and would be distributed as follows*:

*Each of the universities will be responsible for offering approximately half of the required courses. The courses that will be taught by each university will be distributed as to the best utilization of resources and based on equal distribution.

In addition to twelve hundred clock hours of internship, a comprehensive exam is required for school psychologist certification in the state of Washington and for NASP certification. The internship may be reduced in length if the program faculty determine that previous internship experience(s) provided the candidate with knowledge and skills otherwise gained from the required internship (WAC 180-78A-195). The internship may not be reduced by more than 600 clock hours. Internships will occur in school settings, under the direct supervision of a certified school psychologist.
Psychology Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

**PSYC 100 General Psychology (5)**
FALL/WINTER/SPRING/SUMMER
(satisfies the GECR for social sciences, list 2; anthropology, geography, psychology and sociology)
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 210 Career Development (2)**
Resource course designed to provide information and assistance with academic and career decision-making. Standardized interest inventories are used as part of the information gathering process. Open to students of any academic level.

**PSYC 295 Internship (1–5)**
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the department Internship Director and the department chair and the University Career Services Internship office.
Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship office. Two sections are available, one for psychology majors, one for non-psychology majors.

**PSYC 299 Directed Studies (1–6)**
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the instructor and the department chair.

**PSYC 301 Theories of Personality (5)**
FALL/WINTER/SPRING/SUMMER
An objective and comprehensive study of the major theories of personality.

**PSYC 302 Abnormal Psychology (5)**
FALL/WINTER/SPRING/SUMMER
Explores and evaluates research and theoretical concepts relating to deviant and abnormal behavior.

**PSYC 303 Foundations of Psychotherapy (5)**
WINTER/SPRING
Prerequisites: PSYC 301 and 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 309 Scientific Principles of Psychology (5)**
FALL/WINTER/SPRING
Prerequisites: Successful completion of a 200-level English course and Math 100 or Mathematics clearence by test.
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)**
FALL/WINTER/SPRING/SUMMER
Prerequisites: MATH 104 or Mathematics clearence by test required; MATH 115 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.

**PSYC 312 Computerized Statistical Analysis (4)**
SPRING
Prerequisites: CPLA 120 or the equivalent, CSBS 320.
An introduction to the use of the computer package SPSS 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-test, the analysis of variance, regression and selected nonparametric tests. Factor analysis and discriminant function analysis are also introduced.

**PSYC 313 Research Methods in Psychology (5)**
FALL/WINTER/SPRING
Prerequisites: PSYC 309 and CSBS 320.
An introduction to typical research methods used in psychology. Students complete several research projects reflecting these various methods.

**PSYC 314 Tests and Measurement (5)**
WINTER/SPRING
Prerequisites: PSYC 301, 302, 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 Conditioning and Learning (5)**
Prerequisite: PSYC 309.
Overview of classical and instrumental conditioning: terminology, procedures and current findings, contemporary topics such as biological constraints and motivation as they influence learning.

**PSYC 316 Human Memory and Cognition (5)**
FALL
Prerequisite: 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)**
FALL
Prerequisite: PSYC 309.
An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention 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 Computerized Research Techniques in Psychology (4)**
SPRING
Prerequisites: PSYC 309 and CSBS 320.
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 two–three 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 323 Drugs and Behavior (5)**
SPRING
Prerequisite: PSYC 100 recommended.
An introduction to the action, use and abuse of psychotropic agents from analesgesics to hallucinogens. Special attention given to drug abuse.
(Cross-listed ADST 300)

**PSYC 325 Cognitive and Behavioral Change (4)**
SPRING
Prerequisite: PSYC 100.
This course is designed to examine various cognitive and behavioral change procedures in terms of their theoretical basis and applied strategies. Operant, respondent, social learning and cognitive theories and their applications will be studied. Students will be required to engage in a self-change project throughout the quarter in order to better understand the principles of cognitive and behavioral change.

**PSYC 331 Psychology of Women (4)**
FALL/WINTER/SPRING/SUMMER
Prerequisite: Successful completion of a 200-level English class or equivalent.
The psychology of women in terms of their bodies, socialization, personality, affiliation and achievement motivations, abnormal behavior patterns, therapy and personal growth needs. (Cross-listed WMST 331)

**PSYC 338 Discovering Women in Science (1)**
The course uses several scientific themes to rediscover from the past and find in contemporary research the women who have made significant contributions to science.
(Cross-listed BIOL 338, CHEM 338, GEOL 338, HIST 338, PHYS 338, WMST 338)

**PSYC 340 Emotion and Emotional Intelligence (5)**
SPRING
Prerequisite: 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 359 Human Sexuality (5)**
SPRING
Psychological, biological and cultural perspectives of human sexual behavior. The basis for successful functioning; frequency and significance of various types of sexual behavior; anatomy and physiology of reproduction; sexual inadequacy and deviations.
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**PSYC 381**  
Social Psychology (5)  
FALL/WINTER/SPRING  
Prerequisites: PSYC 309 recommended. Individual behavior as socially determined: interpersonal attraction, aggressiveness, attitude formation, group dynamics, conformity and leadership.

**PSYC 395**  
Internship (1–5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Permission of the department Internship Director and the department chair. Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship Office. Two sections are available, one for psychology majors, one for non-psychology majors.

**PSYC 398**  
Seminar (1–5)  
FALL/WINTER/SPRING

**PSYC 399**  
Directed Studies (1–6)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Permission of the instructor and the department chair.

**PSYC 403**  
Women and Men in Psychology (1)  
SUMMER  
A one-day workshop designed to facilitate and provide frameworks for gender-balancing psychology curricula (materials appropriate for secondary education and college level instruction). (Cross-listed WMST 403)

**PSYC 415**  
Sensation and Perception (5)  
WINTER  
Prerequisites: PSYC 309, 313, 420. Phenomena of perception: hearing, vision, body perception, illusions, sensory deprivation, sleep, hypnosis, altered perceptual states. Theoretical and interpretations and perceptual organization.

**PSYC 420**  
Biological Basis of Behavior (5)  
WINTER  
Prerequisite: PSYC 309. Organic foundations of behavior.

**PSYC 425**  
Psychology and the Legal System (5)  
WINTER  
Prerequisite: PSYC 100-General Psychology 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 430**  
Human Psychophysiology (5)  
SPRING  
Prerequisites: 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, EEG, EDR, ECG, EMG and respiration. Course is especially suited for students of the health sciences.

**PSYC 431**  
Stress and Coping (3)  
FALL/WINTER/SPRING  
Examines the psychological, physiological and health consequences resulting from selected psychological and environmental stressors. Psychological stressors include personality type, social disorganization, competition and conflict. Environmental stressors include cold, heat, hypox- and hyperbaric pressures and exercise. Examines coping responses such as biofeedback, progressive relaxation, autogenic training and physiological adaptation.

**PSYC 432**  
Clinical Psychology of Adult Life and Aging (4)  
Prerequisite: PSYC 100 or AGST 310. Psychological meanings of aging in terms of personal experience with growing older, relations with older family members and potential professional roles. Focus is on sensory, cognitive and personality changes, psychopathology and coping with death.

**PSYC 440**  
Happiness and Positive Psychology (4)  
WINTER  
Prerequisite: Junior standing.

**PSYC 450**  
Trauma: Theory, Assessment and Treatment (4)  
SPRING  
Prerequisite: 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 470**  
Childhood Psychopathology and Treatment (4)  
SPRING  
Prerequisite: PSYC 302. This course focuses on psychopathological disorders of childhood and adolescence, critically analyzing normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical intervention methods.

**PSYC 481**  
Prejudice and Stereotyping (5)  
SPRING  
Prerequisite: 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 485**  
Industrial and Organization Psychology (5)  
FALL/WINTER/SPRING  
This course examines organizations—that they are and how they work—from a psychological perspective. It deals with the psychological problems an organization must deal with if it is to survive: the succession of leaders, creating motivation for members to remain in the organization and to perform their roles, maintaining control, managing conflict and adapting to the changing conditions of the external world.

**PSYC 486**  
Managerial Psychology (4)  
FALL/WINTER/SPRING  
This course deals with the human problems that occur within the leadership ranks of organizations. The aim is to help managers understand the effects of psychological variables, e.g., personality, motivation and learning upon individual role performance and upon productivity of groups and systems.

**PSYC 490**  
Senior Capstone: The Tradition of Psychology (6)  
FALL/WINTER/SPRING  
[satisfies senior capstone university graduation requirement]  
Prerequisites: PSYC 309 and 313; CSBS 320. This course fulfills the University capstone requirement and may also be used as an elective within the department major. The course consists of three components: (a) the history of psychology, (b) a collaborative project and (c) portfolio preparation.

**PSYC 495**  
Internship (1–15)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Permission of the department Internship Director and the department chair. 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)  
FALL/WINTER/SPRING/SUMMER

**PSYC 497**  
Workshops, Short Courses, Conferences (1–5)  
FALL/WINTER/SPRING/SUMMER

**PSYC 498**  
Seminar (1–5)  
FALL/WINTER/SPRING

**PSYC 499**  
Directed Study (1–5)  
FALL/WINTER/SPRING/SUMMER  
Prerequisites: Permission of the instructor and the department chair.

**PSYC 503**  
Proseminar: Scientific Methods (4)  
WINTER  
Prerequisites: 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 (3)  
SPRING  
An intensive survey of important learning phenomena as they relate to theoretical issues and controversies. Consideration of methodological problems.
PSYC 508
Professional Issues (2)
SPRING
Prerequisites: Admission into psychology MS program. This course presents legal, ethical and moral aspects of the professional practice of psychology. Topics will include professional credentials, qualifications and responsibilities; confidentiality; disclosure to clients; duty to protect and warn; suicide risk assessment; and other ethical dilemmas. Students will receive state required AID/HIV training.

PSYC 510
Professional School Psychology I (4)
Prerequisite: 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 philosophy 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. (Cross-listed CEDP 510)

PSYC 511
Professional School Psychology II (4)
Prerequisite: 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. (Cross-listed CEDP 511)

PSYC 512
Professional School Psychology III (4)
Prerequisite: CEDP 510 or PSYC 510, CEDP 511 or PSYC 511. This course is the third in the series of professional school psychology and focuses on professional practice and ethical issues in the field. Best practices in school psychology and considerations of NASP, AERA and APA ethical guidelines and codes of conduct will be covered. The course includes pre-practicum observations in applied settings. (Cross-listed CEDP 512)

PSYC 516
Human Memory and Cognition (5)
FALL
Prerequisite: 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)
FALL
Prerequisite: 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 prevention and treatment of illness. Exploring the psychological dynamics at work in utilizing 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)
SPRING
Prerequisite: CPUA or equivalent. This class is designed 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.

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PSYC 522
Advanced Statistics (5)
WINTER
Prerequisite: CSBS 520 or other inferential statistics class. Statistical theory, interpretations and procedures which are especially valuable to workers in education, psychology and related fields.

PSYC 525
Psychology and the Legal System (5)
WINTER
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 530
Human Psychophysiology (5)
SPRING
Prerequisite: Graduate standing. An overview of the following topics: autonomic nervous system, biofeedback, clinical applications, emotion, instrumentation, measurement, pain, psychosomatic processes, sleep, social aspects of physiological processes and stress. Laboratory includes: biofeedback, blood flow, EEG, EDR, EEG, EMG and respiration. Course is especially suited for students of the health sciences.

PSYC 531
Psychoeducational Groups for Children and Adolescents (4)
SPRING
Prerequisite: 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 in and lead a psychoeducational group.

PSYC 532
Human Neuropsychology (4)
FALL
The relationships between physiological processes and behavior.

PSYC 536
Advanced Social Psychology (4)
Prerequisite: Graduate standing. This course is designed as an advanced course covering the topics of social identity, attribution theory, social cognition, attitude development and change, social influence, prejudice, aggression, altruism, interpersonal attraction, group formation and behavior and applications of these concepts to related fields. A multicultural perspective is emphasized.

PSYC 537
Advanced Psychopathology (4)
FALL
Prerequisite: 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 538
Research Topics (1)
FALL/SPRING
Graded Pass/No Credit. Prerequisite: Admission to the Psychology Department's MS program. This course introduces incoming graduate students in the Psychology Department's MS program to research interests of the department faculty. Lectures cover theory and previous work on problems of interest, design of recent experimental investigations and analysis of experimental data. Students participate in discussions with lectures and develop their own research interests through meetings with selected faculty.

PSYC 539
Seminar in Special Topics (1-5)
May be graded Pass/No Credit.

PSYC 543
School-based Individual Interventions (4)
Prerequisites: Admission to the graduate program in school psychology. A general introduction to the theory and process of providing individual psychotherapeutic services to children and adolescents in the schools. Particular attention will be paid to ethical issues and the importance of providing culturally sensitive interventions. (Cross-list with CEDP 543)

PSYC 547
Managerial Psychology (4)
The purpose of this class is to help persons in authority roles be more competent in dealing with psychological factors that influence work productivity and organizational climate. Leadership styles, decision making, motivation, accountability and rewards, conflict resolution and career planning for the manager will be explored.

PSYC 550
Trauma: Theory, Assessment and Treatment (4)
SPRING
Prerequisite: 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)
FALL
Prerequisite: 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 553
Laws and Professional Issues for School Psychologists (2)
Prerequisite: Acceptance into the School Psychology program. Seminar course covering legal, ethical and professional issues in school psychology.

PSYC 554
Cognitive Assessment (4)
FALL/SPRING
Prerequisite: Graduate student. 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)
FALL
Prerequisites: PSYC 554 and permission of the instructor. Administration, scoring and writing of psychological reports; Stanford Binet, WISC and WAIS.

PSYC 556
Personality and Behavioral Assessment (4)
WINTER/SPRING
Prerequisite: Graduate School and permission of the instructor. This course focuses on the administration, scoring and interpretation of personality and behavioral measures. Major tests considered and applied within this course include MMPI, Rorschach, TAT/AT, drawings and teacher, parent and self-report rating scales.
PSYC 557
Clinical Practice in Personality and Behavioral Assessment (4)
WINTER
Prerequisite: PSYC 556 and permission of the instructor. Supervision of practice testing with projective techniques, structured personality instruments and teacher, parent and self-report rating scales.

PSYC 558
School Psychology Practicum (1–8)
FALL/WINTER/SPRING
Supervised experience of school psychology students in psychometric assessment, behavior analysis and mental health counseling, as well as professional and ethical areas.

PSYC 559
Cognitive Assessment Lab (3)
SPRING
Prerequisite: Must be in School Psychology Program and permission of the instructor. School Psychology graduate students take this course concurrently with PSYC 554—Cognitive Assessment. 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
Professional School Psychology (5)
FALL
This course focuses on the history and principles of School Psychology and the professional role of the School Psychologist including knowledge of legal and ethical standards for practice.

PSYC 561
Advanced Educational Psychology (4)
This course focuses on the relevance of psychological theory to educational practice as applied to teaching, learning, development and evaluation.

PSYC 562
Human Sexuality (5)
Prerequisite: Graduate standing or permission of the instructor. Psychological, biological and cultural perspective of human sexual behavior. The basis for successful functioning, frequency and significance of various types of sexual behavior, anatomy and physiology of reproduction and sexual inadequacy and deviations.

PSYC 564
Group Therapy (4)
Prerequisite: Graduate standing or permission of the instructor. This course provides both a didactic and experiential introduction to the theory and practice of group psychotherapy. The understanding of group dynamics and group process will be stressed. Additionally, this course provides experience in developing and refining group leadership/facilitation techniques with emphasis on group simulations and demonstrations. In simulated groups, students will engage in alternating roles of facilitator, group member and process observer.

PSYC 565
Developmental Psychopathology (4)
WINTER
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
Cross-Cultural Psychology (5)
Prerequisite: Graduate standing or permission of the instructor. This course is designed to explore the cross-cultural applications of theory in traditional psychological domains. Very broadly, cross-cultural psychology is concerned with a wide range of human phenomena. Psychologists in this area engage a variety of cross-cultural techniques to test for universality or cultural specificity of such human phenomena.

PSYC 570
Childhood Psychopathology and Treatment (4)
SPRING
Prerequisite: PSYC 302 or equivalent. 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 581
Prejudice and Stereotyping (5)
SPRING
Prerequisite: PSYC 381 or instructor permission. 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 596
Experimental Course (1–5)
PSYC 597
Workshops (1–5)
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

PSYC 598
Seminar (1–5)
FALL/WINTER/SPRING
May be graded or offered Pass/No Credit at the discretion of the instructor. Current problems in psychology are presented by department faculty.

PSYC 599
Independent Study (1–5)
PSYC 600
Thesis (1–15)
Prerequisites: Permission of the department chair and the graduate research chair. A bound research study conducted as partial fulfillment of a master's under the direction of a graduate committee.

PSYC 601
Research Report (1–15)
Prerequisites: Permission of the department chair and the graduate research chair. 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 694
Practicum (1–7)
Graded Pass/No Credit.
Prerequisite: Permission of the instructor. Supervised experience of a clinical or counseling nature in service areas or supervised experience in research.

PSYC 695
Internship in School Psychology (1–4)
May be graded Pass/No Credit.
Prerequisite: Permission of the instructor 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)
Prerequisites: Permission of the instructor and the department chair. Teaching at 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)
Prerequisite: Permission of the instructor. Internship experience of professionally supervised training in approved agency or institution. The period of internship will commence on the date it is approved by the department chair and no internship credit will be granted retroactively.
PUBLIC ADMINISTRATION

College Of Business And Public Administration
Larry Luton, Program Director
EWU, Phase One Classroom Building
668 N. Riverpoint Blvd., # 324
Spokane, WA 99202-1660
509.358.2247
Fax 509.358.2267

MPA


Student Learning Outcomes

Students will:
- articulate how political, economic, social and legal contexts of public administration influence the management of public service programs,
- manage human resources in ways that recognize the merit system and union related factors in public service organizations,
- strategically approach budgeting and financial processes,
- develop professionally through reflective analysis of employment and educational experiences,
- analyze the internal organizational environments of public service agencies,
- utilize oral and written communication skills effectively to inform, persuade and work with others.

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, in cooperation with the Health Services Administration program, a graduate Health Services Administration Certificate Program as a specialization in the MPA program (20 credit hours).

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 course work is offered at the Riverpoint Campus, either during weekday evening hours or on weekends.

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 resume, 2) a short “career plan” essay, and 3) three letters of recommendation. The EWU Graduate Studies Office collects a $50 application fee. No additional fee is charged for application to the MPA program.

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 Studies. 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 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 of at least 3.0 in the last 90 quarter graded credits of post-secondary course work (or its equivalent as computed by the Graduate Studies Office), or
2. Recommendation of the director based upon a successful appeal by the student. (This appeal process will be utilized only for students who do not have an undergraduate cumulative GPA of at least 3.00.)

Students seeking to utilize this appeals process must directly request reconsideration by the director. In considering that request the director will review such information as: 1) a resume; 2) letters of recommendation; 3) a combined verbal and quantitative score of 1000 and analytical writing score of 3 on the GRE; 4) a GMAT score of at least 500 and/or 5) successful completion of up to 12 credits in PADM courses with a minimum GPA in those courses of at least 3.50.

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 ten 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.

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) or its equivalent. A student with a TOEFL score of between 550 and 580 may be admitted conditionally. In such cases, registration for classes is conditional. Students are required to provide evidence of English language proficiency before being admitted to graduate status. Applicants whose native language is not English must provide evidence of adequate English proficiency before being admitted to the Graduate Program in Public Administration. The Graduate Studies Office will determine whether they should be granted admission to the program based on their overall TOEFL scores. Students with TOEFL scores of 525 to 550, (197-213 CBT), may be admitted to the University as post-baccalaureate students. 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 in the front of this catalog). The Director of PADM will determine whether they should be granted admission to the program based on their overall TOEFL scores.

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 Studies Office with the appropriate fee. Documentation of completing a bachelor’s degree will also be required. The application should be signed by the PADM Director with the notation “post-baccalaureate acceptance.”

We hope this “test drive” option for graduate school admission will assist our non-traditional students in balancing their lifestyle choices between family, employment and graduate study.

**Background Requirements**

All students taking a program of study in PADM must provide evidence of having attained a minimum level of education in two background subjects: U.S. domestic political institutions and statistical techniques. Admission may be gained prior to completion of background requirements, but each background requirement is also a recommended prerequisite for a specific course in the core curriculum.

The minimal acceptable grade in any background course is 2.5. For courses taken at an institution using a letter grade system, a “C” or better is acceptable. Courses taken more than seven years prior to the date of admission to PADM will not normally be accepted. Course credits taken to satisfy background requirements may not be counted toward the MPA degree.

**Adancement to Candidacy**

Prior to completing 30 credit hours of course work, 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 selecting two PADM faculty members who will sit on the oral exam committee. The chair of the committee is normally the advisor for the student’s research project or thesis.

**Comprehensive Examination**

Every student seeking a master of public administration degree must take a comprehensive oral examination.

The first step toward the comprehensive examination is filing for 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 selecting two PADM faculty members who will sit on the oral exam committee. The chair of the committee is normally the advisor for the student’s research project or thesis.

The examination will last approximately 90 minutes and will contain 1) a presentation and discussion of the student’s research paper (or thesis) and 2) a presentation and discussion of the student’s portfolio.

In order for the student to pass the examination at least two committee members must approve of her/his performance. The chair will be responsible for reporting the results of the examination to the Graduate Studies Office.

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 Building, 668 N. Riverpoint Blvd., #325.

**Degree Requirements**

1. **Core Required Courses**
   - PADM 500 Personal Assessment (2)
   - PADM 501 Public Administration Research Approaches (4)
   - PADM 503 Concepts and Values of Public Service (4)
   - PADM 505 Public Policy Cycles (4)
   - PADM 507 Public Policy Analysis (4)
   - PADM 509 Public Personnel Management (4)
   - PADM 511 Public Sector Organizations Theory and Dynamics (4)
   - PADM 513 Public Planning and Budgeting (4)
   - PADM 515 Administrative Law and Regulation (4)
   - PADM 517 Professional Employment (2)
   - PADM 601 Research Project (2)
   - PADM 602 MPA Portfolio (2)

2. **Elective Options**

20 credits in elective courses are required in the MPA program. Courses that may be taken toward these 20 credits include, but are not limited to the following:

- PADM 521 Public Finance (4)
- PADM 523 Public Financial Management (4)
- PADM 525 Public Sector Grants-Writing and Administration (4)
- PADM 527 Capital Finance and Bonds (2)
- PADM 531 Intergovernmental Relations (4)
- PADM 533 City Government Administration (4)
- PADM 539 Special Topics (1–5)
- PADM 543 Labor Relations (2)
- PADM 545 Collective Bargaining (2)
- PADM 547 Hiring Right (2)
- PADM 551 Comparative Public Administration (4)
- PADM 553 The Constitution and Public Administration (2)
- PADM 555 The Political Executive (4)
- PADM 561 Public Administration Through Film and Television (2)
- PADM 563 Public Sector Ethics (4)
- PADM 596 Experimental Course (1–4)
- HSAD 598 Seminar in Public Administration (1–4)
- PADM 599 Directed Study (1–4)
- PADM 600 Thesis Research Seminar (2–8)
- PADM 603 Internships in Public Administration (2–8)

**Health Services Administration Specialization**

There is also an option to specialize in health services administration. To do so one must be admitted into the Health Services Administration Graduate Certificate Program. Obtaining the certificate entails successfully completing the following HSAD graduate courses:

- HSAD 500 U.S. Health Care Systems (4)
- HSAD 510 Health Law (4)
- HSAD 520 Health Reimbursement Issues (4)
- HSAD 530 Seminar on Business and Health (4)
- HSAD 598 Seminar in Health Services Administration (4)

Since completing the Health Services Administration Graduate Certificate Program entails completing 20 credits, a student who specializes in health services administration does not need to take any additional elective courses in the MPA program.

**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 (Urban and Regional Planning), MSW (Social Work), Master of Science in Communication Studies and MBA (Business Administration).
Thesis Option

If a student decides to write a master’s thesis, s/he is required to register for eight credits of PADM 600 Thesis Research. Two of those credits substitute for the normal PADM 601 requirement. The other six credits can be counted toward the 20 credit elective requirement.

3. Research Project (Required) (2 credits)

A research project (PADM 601) is a requirement for all students obtaining an MPA degree. It should be taken after completion of PADM 501 and near the completion of all requirements for the degree. With the advice and editorial review of the chair of his/her comprehensive oral exam committee, the student improves and enhances a paper previously submitted as a term paper in a PADM course. The improved and enhanced paper is presented and discussed as part of the comprehensive oral exam.

Y Grades in PADM Courses

Y grades are given for course work that was not expected to be completed by the end of the quarter. PADM courses in which Y grades may be given include:

- PADM 525 Public Sector Grants-Writing and Administration (maximum 4 credits)
- PADM 599 Directed/Independent Study (maximum 4 credits)
- PADM 600 Thesis Research Seminar (maximum 8 credits)
- PADM 601 Research Project Seminar (maximum 2 credits)
- PADM 602 MPA Portfolio (maximum 2 credits)
- PADM 603 Internships in Public Administration (maximum 8 credits)

4. Internships (Optional) (two–eight 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 course work in the program. The standard requirement for a four-credit internship is 20 hours of work per week for one quarter. No more than eight credits of internship may be counted toward graduation. Academic credit is obtained by registering for PADM 603. Documentation of the work experience is required.

Total required core credits 40 credits
Total elective credits 20 credits
Minimum total credits for above master’s degree 60 credits

Public Management Development Certificate

The Public Management Development Certificate Program is available to students who are interested in engaging in study in public administration but not in commitment to an entire MPA program. Both a basic certificate (16 credits) and an advanced certificate (36 credits) are available. Course offerings within the basic program provide an introduction to the concepts and skills associated with public sector administrative responsibilities. The advanced certificate program permits further development in the fundamentals of public sector management. Admission to the certificate program is upon the same basis as is admission to the MPA program.

Advanced Standing MPA Program

Persons who have completed all of the requirements for the undergraduate Public Policy and Administration Certificate offered through the Government Department and the Economics Department of EWU’s College of Social and Behavioral Sciences are allowed to obtain the MPA Degree by meeting the following requirements:

Core Courses: (36 credits)

- PADM 500 Personal Assessment (2)
- PADM 501 Public Administration Research Approaches (4)
- PADM 503 Concepts and Values of Public Service (4)
- PADM 505 Public Policy Cycles (4)
- PADM 509 Public Personnel Management (4)
- PADM 511 Public Sector Organization Theory and Dynamics (4)
- PADM 513 Public Planning and Budgeting (4)
- PADM 515 Administrative Law and Regulation (4)
- PADM 517 Professional Employment (2)
- PADM 601 Research Project (2)

Total Credits for MPA Degree in the Advanced Standing Program

46 credits

Note: For specifics on the requirements for the undergraduate Public Policy and Administration Certificate, see the description in this catalog under the Government Department or the Economics Department.

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 course work 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 Building, 668 N. Riverpoint Blvd., #325, 358.2270 or 358.2248. For information on the MBA program see the Business Administration section of this catalog.

MPA/MSW

A dual-degree program with the Eastern Washington University School of Social Work and Human Services 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 School of Social Work and Human Services section of this catalog.

MPA/MURP

A dual-degree program with the Eastern Washington University Master of Urban and Regional Planning Program is available through which one can obtain both an MPA degree and an MURP degree. In this program of study, required courses for one degree program serve as elective courses in the second program, thereby reducing the number of credits required for each of the degrees. Any student interested in this dual degree must apply and be admitted to both the Master of Public Administration and the Master of Urban and Regional Planning Programs. Individuals who have already started one of the two master’s programs can work toward the MPA/MURP by qualifying for admission to the other program. Admitted students must complete 90–92 credits to earn both degrees. One comprehensive examination is required. The complete policy on the MPAMURP 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 Urban and Regional Planning, EWU, Phase One Classroom Building, 668 N. Riverpoint Blvd., #239, Spokane, WA 99202-1660, or at 509.358.2250.
Public Administration Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

Some courses listed below may appear in the quarterly announcement of courses bulletin as 539 when using weekend format.

PADM 500 Personal Assessment (2)
Graded Pass/No Credit
A seminar in weekend format during the student’s first or second quarter; it concentrates on career choice issues and assists in determining job fit, teaching students the use of psychometric instruments and techniques for assisting employees to make sound career decisions. The weekend will also include an abbreviated assessment center so students can gain experience in both the roles of assessor and assesseee.

PADM 501 Public Administration Research Approaches (4)
Assists the student in developing skills in locating, obtaining and assembling information pertinent to public administration. The course explores various approaches to research found in public administration literature. It also involves students in critically examining research with attention to the tasks of defining a research purpose, posing research questions, writing a literature review and selecting an appropriate research approach (quantitative, qualitative or mixed methods).

PADM 503 Concepts and Values of Public Service (4)
Offers an analysis of the development of the “administrative state” and the profession of public administration. Emphasis is placed on the value system underlying modern public administration and its impact on the administrative process.

PADM 505 Public Policy Cycles (4)
Recommended Prerequisite: Domestic Political Institutions.
An examination of the impact of environmental forces on the formulation and content of public policy on the local, state or national level. Such elements as social values, political institutions and processes, intergovernmental relations, political resource distribution and the structure of policy are central to this investigation.

PADM 507 Public Policy Analysis (4)
Recommended Prerequisite: Statistical Techniques Through Inferential.
An examination of rational decision making with a focus on use of analytical tools as an instrument of public policy. Analytic tools include political and economic modeling. Emphasis varies with instructor.

PADM 509 Public Personnel Management (4)
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. (Cross listed with BADM 509)

PADM 511 Public Sector Organization Theory and Dynamics (4)
A review of contemporary organization theory and ways that it helps us understand the dynamics of organizational change and transformation, with special reference to the public sector and the basic values of modern public administration.

PADM 513 Public Planning and Budgeting (4)
An examination of budget process emphasizing bureaucratic politics, policy issues, alternative methods and planning techniques.

PADM 515 Administrative Law and Regulation (4)
Recommended Prerequisite: Domestic Political Institutions.
A description, analysis and critique of the American systems of administrative law and regulations and their impact on the public manager.

PADM 517 Professional Employment (2)
Graded Pass/No Credit
A seminar in weekend format offered as a student’s graduation approaches; it focuses on transition into the job market, giving students experience in resume preparation, hiring practices and interview techniques from the perspective of both the employer and prospective employee. Additional topics to be covered include personnel system reform efforts, handling of stress in the workplace and ethical issues which commonly arise.

PADM 521 Public Finance (4)
Reviews the development of the theory of public expenditure and taxes and application of theory to the concerns of state and local governments. Attention focuses on empirical studies of expenditure and revenue problems confronting these governments.

PADM 523 Public Financial Management (4)
Presents a broad overview of the management of financing by U.S. governments. The emphasis is on municipal financial management, its environment and the skills required.

PADM 525 Public Sector Grants Writing and Administration (4)
Examination of the development of public sector grant programs and the distribution and fiscal management of money transfers. Topics include project development, grant applications, program planning and implementation and public policies for the improvement of intergovernmental operations. (Cross listed BADM 525)

PADM 527 Capital Finance and Bonds (2)
Within a general vision of the larger governmental finance system, this course describes optional means of financing and addresses the pros and cons of each.

PADM 531 Intergovernmental Relations (4)
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 City Government Administration (4)
An exploration of the major management issues and techniques involved in the professional management of city governments. Topics include the role of the professional city administrator, the changing face of cities, major city services issues, ethics, decision making and budget preparation. Examines both theoretical and the practical aspects of city government management. (Cross listed BADM 533)

PADM 539 Special Topics (1-5)
Generally weekend format for two credit courses.

PADM 543 Labor Relations (2)
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. (Cross listed with BADM 543)

PADM 545 Collective Bargaining (2)
This course addresses the process of reaching agreement on a contract. (Cross listed BADM 545)

PADM 547 Hiring Right (2)
This course addresses hiring issues such as employee screening, using employment agencies and search firms and staying out of court.

PADM 551 Comparative Public Administration (4)
A comparative examination and analysis of the impacts of political and social cultures on public administrative systems within nation states.

PADM 553 The Constitution and Public Administration (2)
This course is intended to engage public administrators in serious consideration of how the U.S. Constitution and U.S. Supreme Court cases interpreting it affect our practice.

PADM 555 The Political Executive (4)
Examines the role, responsibilities and powers of the elected and politically appointed executives in government and agencies in the U.S.

PADM 561 Public Administration Through Film and Television (2)
This course explores, through cinematic images, how government and government employees are portrayed in film and television.

PADM 563 Public Sector Ethics (4)
This course seeks to provide an understanding and appreciation of basic ethical concepts and frameworks; a variety of ethical theories and approaches are considered and applied to public sector situations. A main focus of the course is on the exercise of both individual and collective judgment—“Right Action” or “Good Conduct”—in public organizational and policy settings.

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RELIGIOUS STUDIES
College of Arts and Letters
Garrett Kenney, Program Advisor
250E Patterson Hall
509.359.2400

Minor

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.

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

Religious Studies Minor (21–25 credits)
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.

Required Courses
HUMN 215 Introduction to Religion (5)
Select two courses from the following: 9–10 credits
ANTH 454 Myth, Ritual and Magic (5)
HUMN 315 East-West Philosophies and Religions (5)
PHIL 312 Philosophy of Religion (5)
Select two courses from the following: 7–10 credits
ANTH 454 Myth, Ritual and Magic (5)
ANTH 457 Witchcraft, Sorcery and Shamanism (5)
ART 417 History of Medieval Art (5)
ENGL 385 Mythology (5)
ENGL 387 Literature of the Bible (5)
ENGL 451 Poetry and Prose of Milton (5)
ENGL 452 Chaucer (5)
HIST 325 Ancient Near East (5)
HIST 340 The Middle Ages (5)
HIST 341 The Renaissance and the Reformation (5)
HUMN 440 Perspectives on Death (5)
PHIL 312 Philosophy of Religion (5)
PHIL 331 Chinese Philosophy (5)

Minimum credits for above minor 21 credits
Note: Special substitutions may be made with the approval of the program advisor or the coordinator of the humanities program.

Courses
See course descriptions listed under participating programs and departments: anthropology, art, English, history, humanities, philosophy, psychology and sociology.

RUSSIAN
See MODERN LANGUAGES AND LITERATURES.
The College of Social and Behavior 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.

Social and Behavioral Sciences Courses

**CSBS 200**
Introduction to Leadership (3)
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 310**
Foundations of Social and Behavioral Sciences Theory (5)
Prerequisites: 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 sciences. 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**
Introductory Statistics for the Social Sciences (5)
Prerequisites: MATH 104 or Mathematics clearance by test. MATH 115 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)
Prerequisites: 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 330**
Integrated Social Science Methods (5)
Prerequisites: Completion of the General Education Core Course Requirements in the Social Sciences as specified in this catalog or permission of the instructor. An introduction to the scientific method in the social sciences, core concepts and issues in social science methods, core group of methods for data collection and core group of analytic techniques.

**CSBS 331**
Documents-Based Research Methods (5)
Prerequisites: (Completion of ENGL 201 and completion of the General Education Core Course Requirements in the Social Sciences as specified in this catalog) or permission of the instructor. An introduction to documents-based research methods that prepares students to research and write successful papers. Topics covered in the course include: framing research questions, locating sources, types of sources, scholarly ethics and evaluating primary and secondary sources.

**CSBS 494**
Leadership Portfolio (2)
Prerequisite: Permission of certificate advisor. Supervised by the certificate advisor, students will compile an assessment portfolio of significant assignments completed during the certificate program. In addition, students will enhance the portfolio by completing various exercises, including the development of a formal statement regarding their leadership philosophy. These statements will integrate various concepts and theories surveyed and critiqued during the certificate program. Students are required to give an oral presentation of their statements to an audience composed of invited peers, faculty and Certificate Advisory Board members.
Social Studies/Secondary Major (76 credits)
This major satisfies the endorsement for grades 5–12.

Note: This major requires a grade of 2.5 in all course work done in the major at Eastern.

Student Learning Outcomes
Students will:
• understand chronology and cause-and-effect relationships in U.S., World and Washington State history,
• understand the core principles of U.S. democracy and understand the rights and responsibilities of citizenship,
• understand major developments, eras and turning points in U.S., World and Washington State history,
• explain the spatial arrangements of people, places and environments using maps, charts and other tools,
• use sources of information such as historical documents and artifacts to investigate and understand historic occurrences,
• understand monetary systems, consequences of economic choices and influence of government policies upon the economy,
• understand the core principles of U.S. democracy and understand the rights and responsibilities of citizenship,
• understand major developments, eras and turning points in U.S., World and Washington State history,
• explain the spatial arrangements of people, places and environments using maps, charts and other tools,
• use sources of information such as historical documents and artifacts to investigate and understand historic occurrences,
• understand monetary systems, consequences of economic choices and influence of government policies upon the economy.

Required Courses
ANTH 101 Cultural Anthropology (5)
or SOC 302 Race and Ethnic Relations: Global Perspectives (5)
or SOC/WMST 321 Sex and Gender (5)
ECON 100 General Education Economics (5)
or ECON 200 Introduction to Microeconomics (5)
GEOG 101 Fundamentals of Human Geography (5)
or GEOG 301 Human Geography (5)
GEOG 230 World Regional Geography (5)
or GEOG 301 Human Geography (5)
GOVT 100 Modern Government in American Context (5)
or GOVT 308 The American Polity (5)
HIST 104 East Asia: Tradition and Transformation (5)
or HIST 106 Western Heritage: Origins to the 18th Century (5)
or HIST 106 Western Heritage: 18th Century to the Present (5)
or HIST 306 Modern Europe (5)
HIST 365 Latin America History (5)
or Latin American History elective (5)
HIST 301 History of the Present (5)
or Diplomatic History elective (5)
HIST 303 U.S. History, 1607–1877 (5)
or HIST 304 U.S. History, 1877–Present (5)
HIST 483 History and Government of the Pacific Northwest (5)
SOST 390 Social Studies in the Secondary School (4)
SOST 490 Senior Capstone: Social Studies in the Public Schools (4)
One upper division non-U.S. History elective (4)

Total credits for above major 76 credits

Professional Education Requirements/
Secondary Education: 46–47 credits

See Department of Education section of this catalog. Prerequisites may also apply.

Minimum total credits for above major and professional education 122 credits

Note: Students must complete at least 15 credits of this major at Eastern Washington University.

Note: Social studies/secondary carries an endorsement in both social studies and history.

Alternative required courses may be used if pre-approved by the coordinator of the social studies education program.

Although this major does not require a minor, it is suggested that majors take minors outside the discipline of social studies education and that these minors coincide with endorsements for teacher certification in disciplines such as English, mathematics, or the physical or biological sciences.
Course Requirements for Teacher Certification/Add-on Endorsements
(For students who currently possess a Washington State Teaching Certificate)

Social Studies/Add-on Endorsement (60 credits)

This add-on satisfies the endorsement for grades 5-12.

Note: This add-on endorsement requires a grade of 2.5 in all course work done in the add-on at Eastern.

Required Courses

ANTH 101 Cultural Anthropology (5)
orSOCI 320 Race and Ethnic Relations: Global Perspectives (5)
orSOCI/WMST 321 Sex and Gender (5)
CON 100 General Education Economics (5)
orECON 200 Introduction to Microeconomics (5)
GEOG 101 Fundamentals of Human Geography (5)
orGEOG 301 Human Geography (5)
GEOG 230 World Regional Geography (5)
GOVT 100 Modern Government in American Context (5)
orGOVT 308 The American Polity (5)
HIST 104 East Asia: Tradition and Transformation (5)
orHIST 365 Latin America History (5)
HIST 105 Western Heritage: Origins to the 18th Century (5)
HIST 106 Western Heritage: 18th Century to the Present (5)
orHIST 306 Modern Europe (5)
HIST 303 U.S. History, 1607-1877 (5)
HIST 304 U.S. History, 1877-Present (5)
HIST 483 History and Government of the Pacific Northwest (5)
HIST 499 Directed Study (1)
SOST 390 Social Studies in the Secondary School (4)

Total credits for above add-on endorsement 60 credits

Social Studies Courses

Terms offered: If no terms are indicated, check with department or quarterly course announcement.

SOST 390
Social Studies in the Secondary School (4)
FALL/WINTER
Prerequisite: EDUC 303 or permission of the instructor.
The social studies program for secondary schools.
Objectives, curricula, teaching materials, techniques and field experience.

SOST 490
Senior Capstone: Social Studies in the Public Schools (4)
WINTER/SPRING
Satisfies senior capstone university graduation requirement.
Prerequisites: SOST 390 and senior status in the Social Studies Education major or permission of the instructor.
An examination of the objectives, curricula, teaching materials, techniques and methods of social studies.

SOST 497
Social Studies Workshops (1-5)
FALL/WINTER/SPRING/SUMMER

SOST 498
Seminar (1-5)
FALL/WINTER/SPRING/SUMMER

SOST 499
Directed Study (1-5)
FALL/WINTER/SPRING/SUMMER
Prerequisites: Permission of the instructor and the department chair.
SOCIAL WORK
School of Social Work and Human Services
S. James Perez, Interim Dean
509.359.6483
Lisa Avery, Interim Associate Dean
509.359.6474
Lynne Morris, Department Chair
509.359.6474
Maria Hernandez-Peck, MSW Graduate Director
509.359.6479
Bill Horner, Undergraduate Program Director
509.359.6486
Jim Pippard, Assistant Dean
509.359.6480
Cindy Chadwick, Administrative Services Manager
509.359.2324
Lisa Parise, Director of Field Education & Training
509.359.6477
Wendy Teague, Administrative Assistant Field Education & Training
509.359.2355
Patricia Valdés, Director, Graduate Admissions
509.359.6772
Grace Creasman, MSW Advisor
509.359.4762
Diane Somerday, Coordinator, Undergraduate Student Services
509.359.6482
Sue Thompson, Student Services Coordinator
509.359.6485

BA Minor
MSW

UNDERGRADUATE PROGRAM
Mission of the School of Social Work: The School of Social Work and Human Services is committed to the ongoing development of social work education which instills a core commitment to building a society based on social and economic justice and enhancing opportunities for human well-being. The School engages students in the acquisition of critically assessed knowledge and practice skills focused on working collaboratively and therapeutically with people.

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 disadvantaged 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.

Affirmative Action
The School is committed to a policy of no discrimination on the basis of race, sex, religion, national origin, age, sexual orientation or disability. Beyond this is a commitment to affirmative action goals.

The profession of social work has officially taken the position that an increasing proportion of society’s resources should be made available to members of minority racial and ethnic groups. This School supports this position and seeks to implement it through recruitment efforts, allotment of financial aid and employment practices.

Accreditation
The School of Social Work and Human Services at Eastern Washington University is accredited at the baccalaureate and master’s levels by the Council on Social Work Education.

BASW Social Work Goals: The baccalaureate program in social work is designed to provide foundation knowledge and skills for entry-level positions in social agencies and in preparation for a more advanced social work degree in the future.

More specifically, it is the intent of the BASW program to provide social work students the latest knowledge and skills necessary to meet the responsibilities assigned to them in the real world of work, as well as those assigned to them by the profession of social work. These responsibilities are named below and defined in the School’s student handbook.

1. Providing professional social work value driven practice in entry level positions;
2. Interpersonal helping;
3. Working with groups and teams;
4. Assessing strengths and challenges in clients and their environments;
5. Assessing risks and the need for protection, transition or other immediate actions;
6. Planning and managing cases with other formal and informal helpers;
7. Linking people to programs and informal resources and
8. Providing tangible, concrete services.

Additionally, because our program has been accredited by the Commission on Accreditation of the Council on Social Work Education we are committed to achieving the following goals stated in the Accreditation Standards.

Graduates of the School’s BASW Program will be able to:

• Apply critical thinking skills within the context of professional social work practice.
• Practice within the values and ethics of the social work profession and with the understanding of and respect for the positive value of diversity.
• Demonstrate the professional use of self.
• Understand the forms and mechanism of oppression and discrimination and the strategies of change that advance social and economic justice.
• Understand the history of the social work profession and its current structures and issues.
• Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
• Apply knowledge of bio-psycho-social variables that affect individual development and behavior and use theoretical frameworks to understand the interactions among individuals and social systems (i.e., families, groups, organizations and communities).
• Analyze the impact of social policies on client systems, workers and agencies.
• Evaluate research studies and apply findings to practice and under supervision, to evaluate their own practice interventions and those of other relevant systems.
• Use communication skills differentially with a variety of client populations, colleagues and members of the community.
• Use supervision appropriate to generalist practice.
• Function within the structure of organizations and service delivery systems and, under supervision, seek necessary organizational change.

Admissions Requirements for High School Students: Students planning to major in social work should have a strong college preparatory background. Volunteer 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 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 quarter. There is no application deadline; the School accepts applications until it has filled the number of sections planned for a given year. Pre-major advising is available through the School by calling 509.359.6482. Applications may be requested by calling 509.359.6444 or on our web page sswhs.ewu.edu.

Admissions Criteria: Admission to the program is based on cumulative GPA, a personal statement addressed to the applicant’s motivation for choosing social work as a career and experience relevant to social work and two personal references from faculty or others familiar with how you could perform social work tasks. Applications are reviewed and evaluated by faculty to select candidates with strong potential to enter practice upon completion of their degree work.

Before applying to the program, applicants should have completed most or all of their GECRs (General Education Core Requirements). In addition, they should have completed or be in the process of completing the University language and other EWU requirements. If these requirements are not complete at the time of application, students should have a plan to complete them and include that plan in their personal statement.

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.

Social work classes and support classes with less than a 2.0 are not acceptable for graduation. Credit for life experience cannot be given for any social work courses.

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.

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 of 2.7. The field practicum is open to majors only. Application for the practicum is completed in Fall quarter of the student’s senior 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.

Required Courses and Course Sequence for Social Work Majors:

**FRESHMEN, SOPHOMORES or JUNIORS:**

**FALL or SPRING Quarter**
SOWK 273 Introduction to Social Work (5)

**JUNIORS:**

**FALL Quarter**
SOWK 310 Human Identity (4)
SOWK 378 Human Behavior in the Social Environment I (4)
SOWK 460 Methods I Social Work Engagement and Assessment (4)

**WINTER Quarter**
SOWK 379 Human Behavior in the Social Environment II (4)
SOWK 461 Methods II Practice with Individuals and Families (4)
SOWK 470 Social Policy Analysis (5)

**SPRING Quarter**
SOWK 462 Methods III Practice with Groups and Teams (4)
SOWK 468 Research I Research Methods for Social Work (4)
SOWK Elective (minimum of 3)

**SENIORS:**

**FALL Quarter**
SOWK 463 Methods IV Social Work Case Management (4)
SOWK 469 Research II Data Analysis for Social Work (4)
SOWK Elective (minimum of 3)

**WINTER Quarter**
SOWK 480 Practicum Seminar I (1)
SOWK 482 Block Practicum I (8)

**SPRING Quarter**
SOWK 481 Practicum Seminar II (1)
SOWK 483 Block Practicum II (7)
SOWK 490 Social Work Senior Capstone (4)

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

**Bachelor of Arts (BA)**

**Social Work Major (73 credits)**

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

**Student Learning Outcomes**

**Students will:**

• be open to new ideas, think critically and be capable of incorporating evidenced based theories and interventions into their professional social work tasks,
• take a leadership role in understanding, articulating and advocating on behalf of client definitions of social and personal problems, client strengths and client defined solutions,
• base their practices on systems and empowerment theories and ecological and strengths perspectives, as well as other understandings supported by scientific evidence,
• perform a wide range of tasks and roles within the context of organizational and service delivery structures and bring enthusiasm and creativity to generalist social work practice,
• define themselves as professional social workers, guided by social work values and ethical standards which include a deep respect for diversity in all its forms and a commitment to work with populations-at-risk for social justice.

**Required Courses**

SOWK 273 Introduction to Social Work (5)
SOWK 310 Human Identity (4)
SOWK 378 Human Behavior in Social Environment I (4)
SOWK 379 Human Behavior in Social Environment II (4)
SOWK 381 Practice Theory, Social Work with Diverse Populations (3)
SOWK 460 Methods I Social Work Engagement and Assessment (4)
SOWK 461 Methods II Practice with Individuals and Families (4)
SOWK 462 Methods III Practice with Groups and Teams (4)
SOWK 463 Methods IV Social Work Case Management (4)
SOWK 468 Research I Research Methods for Social Work (4)
SOWK 469 Research II Data Analysis for Social Work (4)
SOWK 470 Social Policy Analysis (5)
SOWK 480 Practicum Seminar I (1)
SOWK 481 Practicum Seminar II (1)
SOWK 482 Block Practicum I (8)
SOWK 483 Block Practicum II (7)
SOWK 490 Social Work Senior Capstone (4)
SOWK or ADST Elective (3)

**Total credits for above major**

73 credits
MINOR

Social Work Minor (15 credits)

Required Courses
- SOWK 275 Introduction to Social Work (5)

Electives: students must select a minimum of 10 credits from the following list:
- SOWK 378 Human Behavior in the Social Environment I (4)
- SOWK 379 Human Behavior in the Social Environment II (4)
- SOWK 448 Gay and Lesbian Issues for the Social Work Practitioner (3)
- SOWK 450 Women and Social Reform (3)
- SOWK 451 Women in Administration (3)
- SOWK 452 Gender and Sexual Assault (4)
- SOWK 470 Social Policy Analysis (3)
- SOWK 471 Human Rights and Women's Rights (4)
- SOWK 492 Child Welfare Programs and Services (5)

Social Work workshops, seminars or experimental courses may be included in this minor.

Required course: 5 credits
Electives: 10 credits
Minimum required credits for above minor: 15 credits

GRADUATE PROGRAM

The Master of Social Work Program (MSW)

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. Full accreditation was conferred in 1977, reaffirmed in 1984, 1993 and again in 2001.

The MSW program is guided by an advanced generalist practice perspective. This model meets the requirements of diversified practice in rural, regional or small urban service delivery settings. It is change-oriented, emphasizing analytical skills and utilizing a variety of assessment perspectives, agency orientations, intervention strategies and interactional techniques.

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.

Full-time Campus Program

Students admitted to the campus program 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 Programs

Part-time programs are offered in Spokane, Yakima, Everett and Vancouver, Washington.

Admission to the part-time programs is not offered every year; interested applicants should consult the School about program offerings prior to applying for admission to this program.

The part-time program curriculum is the same as that of the campus program, though spread out over a three-year period. Classes are scheduled during the evening, and one day a week in the Spokane Daytime program, to accommodate students’ work responsibilities.

Admission requirements and procedures are the same as for the full-time campus program.

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.

Admission to the MSW Program

Admission Requirements

Admission to the MSW program is based upon the following:

1. Successful completion of a bachelor's degree from an accredited college or university.

2. a. A cumulative grade-point average of no less than 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 GPAs under 3.00, based upon considerations which include GRE or other appropriate test scores, performance in relevant graduate courses and faculty evaluations.

3. Official academic transcripts showing:
   a. A bachelor's degree with evidence at least 45 quarter credits in social science content broadly distributed beyond the introductory level in sociology, political science, economics, anthropology, psychology, social or intellectual history, or human development.
   b. A BSW degree (or BA in Social Work) from an institution accredited by the Council on Social Work Education.

4. The personal capacity and commitment for graduate study and professional practice in social work as evidenced by the applicant's undergraduate record, personal statement, references and work experience.

Admission to the MS Advanced Standing option is based on the following:

Admission requirements are similar to those of the full-time program but also require a 3.50 GPA 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.

Applicants who have questions concerning these criteria are advised to contact the School for further information.

Application Procedures

Please request an application packet containing necessary forms and detailed information from the School of Social Work Graduate Student Services Office at 509.359.6485 or 509.359.6444.

Early application is advised. Application review dates are included in the application packet. The School reviews applications when all materials are received and notifies candidates, by letter, as to their admission status. Applications are reviewed in terms of the qualifications of each applicant, not as they compare to an overall applicant pool.

Transfer Students

Students desiring to transfer from other accredited MSW programs must first apply for admission to the School. If admitted, students will have their credits evaluated on a case-by-case basis.

MSW Degree Requirements

Student Learning Outcomes

Students will:
- critique and implement evidence and strengths-based intervention models within an ecological practice framework,
- form relationships with community partners to meet client needs and address barriers to social justice across systems of all sizes,
- practice from case to case and back to case, demonstrating an understanding of the interplay between policy and practice and the impact on client systems,
- engage in participatory forms of applied research to solve community problems.

Overview of the Curriculum

The MSW program prepares professional social workers to engage in advanced generalist practice across multiple systems and provide 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, Societal Context of Practice and Human Development in Contemporary Environments. Biopsychosocial Bases for Human Development provides a holistic framework for understanding the ways in which biological factors interact.
with psychological and sociocultural processes to influence human development. *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 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 Contexts of Practice*. Students learn to critically evaluate communities. A required *Proseminar in Social Welfare Policies and Programs* examines the political context for decision that affect the lives of clients. Two required courses in *Advanced Generalist Practice (I & II)* present theoretical models and specific skills in engagement, assessment and intervention with individuals, families, groups, organizations and communities. A required *Proseminar in Social Welfare Policies and Programs* examines the political context for decision that affect the lives of clients. Two required courses that focus on applied research are also part of the advanced portion of the curriculum. The first course, *Planning for Community-Based Projects*, helps students develop an applied research project in the community that they will implement using the skills taught in the second research methods course, *Research Methods for Data Analysis & Presentation*. Students also choose 12 credits of elective courses to help focus their learning to meet their professional goals. The required Practicum and its related Integrative Seminar continue throughout each quarter of the advanced portion of the curriculum.

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. Two required courses in *Advanced Generalist Practice (I & II)* present theoretical models and specific skills in engagement, assessment and intervention with individuals, families, groups, organizations and communities. A required *Proseminar in Social Welfare Policies and Programs* examines the political context for decision that affect the lives of clients. Two required courses that focus on applied research are also part of the advanced portion of the curriculum. The first course, *Planning for Community-Based Projects*, helps students develop an applied research project in the community that they will implement using the skills taught in the second research methods course, *Research Methods for Data Analysis & Presentation*. Students also choose 12 credits of elective courses to help focus their learning to meet their professional goals. The required Practicum and its related Integrative Seminar continue throughout each quarter of the advanced portion of the curriculum.

The plan for delivering the curriculum is shown below.

**The MSW curriculum comprises sequenced foundation and advanced course work. 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.**

**Foundation Curriculum - 45 required credits**

SOWK 531 Societal Context of Practice (4)
SOWK 552 Foundations of Professional Social Work Practice (4)
SOWK 553 Social Work Assessment and Practice with Individuals and Families (4)
SOWK 540 Human Development In Contemporary Environments (4)
SOWK 541 Social Work Practice in a Diverse Society (4)
SOWK 550 Social Work with Groups (4)
SOWK 553 Social Work Intervention and Evaluation with Individuals and Families (4)
SOWK 557 Biopsychosocial Bases for Human Development (4)
SOWK 525 Research Methods for Program and Practice Evaluation (4)
SOWK 530 Organizational and Community Contexts of Practice (4)
SOWK 694 Foundation Practicum/Seminar (5)

**Advanced Curriculum in Advanced Generalist Practice (45 credits)**

SOWK 602 Advanced Generalist Practice (4)
SOWK 604 Planning for Community-Based Projects (4)
SOWK 695 Advanced Generalist Practice I (4)
SOWK 568 Proseminar In Social Welfare Policies and Programs (4)
SOWK 526 Research Methods for Data Analysis and Presentation (4)
SOWK 605 Advanced Generalist Practice II (4)
SOWK 695 Advanced Practicum/Seminar (5)

**Electives: 12 credits**

**Required program credits**

**Elective credits**

**Total required program credits**

Students are required to complete 90 credits of required and elective course work (51 credits in the Advanced Standing Program) and must maintain a 3.0 cumulative GPA.

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.

The research requirement of the University is met by successful completion of two research courses which includes a research project. Students may choose to engage in an additional research project and students who elect to do so may also produce a thesis.

A final comprehensive oral examination will be administered in the student’s final quarter.

**Advanced Standing Program**

Summer preparation program (six credits) is required before entry to second year fall quarter classes.

The one year (Advanced Standing) Program is designed for persons who have graduated from a CSWE-accredited BSW program and who meet the following criteria:

* An overall undergraduate GPA of 3.0 (on a 4.0 scale) and a 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 six credit Professional Preparation Seminar is required to prepare students for their advanced portion of the curriculum. The distribution of credits is as follows:

1. Professional Preparation Seminar (6)
2. Advanced Required Classes (20)
3. Elective Courses (12)
4. Practicum/Seminar (15)

**Advanced standing preparation credits**

**Advanced curriculum required course credits**

**Minimum elective credits**

**Advanced curriculum required practicum and seminar credits**

**Minimum total required program credits**

www.ewu.edu
Innovative Program Options
The School of Social Work and Human Services offers several ways in which students can focus their programs of study to meet their professional goals. Certificates typically require approximately three courses in lieu of social work electives. Dual degrees have more extensive requirements, depending on the requirements of the particular programs involved. Interested students should contact the Graduate Student Services Coordinator, Patricia Valdes (509.359.6772), for additional information and/or individuals associated with programs listed below.

Certificate for School Social Work—
Contact: Lisa Parise at 509.359.6477
The state of Washington requires Initial Level Certification to qualify for employment in the public school system. The School of Social Work and Human Services offers practica at all sites to prepare students for work as a school social worker.

Certificate in Public Administration for Social Workers—
Contact: Larry Luton, Public Administration Director at 509.358.2247
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.

MSW/MPA Dual Degree Program—
Contact: Larry Luton, Public Administration Director at 509.358.2247
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 course work in this field.

Certificate in Health Services Administration—
Contact: Dr. Mary Ann Keogh-Hoss at 509.358.2263
This 20-credit certificate is for students with an interest in the health related aspects of professional social work practice. The certificate includes course work on U.S. Health Care Systems, Health Reimbursement and an additional course related to the student’s area of interest. Separate application is required.

Center for Studies in Aging—
Contact Dr. Maria Hernandez-Peck at mpeck@ewu.edu
The Center provides interested students an opportunity to focus their course work 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—Contact: Dr. Maria Hernandez-Peck at mpeck@ewu.edu
Offered in collaboration with Gonzaga University Law School, 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 practice 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 School of Social Work and Human Services committees and other University and community committees and organizations.

Social Work Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Terms Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 273</td>
<td>Introduction to Social Work (5)</td>
<td>FALL/SPRING</td>
<td>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 as well as social work interventions related to issues of social justice, oppression and discrimination.</td>
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<tr>
<td>SOWK 310</td>
<td>Human Identity (4)</td>
<td>FALL</td>
<td>This course explores two aspects of human identity, extant and aspirational. Extant identity concerns the biopsychosocial factors that influence who we are, the choices we make, our behavior, our feelings and thoughts. Aspirational identity has to do with our emerging identity, with who we want to be. The course examines both aspects of identity in terms of contemporary themes and how your self definition can adapt to this and other professional themes.</td>
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<tr>
<td>SOWK 378</td>
<td>Human Behavior in the Social Environment I (4)</td>
<td>FALL</td>
<td>Prerequisites: SOWK 273 or currently enrolled; SOWK 310 recommended. 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.</td>
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</tr>
<tr>
<td>SOWK 379</td>
<td>Human Behavior in the Social Environment II (4)</td>
<td>WINTER</td>
<td>Prerequisite: SOWK 378. A continuation of the approach to understanding the biopsychosocial influences on development and behavior taken in SOWK 378.</td>
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<tr>
<td>SOWK 381</td>
<td>Practice Theory for Social Work with Diverse Populations (3)</td>
<td>SPRING</td>
<td>This course emphasizes the development of a knowledge base and skills for working in a diverse society at both the direct and indirect practice levels. Diverse populations refers mainly to major ethnic/racial groups although other oppressed populations will be addressed. While brief descriptive materials are explored for each population, a primary critical task is the examination of one’s own attitudes and values. Models of evidence-based practice with diverse populations will be presented for comparative purposes. Various experiential techniques may be used to implement the teaching objectives.</td>
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<tr>
<td>SOWK 395</td>
<td>Experiential Learning (elective) (1-15)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Coordinated through the Internship Office. Prerequisite: Permission of the instructor. Individualized learning and career development through an off-campus internship. Designed to help students develop new knowledge of agency work. Does not substitute for Field Practicum but gives added preparation to students with minimal work experience.</td>
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<tr>
<td>SOWK 399</td>
<td>Special Studies and Programs (electives) (1-15)</td>
<td>FALL/WINTER/SPRING</td>
<td>Prerequisite: Permission of the instructor.</td>
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<tr>
<td>SOWK 448</td>
<td>Gay and Lesbian Issues for the Social Work Practitioner (3)</td>
<td>FALL/WINTER/SPRING</td>
<td>Prerequisite: ENGL 201 or permission of the instructor. Designed to assist professionals who may encounter lesbian, bisexual, gay and transgendered individuals as clients. The course educates and suggests counseling approaches helpful to gays and lesbians and explores available support systems. (Cross-listed WMST 448)</td>
<td></td>
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<tr>
<td>SOWK 450</td>
<td>Women and Social Reform (3)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Prerequisites: Upper-division standing, ability to handle 400/500-level analysis, writing and seminar participation. Activities and accomplishments of women working toward social change. Strategies and tactics of organizing communities and society that have been to improve the status of women and other disadvantaged groups. Reform movements, issues or actions covered include suffrage, abolition, neighborhood development, ERA and unionization. Current issues and organizations related to changes for women in society. (Cross-listed WMST 450)</td>
<td></td>
</tr>
</tbody>
</table>
| SOWK 451    | Women in Administration (3) | FALL/WINTER/SPRING/SUMMER | Prerequisites: Upper-division standing, ability to handle 400/500-level analysis, writing and seminar participation. The course focuses on study of the barriers to women
in their efforts to function or advance in administrative roles. The social, economic and cultural bases for the barriers are analyzed. Strategies to reduce resistance to the advancement of women, based on concepts of organizational change, participatory management and feminist philosophy are presented. Some emphasis is placed on the interaction of racism and sexism and the special impacts on minority women.

SOWK 452
Gender and Sexual Assault (4)
Prerequisite: 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. (Cross-listed WMST 452)

SOWK 455
Social Policy and Programs in Aging (3)
FALL/WINTER/SPRING/SUMMER
Prerequisite: 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. (Cross-listed AGST 455)

SOWK 456
The Older Woman (3)
FALL/WINTER/SPRING/SUMMER
Prerequisite: AGST 310 or permission of the instructor.
Older women’s needs, problems and potential for change are considered. The social, economic and health problems confronting older women are also examined and policy and program alternatives to improve their lives will be explored. (Cross-listed AGST 456)

SOWK 457
Clinical Assessment in Aging (3)
FALL/WINTER/SPRING/SUMMER
Prerequisites: AGST 310 and/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 and graduate students. Others may be considered for admission on an individual basis with instructor’s permission. (Cross-listed AGST 457)

SOWK 458
Perspectives on Death and Dying (4)
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. (Cross-listed AGST 458)

SOWK 460
Methods I Social Work Engagement and Assessment (4)
FALL
Prerequisites: SOWK 310 recommended and concurrently enrolled in SOWK 273 and SOWK 378.
Relationship building skills emphasized to gather and interpret biopsychosocial data on the interactions between individuals and families and their environments. Emphasizes culturally competent, strengths-based and systems oriented assessment. Demonstrates how social work values and the feminist perspective guide assessment. Explores role of self in helping process.

SOWK 461
Methods II Practice with Individuals and Families (4)
WINTER
Prerequisite: SOWK 460. Applies the assessment information obtained in 460 to social work interventions with individuals and families. Emphasizes culturally competent interventions which build on strengths and resources in multiple environments. Continues examination of self in role of change agent.

SOWK 462
Methods III Practice with Groups and Teams (4)
SPRING
Prerequisites: SOWK 460, 461.
This course differs from 461 in terms of focus and the social work methods taught. 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 463
Methods IV Social Work Case Management (4)
FALL
Prerequisites: SOWK 460, 461, 462.
How to piece together a unified service response to a consumer in a political and economic context that shapes a fragmented, competitive and incomplete service system. How to understand and respect the dignity of consumers and colleagues when orchestrating and managing divergent perspectives, needs and interests. This course differs from the previous methods courses in its focus on knowledge and skills related to case management.

SOWK 468
Research I-Research Methods for Social Work (4)
SPRING
Prerequisite: SOWK 273.
Prepares students to evaluate research findings for social work practice and to design and carry out basic research procedures.

SOWK 469
Research II-Data Analysis for Social Work (4)
FALL
Prerequisites: SOWK 468, MATH 115 recommended.
This course includes coverage of descriptive and inferential statistical concepts are introduced to software for data analysis.

SOWK 470
Social Policy Analysis (5)
WINTER
Prerequisite: SOWK 273.
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)
Prerequisite: ENGL 201 or permission of the instructor.
Examines the history of human rights and dignity, the United Nation as framework, human rights of women (violence against women, health, housing, education), children’s rights and approaches to achieve social justice, locally and globally. (Cross-listed WMST 471)

SOWK 480
Practicum Seminar I (1)
WINTER
Prerequisite: SOWK 482 taken concurrently; Social Work major; cum GPA of 2.7 in social work courses; no remaining incompletes in social work courses.
Integrates classroom knowledge and skills with real world social agency tasks and processes student experiences in the practicum. Emphasis on application and fit of social work values and critical thinking in the real world.

SOWK 481
Practicum Seminar II (1)
SPRING
Prerequisite: SOWK 483 taken concurrently; Social Work major; cum GPA of 2.7 in social work courses; no remaining incompletes in social work courses.
Integrates classroom knowledge and skills with real world social agency tasks and processes student experiences in the practicum. Because the student will be asked to perform different tasks at this stage in practicum learning, the content of the seminar will likewise change. Continued emphasis on application and fit of social work values in the real world.

SOWK 482
Block Practicum I (8)
WINTER
Prerequisites: Social Work major; cumulative GPA of 2.7 in social work courses. No remaining incompletes in social work courses.
In Block Practicum I, 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 483
Block Practicum II (7)
SPRING
Prerequisites: Social Work major; cumulative GPA of 2.7 in social work courses. No remaining incompletes in social work courses.
In Block Practicum II, students integrate course work in a practice setting. In a social work agency, students, agency field instructors and faculty field instructors plan activities which support the development of generalist skills as specified in individualized learning contracts.

SOWK 490
Social Work Senior Capstone (4)
SPRING
Satisfies senior capstone university graduation requirements.
Prerequisites: Senior standing and Social Work as a declared major.
The educational goal is to further develop students’ applied knowledge and skill in the domains: critical thinking, cultural competence, multidimensional thinking, civic mindedness, professional identity, problem solving, working in teams, integrative thinking and contextual thinking, including the ability to understand how smaller regional problems are related to larger societal problems, beginning with critical thinking. This will be achieved by focusing on projects related to a practicum issue which also has national significance. Students will demonstrate their creativity in the selection of these projects.

SOWK 492
Child Welfare Programs and Services (5)
FALL/WINTER/SPRING/SUMMER
The function and purposes of child welfare programs, public and private; child welfare legislation; trends in child welfare services. Elective.

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SOWK 497  Workshops, Short Courses, or Conferences (1-5)
FALL/WINTER/SUMMER
Short duration programs of contemporary significance in
day-to-day professional practice. Cultural competence as
an essential element of practice is also emphasized.
The course introduces students to the challenges
of graduate social work education and to the
professional culture of social work, typified by NASW,
its professional organization.
SOWK 523  Social Work Assessment and Practice with Individuals and Families (4)
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)
This is 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 540  Human Development in Contemporary Environments (4)
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)
For purposes of this course, diverse populations
refers mainly to ethnic groups; however, other diverse
groups are discussed. After brief descriptive materials
are presented for each population, the course
emphasizes the development of a knowledge base and
skills for working with diverse populations at both
the direct practice and macro levels. A primary critical
skill is the examination of one’s own attitudes and
values. Models of practice with diverse populations
are presented for comparative purposes.
SOWK 542  Social Work in Child Welfare (3)
This course focuses on child welfare, a specialized
area of social work practice concerned with
preventing and responding to child maltreatment.
The course begins with an introduction to the four main areas of child welfare
practice—child protection, foster care, adoption
and residential treatment—to provide students
information on the context, process and methods for
helping vulnerable children.
SOWK 554 Clinical Aspects of Human Sexuality (3)
From the time of conception, there are forces continuously affecting our sexuality. This course has been designed 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 special 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 illness and disability; (6) sexual dysfunctions; and (7) treatment issues.

SOWK 555 Conflict Management (3)
An analysis of the dynamics of conflict resolution from one-on-one communication to mediation and negotiation to global/international efforts toward peace.

SOWK 556 Crisis Intervention (3)
All persons working in the field of human services and related fields will work with clients and colleagues who have dealt with stress, stress which may push the individual or family into a crisis state. This course teaches some of the key dynamics of the person in crisis. A significant part of the course focuses on intervention including theory underlying practice. The course covers the following: crisis theory, crisis intervention strategies, prevention programs. Special attention will be paid to child abuse, suicide, HIV/AIDS, family violence, worker stress, burn out and prevention.

SOWK 557 Biopsychosocial Bases for Human Development (4)
This course focuses primarily on the biosocial aspects of human development. Biosocial development is defined as including heredity, physical traits and diseases, neurological functioning and disorders and sexual functioning and the reciprocal relationships between biosocial development and social contexts—the meanings of gender, sexual orientation and disability in society. The course is designed to help students gain familiarity with human physical systems, to identify their functions and to understand the implications of dysfunction. The course will also focus on disability issues and the effects of living with a disability. Students will be able to critically analyze the biopsychosocial and cultural implications of physical functioning in people’s everyday lives and apply this understanding to professional practice.

SOWK 558 Gay/Lesbian Issues for the Social Work Practitioner (3)
This course is designed to assist professionals who may encounter lesbians and gay men as clients. Students in the course will be encouraged to deal openly with their feelings and attitudes about homosexuality. Class members will be allowed to explore their motivations and resistance to working with this client group and those hostile to them and will be helped, where possible, to resolve blocks to effective social provision. The course is designed to educate and to suggest counseling approaches that might be most helpful to gays and lesbians and to explore available support systems. Issues that will receive special attention include health, problems of rural lesbians and gay men, the aging, child welfare, homophobia, the “coming out” process and societal attitudes toward gays and lesbians.

SOWK 559 School Social Work and School Law (3)
Prerequisite: Bachelor’s degree.
This course will review Federal and State legislation as well as local policies which affect the role of the social worker in the public school. We will review how the school system functions as a part of our total society. The course will describe how social work knowledge, skills and values provide an ecological approach to preventative, crisis and remedial care for school children and their families.

SOWK 560 Topics of Social Work Practice (1–6)
Selected and variable content around topics related to social work and social welfare.

SOWK 561 Advanced Standing Seminar (6)
Prerequisites: Admission into Advanced Standing MSW program or permission of MSW Director.
This course provides Advanced Standing students with an overview of the foundation requirements for advanced study in the MSW program. It prepares students with additional problem formulation, sampling, data collection, measurement and research designs to complete the advanced year applied research project.

SOWK 562 Processes of Social Work Practice (1–5)
Selected and variable content on processes employed in social work practice.

SOWK 563 Brief Interventions (4)
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 Issues of Social Work Practice (1–6)
Selected and variable content dealing with social work and social welfare issues.

SOWK 565 Family-Centered Practice with Populations At-Risk (4)
Provides students with advanced direct practice knowledge and skills for work with populations at-risk in the context of families. Students are introduced to strategies for family-centered practice that are derived from ecological systems, developmental, behavioral, intergenerational and cognitive practice traditions. Core concepts emphasized in the course include respect and support of family decisions, collaborative problem-solving, strengths orientation, flexibility of approach, family empowerment and support for families in their caregiving role.

SOWK 566 Supervision (4)
This course develops knowledge and skills required in supervisory practice. Supervisors play a key role in the provision of services to populations at-risk. They are responsible for ensuring that effective, culturally responsive and empowerment-based service delivery is supported at the organizational level and provided by staff to clients. Students in the course gain knowledge of the situational leadership and supervisory development models and the administrative skills for planning, executing, monitoring and evaluating programs and activities of staff.

SOWK 567 Practice with Persons with Persistent and Pervasive Service Needs (4)
This course provides students with advanced direct practice knowledge and skills for work with individuals and families with longer-term service needs across a variety of social work settings. Students examine specific strategies and techniques for direct practice provided by the ecological systems, behavioral and cognitive practice traditions and learn to use several assessment paradigms as they apply to service consumers with persistent and pervasive service needs. Students are required to apply appropriate assessment procedures and plan effective intervention strategies and techniques under supervision in class and through practicum-based assignments.

SOWK 568 Proseminars in Social Welfare Policies and Programs (4)
Prerequisites: 525, 530 and 5 credits of 694; or 561 Advanced Standing Seminar.
Advanced seminars on current policy and program developments in contemporary areas of social welfare which impact populations at-risk, including health care, aging, mental health and services to children and families. Seminars provide research and theory pertaining to social problems and institutional responses. Three domains of institutional response—legal, professional and program—receive attention.

SOWK 570 Theories of Family Counseling and Therapy (3)
An introduction to theory, perspectives, procedures and historical development of family counseling and therapy. (Cross-listed CEDP 570)

SOWK 571 Family Counseling and Therapy Intervention Techniques (3)
Laboratory in family assessment and change techniques. Students assess simulated or actual family situations, plan intervention strategies and apply family therapy techniques in the laboratory setting. (Cross-listed CEDP 571)

SOWK 572 Family Systems and Illness (4)
This course examines the impact of chronic and life-threatening illness upon the functioning abilities of both healthy and troubled families, communities and health care systems. Through the lens of illness, the course looks at how families communicate, how they are structured, how they function over time and what non-illness related issues typically unbalance them. The course will focus on ways the social worker can rebalance families in the face of the chaos and unpredictability generated by illness.

SOWK 573 Alternatives in Healing: Complementary Care in Social Work (4)
This course examines the ways that people benefit from ancient and modern mind/body healing techniques that can help them deeply relax and draw upon inner strengths, alleviating much of the physical, emotional, cognitive and spiritual suffering associated with chronic or acute illness and dying.
SOWK 574
Death and Dying (4)
This course explores issues related to death, dying, grief and loss as well as their relevance and application to social work practice. The content draws from an interdisciplinary knowledge base and emphasizes the acquisition of practice skills. Topics include loss events throughout the life span; psychological and sociological theoretical perspectives in death, dying, grief and loss; social work practice models in grief, loss and coping with terminal illness; the impact of individual differences and cultural diversity on reactions to loss-related events; available resources for those dealing with these issues; and policy and ethical implications related to end-of-life care and decision making.

SOWK 575
Advanced Social Work Practice with Children and Adolescents (4)
Advanced practice strategies and techniques for current problems facing children, youth and families. Students will apply assessment paradigms to case situations and design appropriate intervention strategies based on contemporary practice theory. Direct practice knowledge and skills will be evaluated through experiential and written assignments.

SOWK 576
A Systems Approach to Substance Abuse (3)
Application of the ecological-systems perspective to the substance abuse field. Emphasis on an examination of the reciprocal interaction between the individual substance abuser and the various systems that impact addiction, treatment and recovery. Systems will include biological/genetic, family, community, economic and cosmic/spiritual frameworks, as well as special population issues such as gender, race/ethnicity, age groups and dual diagnoses. The content of the course will draw heavily on current research in the substance abuse field. The process will emphasize critical thinking and analysis of the current controversies in the substance abuse field.

SOWK 577
Clinical Social Work Assessment (3)
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 578
Personal and Professional Issues in the HIV/AIDS Epidemic (4)
It has been twelve years since the first medical reports were published identifying patterns of extraordinary illnesses that we now know as HIV/AIDS. The epidemic is world-wide. We will explore its brief history; analyze social changes precipitated; study the biology of human immunity; consider the development and delivery of social services; critique models of prevention education; read case studies of case management of people with AIDS; develop skills in comprehensive psychosocial assessment; examine the implications of HIV as a chronic disease; and reflect on our own feelings, values and attitudes which HIV/AIDS has challenged.

SOWK 579
Gender and Sexual Assault (4)
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 596
Experimental Course (1–5)

SOWK 597
Workshops (1–5)
Note: Only one workshop course for up to three credits may be used to fulfill graduate degree requirements.

SOWK 599
Independent Study (1–5)
Students take intensive and independent study of some special area in social work or social welfare.

SOWK 600
Thesis (1–15)
elective course.

SOWK 601
Research Project (1–15)
Individually supervised research work.

SOWK 602
Advanced Generalist Practice I (4)
Prerequisites: SOWK 553 or SOWK 561 Advanced Standing Seminar.
This course examines advanced generalist practice with individuals and families. Related theories, concepts and models are explored to help students develop skills for effective practice. Particular attention is paid to the relationship between individual problems and larger macro issues as students learn to move from “cause to cause” in assessment and intervention with individuals and families. Ethical values related to social justice and human service delivery are explored. Theoretical models that embrace a strengths perspective and reflect best practice will be examined.

SOWK 603
Advanced Generalist Practice II (4)
Prerequisites: SOWK 530 or SOWK 561 Advanced Standing Seminar.
This required course in advanced generalist practice focuses on leadership and change in human service organizations to advance social justice and social inclusion. The course emphasizes leadership skills that focus on participatory capacity building, thus helping people gain power in making decisions about changing conditions in organizations and communities. Strategies to enhance strengths and resources in organizations and communities will be explored, including models of prevention, agency advocacy, resource development and economic justice approaches in communities.

SOWK 604
Planning for Community-Based Projects (4)
Prerequisites: SOWK 525 or SOWK 561 Advanced Standing Seminar.
This course helps students plan and design an applied research project that addresses a policy- or practice-related question that is relevant to the practice community or agency in which the student serves as an intern. Students will learn how to conceptualize community-based projects that enhance service delivery. This process includes proposal development and literature review. The project will be implemented in the subsequent research course, SOWK 526.

SOWK 694
Foundation Practicum/Seminar Variable (2-5)
Graded Pass/No Credit.
Prerequisites: SOWK 531, 532, 533, 540, 541, 550, 553, 557.
A total of five credits distributed over one quarter for the full-time program and over two quarters for the part-time program.

Students in Foundation Practicum/Seminar utilize the agency setting for integration of course work 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
Advanced Practicum/Seminar Variable (2–5)
Graded Pass/No Credit.
Prerequisites: SOWK 694 or SOWK 561 Advanced Standing Seminar.
A total of 13 credits distributed over three quarters for the full-time program and over five quarters for the part-time program.

Advanced Practicum/Seminar is a continuation of the Foundation Practicum/Seminar. Students in Advanced Practicum/Seminar will utilize the agency setting for integration of course work 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.
SOCIOLGY
College of Social and Behavioral Sciences
Pui-Yan Lam, Chair
314 Patterson Hall
509.359.2335
BA
Minor
Faculty: S. Chabot, P. Elkind, T. Hechtman, P. Lam, D. Lindekugel, S. Wright

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.

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

Bachelor of Arts (BA)
Sociology Major (75–84 credits)
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 also complete an interdisciplinary certificate or course work in an approved area of specialization.

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.

Student Learning Outcomes
Students will:
• demonstrate an understanding of the relationship between critical inquiry and social justice;
• understand and apply various methodological and theoretical approaches for conducting research.

Required Courses
Introduction
SOCI 101 Introduction to Sociology (5)
or SOCI 361 General Sociology (5)
Social and Behavioral Science Foundation Courses
CSBS 310 Foundations of Social and Behavioral Science Theory (5)
or SOCI 331 Classical Sociological Theory (5)
CSBS 320 Introductory Statistics for the Social Sciences (5)
CSBS 330 Integrated Social Science Methods (5)
or SOCI 357 A Methodology for Social Research (5)
Disciplinary Core
SOCI 351 Social Stratification (5)
SOCI 363 Sociology of Deviance (5)
SOCI 481 Social Psychology (5)
SOCI 489 Doing Sociology (5)
One course from Institutions/Organizations, student to choose:
SOCI 359 American Community Structure (5)
or SOCI 362 Sociology of Politics (5)
or SOCI 370 Sociology of the Family (5)
or SOCI 472 Sociology of Religion (5)
or SOCI 479 Medical Sociology (5)
or SOCI 488 Sociology of Education (5)
One course from Social Change, student to choose:
SOCI 368 Populations, Reproduction and Resources (5)
or SOCI 442 Environmental Sociology (5)
or SOCI 470 Social Change (5)
or SOCI 482 Identity and Power (5)
Interdisciplinary Certification or Specialization 20–30 credits
Students will complete an approved Interdisciplinary Certificate or Specialization under the direction of an advisor. Students, working with their advisor, may craft their own specialization track with the approval of the department chair.
Discipline-Based Capstone/Thesis
SOCI 490 Senior Capstone: Sociological Practice (5)
or SOCI 491 Senior Thesis (5)
Required introduction credits
5 credits
Required social and behavioral science foundation credits
15 credits
Required disciplinary core credits
30 credits
Required interdisciplinary certificate or specialization credits
20–30 credits
Required discipline-based capstone/thesis credits
5 credits
Minimum total credits for above major
75 credits

Note: SOCI 101 recommended for lower-division (freshman/sophomore) students and SOCI 361 recommended for upper-division (junior/senior) students. Credit cannot be earned for both 101 and 361.

Minor
Sociology Minor (15 credits)

Required Courses
SOCI 101 Introduction to Sociology (5)
or SOCI 361 General Sociology (5)
Electives
Select from upper-division sociology courses
Required program credits
5 credits
Elective credits
10 credits
Total credits for above minor
15 credits

Note: SOCI 101 recommended for lower-division (freshman/sophomore) students and SOCI 361 recommended for upper-division (junior/senior) students.
**Sociology Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Terms Offered</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology (5)</td>
<td>FALL/WINTER/SPRING</td>
<td>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.</td>
</tr>
<tr>
<td>SOCI 263</td>
<td>Social Problems (5)</td>
<td>FALL/WINTER/SPRING</td>
<td>Provides an introduction to the field of criminology, including descriptions and explanations of crime and efforts to control it. Topics include crime causation, measurement of crime, criminal law, the criminal justice system, and street, victimless, white collar, political and corporate crime.</td>
</tr>
<tr>
<td>SOCI 290</td>
<td>Introduction to Student Services (2)</td>
<td>FALL</td>
<td>Graded Pass/No Credit.</td>
</tr>
<tr>
<td>SOCI 299</td>
<td>Special Studies and Programs (1–5)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Provides an introduction to the field of criminology, including descriptions and explanations of crime and efforts to control it. Topics include crime causation, measurement of crime, criminal law, the criminal justice system, and street, victimless, white collar, political and corporate crime.</td>
</tr>
<tr>
<td>SOCI 300</td>
<td>Organizational Change (5)</td>
<td></td>
<td>Improving the effectiveness of agencies and voluntary associations through programs of planned change.</td>
</tr>
<tr>
<td>SOCI 301</td>
<td>Crime and Society (5)</td>
<td>FALL</td>
<td>Provides an introduction to the field of criminology, including descriptions and explanations of crime and efforts to control it. Topics include crime causation, measurement of crime, criminal law, the criminal justice system, and street, victimless, white collar, political and corporate crime.</td>
</tr>
<tr>
<td>SOCI 320</td>
<td>Race and Ethnic Relations: Global Perspectives (5)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>A socio-structural analysis of the bases of oppression of minority groups in society. The course deals with economic, political and cultural factors involved in the emergence and perpetuation of racism/ethnocism in the United States and around the world.</td>
</tr>
<tr>
<td>SOCI 321</td>
<td>Sex and Gender (5)</td>
<td>FALL/SPRING</td>
<td>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. (Cross-listed WMST 321)</td>
</tr>
<tr>
<td>SOCI 331</td>
<td>Classical Sociological Theory (5)</td>
<td>FALL</td>
<td>Establishes the nature and requirements of sociological explanation. Identifies main currents of preclassical social thought. Explains, discusses and evaluates classical systems of sociological theory.</td>
</tr>
<tr>
<td>SOCI 350</td>
<td>American Community Structure (5)</td>
<td>WINTER</td>
<td>A course investigates class structures, stratification systems and social mobility in contemporary American society.</td>
</tr>
<tr>
<td>SOCI 351</td>
<td>Social Stratification (5)</td>
<td>SPRING</td>
<td>A survey of statistical methods and techniques used in social science research.</td>
</tr>
<tr>
<td>SOCI 356</td>
<td>Introduction To Social Statistics (5)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>A course investigates class structures, stratification systems and social mobility in contemporary American society.</td>
</tr>
<tr>
<td>SOCI 357</td>
<td>A Methodology for Social Research (5)</td>
<td>FALL/SPRING</td>
<td>A course investigates class structures, stratification systems and social mobility in contemporary American society.</td>
</tr>
<tr>
<td>SOCI 361</td>
<td>General Sociology (5)</td>
<td>WINTER/SUMMER</td>
<td>Not open to lower division students without departmental permission. Credit may not be counted in both SOCI 101 and 361. A course in principles of sociology intended primarily for upper division, fifth-year and graduate students.</td>
</tr>
<tr>
<td>SOCI 363</td>
<td>Sociology of Deviance (5)</td>
<td>FALL</td>
<td>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.</td>
</tr>
<tr>
<td>SOCI 368</td>
<td>Population, Reproduction and Resources (5)</td>
<td>FALL</td>
<td>Major qualitative and quantitative problems and trends in human population and consideration of social factors which influence their composition. From a global perspective, this course also addresses the issues of population(s)—resource balance or imbalance.</td>
</tr>
<tr>
<td>SOCI 370</td>
<td>Sociology of the Family (5)</td>
<td>WINTER/SUMMER</td>
<td>A consideration of family structures, cultures and interactions, changing family patterns and contemporary family debates. (Cross-listed WMST 370)</td>
</tr>
<tr>
<td>SOCI 371</td>
<td>African American Family (5)</td>
<td></td>
<td>The African American family as a social system influenced by institutions of the larger American society. (Cross-listed AST 320)</td>
</tr>
<tr>
<td>SOCI 377</td>
<td>Alternatives to Domestic Violence (2)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Analyzes theories relevant to issues of domestic violence in their historical, legal and cultural contexts. Therapeutic interventions are explored. (Cross-listed WMST 377)</td>
</tr>
<tr>
<td>SOCI 399</td>
<td>Special Studies and Programs (1–5)</td>
<td>FALL/WINTER/SPRING/SUMMER</td>
<td>Provides an introduction to the field of criminology, including descriptions and explanations of crime and efforts to control it. Topics include crime causation, measurement of crime, criminal law, the criminal justice system, and street, victimless, white collar, political and corporate crime.</td>
</tr>
<tr>
<td>SOCI 442</td>
<td>Environmental Sociology (5)</td>
<td>WINTER</td>
<td>Environmental Sociology is the investigation of the relationships between the social organization/structure of human societies and their environment, both natural and constructed. It considers the trade-offs between production and conversation. The environmental movement is explored in this course.</td>
</tr>
<tr>
<td>SOCI 443</td>
<td>Social Impact Assessment (5)</td>
<td>WINTER</td>
<td>Social Impact Assessment is a hands-on applied methods course. Employing the study of environmental sociology, this course provides students with experience assessing the social consequence of technological changes.</td>
</tr>
</tbody>
</table>
This course examines change in everyday life as well as in social institutions. Our discussions will focus on the importance of social movements in creating and responding to cultural and political transformations in the past, present and future.

SOCI 470 Social Change (5)
SPRING/SUMMER
Prerequisite: SOCI 101.
This course examines change in everyday life as well as in social institutions. Our discussions will focus on the importance of social movements in creating and responding to cultural and political transformations in the past, present and future.

SOCI 471 Sociology of Work (5)
SPRING
Prerequisite: SOCI 101 (freshman/sophomore) or 361 (junior/senior).
A sociology of knowledge approach to work that examines ways in which much of the conflict that characterizes the world of work arises from differing realities that individuals and groups construct. Also examines the major location of work, organizations and the way work can be organized as a result of images held and the impact this organization has on the construction of reality.

SOCI 472 Sociology of Religion (5)
Prerequisites: SOCI 101 or advanced standing in department program.
Investigates religious institutions in society in terms of their structure, function and change.

SOCI 473 Social Psychology (5)
Winter
Prerequisite: SOCI 101.
An analytic approach to the social-psychological consequences of social structure. Focus concerns may include alienation, anti-psychiatry, personality and social class, role behavior and socialization.

SOCI 474 Sociology of Children (5)
Prerequisite: SOCI 101 or 361 (junior/senior).
Addresses children and childhood from the preschool years through adolescence. Examines historical shifts in the meanings of childhood and the methods used for studying the worlds of children. Explores the theoretical approaches to child development and socialization and how these can be used to understand children's experiences in different cultural settings and situations. (Cross-listed WMST 483)

SOCI 475 Sociology of Education (5)
Prerequisite: CSBS 330 or SOCI 357.
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 476 Senior Thesis (5)
Prerequisite: Approval of instructor.
The specific content of the seminar varies according to recent developments in sociology and according to the interests of the instructor.

SOCI 477 Directed Study (1–5)
FALL/WINTER/SPRING/SUMMER
Open to senior and graduate students from any department. Independent and/or group study in selected areas of sociology.

www.ewu.edu
THEATRE

College of Arts and Letters
209 University Theatre
509.359.2459

BA
Minor
Faculty: E. Evans, S. Goff, D. McLaughlin

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 major may choose to pursue. The range of elective courses permits a small amount of specialization within the curriculum, but the primary intention is to achieve broad fundamental preparation in theatre. In addition to classroom studies, the program offers valuable “hands-on” experience in virtually every phase of theatrical production, whether it be acting, directing, singing, costuming or a myriad of technical and design skills. Each major is expected and required 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 in plays and including musical comedy. Plays are produced in the University Theatre, a modern, well-equipped plant, opened in 1972 and historic Showalter Hall.

The Theatre is located in the University’s Fine Arts Complex in close proximity to the Music, Art and Electronic Media and Filmic Arts programs. Students are encouraged to supplement their theatre studies with exploration 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 with a long history that affects us every day.

Graduates with Bachelor of Arts degrees are traditionally employed in a variety of careers including: professional actors, dancers, arts administrators, and technicians in scenery, lighting, properties and sound design. Graduates are also employed in public relations, sales, management and other careers that require daily person-to-person contact and effective self-presentation. Recent Eastern graduates have been accepted in nationally recognized graduate programs in theatre and related fields. Many also teach at the elementary, middle and high school levels.

General Admissions Requirements for Theatre: High school graduates and community college transfer students who want to major in theatre should possess high verbal aptitude and effective skills in reading and writing. Moreover, theatre majors should possess an attitude of teamwork, strong self-discipline and a commitment to hard work for long hours. Previous course work 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 Electronic Media and Theatre Department Chair for the assignment of an academic advisor immediately upon arrival at the campus.

Grade Requirements for Graduation: Theatre majors must earn a minimum grade of 2.5 in each course counted in the major. Failure to earn at least a 2.5 in any course in the major will necessitate repeating the course. If the course is a prerequisite for advanced course work, it must be repeated successfully before advanced work may be taken.

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

Bachelor of Arts (BA)

Theatre Major (69 credits)

This curriculum features a core of what the faculty believes is a body of knowledge each theatre student should possess. It has two additional requirements: (1) a senior project or comprehensive examination and (2) the requirement that each graduating major has participated in nearly every production during their university career, balanced between acting in plays and working crews.

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

Student Learning Outcomes

Students will:
• demonstrate the ability to act and direct in live theatre,
• analyze, interpret and apply a knowledge of dramatic literature, cultural history and aesthetics to aspects of production,
• articulate the role of the theatre within our own culture and the culturally diverse world,
• utilize the mechanics and aesthetics of technical theatre in design and production of live theatre,
• describe, demonstrate and communicate the knowledge of one through four above to elementary, middle school and high school students.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 110</td>
<td>Movement and Voice (5)</td>
</tr>
<tr>
<td>THTR 150</td>
<td>Fundamentals of Music/Dance Theatre (3)</td>
</tr>
<tr>
<td>THTR/HUMN 202</td>
<td>Theatre in the Humanities (5)</td>
</tr>
<tr>
<td>THTR 203</td>
<td>Theatre Graphics (5)</td>
</tr>
<tr>
<td>THTR 210</td>
<td>Fundamentals of Acting (3)</td>
</tr>
<tr>
<td>THTR 226</td>
<td>Stage Make-Up (1)</td>
</tr>
<tr>
<td>THTR/HUMN 303</td>
<td>Survey of Theatre History (5)</td>
</tr>
<tr>
<td>THTR 319</td>
<td>Rehearsal and Performance (1-5) (acting)</td>
</tr>
<tr>
<td>THTR 321</td>
<td>Play Production (3)</td>
</tr>
<tr>
<td>THTR 330</td>
<td>Stage Costume (5)</td>
</tr>
<tr>
<td>THTR 336</td>
<td>Stage Lighting (5)</td>
</tr>
<tr>
<td>THTR 340</td>
<td>Scene Construction (5)</td>
</tr>
<tr>
<td>THTR 419</td>
<td>Rehearsal and Performance (1-5) (tech)</td>
</tr>
<tr>
<td>THTR 421</td>
<td>Play Directing (4)</td>
</tr>
<tr>
<td>THTR 491</td>
<td>Senior Thesis Project (5)</td>
</tr>
</tbody>
</table>

Required Supporting Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 350</td>
<td>Shakespeare (5)</td>
</tr>
</tbody>
</table>

Students must select at least 10 credits of electives from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 295</td>
<td>University Theatre Internship (1)</td>
</tr>
<tr>
<td>THTR 310</td>
<td>Advanced Acting (3)</td>
</tr>
<tr>
<td>THTR 312</td>
<td>Special Skills for Actors (4)</td>
</tr>
<tr>
<td>THTR 326</td>
<td>Creative Dramatics (3)</td>
</tr>
<tr>
<td>THTR 335</td>
<td>Theatre Sound and Audio (5)</td>
</tr>
<tr>
<td>THTR 338</td>
<td>Concepts of Scene Design (2)</td>
</tr>
<tr>
<td>THTR 399</td>
<td>Special Studies (1–5)</td>
</tr>
<tr>
<td>THTR 410</td>
<td>Period Acting Technique (3)</td>
</tr>
<tr>
<td>THTR 412</td>
<td>Acting: The Profession (3)</td>
</tr>
<tr>
<td>THTR 438</td>
<td>Scene Design (3)</td>
</tr>
<tr>
<td>THTR 445</td>
<td>Scene Painting (2)</td>
</tr>
<tr>
<td>THTR 495</td>
<td>Field Experience in Theatre (1–15)</td>
</tr>
<tr>
<td>THTR 497</td>
<td>Workshop in Theatre (1-5)</td>
</tr>
<tr>
<td>THTR 498</td>
<td>Seminar (1-5)</td>
</tr>
<tr>
<td>THTR 499</td>
<td>Directed Study (1–5)</td>
</tr>
</tbody>
</table>

Required program credits 54 credits
Required supporting course 5 credits
Elective credits 10 credits
Total credits for above major 69 credits

*THTR 202 also satisfies a general university requirement for Humanities, Fine Arts

Note: students can use selected THTR 496 courses as electives with permission of the Program Director.
Minors

**Theatre Minor (27 credits)**

**Required Courses**
- THTR 110 Movement and Voice (5)
- THTR 150 Fundamentals of Music/Dance Theatre (3)
- THTR/HUMN 202 Theatre in the Humanities (5)
- THTR 203 Theatre Graphics (5)
- THTR 226 Stage Make-up (1)
- THTR 319 Rehearsal and Performance (1)
- THTR 321 Play Production: Directing (3)
- THTR 330 Stage Costume (3)
- THTR 419 Rehearsal and Performance (1)

**Total credits for above minor**: 27 credits

**Theatre/Elementary or Secondary Minor (46–47 credits)**

*This minor satisfies the endorsement for Preschool to grade 12.*

**Required Courses**
- THTR 110 Movement and Voice (5)
- THTR 150 Fundamentals of Music/Dance Theatre (3)
- THTR/HUMN 202 Theatre in the Humanities (5)
- THTR 203 Theatre Graphics (5)
- THTR 210 Fundamentals of Acting (3)
- THTR 226 Stage Make-up (1)
- THTR 310 Advanced Acting (5)
- THTR 319 Rehearsal and Performance (1)
- THTR 321 Play Production (3)
- THTR 326 Creative Dramatics (Elementary) (3)
- THTR 421 Play Directing (Secondary) (4)
- THTR 330 Stage Costume (3)
- THTR 336 Stage Lighting (5)
- THTR 340 Scene Construction (5)
- THTR 419 Rehearsal and Performance (1)

**Minimum credits for above minor**: 46 credits

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**Theatre Courses**

**Terms offered**: If no terms are indicated, check with department or quarterly course announcement.

**THTR 110**
Movement and Voice (5)
FALL

Physical and vocal exercise and practice to acquaint the beginning actor with the necessary techniques and discipline for acting.

**THTR 150**
Fundamentals of Music/Dance Theatre (3)
An introduction to skills necessary to perform musical theatre roles. Fundamentals of singing and basic dance techniques are emphasized.

**THTR 202**
Theatre in the Humanities (5)
FALL/WINTER/SPRING

Elements of theatre, dramatic structure, types and styles; tradition, values and ideas of the theatre and humanity’s relationship to it. (Cross-listed HUMN 303)

**THTR 203**
Theatre Graphics (5)
FALL

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**
Fundamentals of Acting (3)
WINTER

Prerequisite: THTR 110 or permission of the instructor. Communication through the visual stimuli; projects in mime and beginning character interpretation on the stage.

**THTR 226**
Stage Make-Up (1)
WINTER-EVEN YEARS

Lecture and laboratory where the student may learn basic and advanced techniques and principles of straight and character make-up.

**THTR 250**
Music and Dance Theatre II (3)
A continuation of 150. This course emphasizes audition techniques by combining singing and dancing in musical comedy roles.

**THTR 295**
University Theatre Internship (1)
FALL/WINTER/SPRING/SUMMER

Internship experience at University Theatre in the scene shop, costume shop or publicity office.

**THTR 303**
Survey of Theatre History (5)
WINTER

Prerequisite: THTR 202 or upper class standing. Surveys the major periods of Western theatre from Greek to modern trends. (Cross-listed HUMN 303)

**THTR 310**
Advanced Acting (3)
SPRING

Prerequisite: THTR 210. A practical course in developing special skills for actors, i.e., juggling, dialects, theatrical swordplay.

**THTR 312**
Special Skills for Actors (4)
WINTER

Prerequisite: THTR 110. A practical course in developing special skills for actors, i.e., juggling, dialects, theatrical swordplay.

**THTR 319**
Rehearsal and Performance (1–5)
FALL/WINTER/SPRING/SUMMER

Course is repeatable for credit. Performance on stage in a University Theatre production. Amount of credit is determined by role played.

**THTR 321**
Play Production (3)
FALL-ODD YEARS

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)
FALL-ODD YEARS

Prerequisite: Permission of the instructor. Aims, objectives and role of creative dramatics in education; includes participation with children.

**THTR 329**
Stage Costume (3)
FALL-EVEN YEARS

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 335**
Theatre Sound and Audio (5)
FALL-EVEN YEARS

Prerequisite: recommendation clearance of math competency. This course is a theoretical and practical course in the realm of sound for the theatre. Subjects covered include the physical properties of sound, mathematical relationships of audio, sound and audio equipment operation and maintenance, script analysis for sound and designing and writing a sound plot. Students should be able to operate a complex audio system from a plot by the end of the course.

**THTR 336**
Stage Lighting (5)
WINTER

Prerequisite: 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)
Prerequisite: THTR 336.

An intermediate course concerned with the methodology of physically designing lights for the stage.

**THTR 338**
Concepts of Scene Design (2)
A beginning course in the styles, history and examples of theatrical scenic design.

**THTR 340**
Scene Construction (5)
FALL

Prerequisite: 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.

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THTR 350
Music/Dance Theatre III (3)
Prerequisite: THTR 250.
A continuation of THTR 250. Emphasis is placed on characterization and development of an individual performance style in musical theatre roles.

THTR 399
Special Studies (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor.
Subjects studied vary according to faculty and student interests.

THTR 409
Foreign Theatre Tour (3)
To be offered during one quarter in alternating years.
Prerequisite: Written permission of the instructor. Theatre study in a foreign country. Students tour one or more countries and either perform a play and/or see plays produced in that country. Social, economic, political and religious customs of the host country are studied. Demonstrations, lectures and/or seminars by foreign theatre professionals are offered as companion studies to productions viewed by students.

THTR 410
Period Acting Technique (3)
SPRING-ODD YEARS
Prerequisites: THTR 110, 210 and 310.
Discussion and practice of techniques for performance in plays from the major periods of Western theatre.

THTR 412
Acting: the Profession (3)
SPRING-EVEN YEARS
Prerequisite: THTR 210.
An introduction to the “business” of the acting profession: agents, unions, contracts and resumes. Special segments on auditioning skills and acting for the camera.

THTR 419
Rehearsal and Performance (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: 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. Course is repeatable for credit.

THTR 421
Play Directing (4)
WINTER-EVEN YEARS
Prerequisite: THTR 321 or its equivalent or permission of the instructor.
Theory, technique and practice of play direction. Each student must cast, organize rehearsals and present either a one act play or a substantial scene from a full-length play.

THTR 422
Production Management (3)
Prerequisite: Permission of the instructor.
Management of theatre productions from pre-planning through auditions to the closing night of performance and strike.

THTR 425
Professional Stage Management (3)
A study into the pre-show 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 431
History of Costume (5)
A study of period dress and the classification of its parts. Emphasis is placed on analysis of the various silhouettes and their adaptation to the stage.

THTR 433
Concepts of Costume Design (2)
Prerequisite: Permission of the instructor.
The costume designer’s approach to predominant theatrical styles.

THTR 438
Scene Design (3)
SPRING
A course in the methods available to the scene designer in presenting the design idea.

THTR 444
Costume Design (3)
A lab taken concurrently with THTR 433.
Application of theory, technique and style in planning and presenting costume design for the stage.

THTR 445
Scene Painting (2)
A practicum in techniques and mechanics of choosing, mixing and applying scene paint for theatrical production.

THTR 491
Senior Thesis Project (5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor.
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. 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. The examination may be scheduled during any quarter.

THTR 494
Stage Door to the Future (1–5)
SUMMER
Opportunity to work with professional theatre company on two or more productions each summer.

THTR 495
Field Experience in Theatre (1–15)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor.
Experience in production, performance or management of a theatre outside the University.
Amount of credit is dependent on responsibilities undertaken.

THTR 496
Experimental Course in Theatre (1–5)
FALL/WINTER/SPRING/SUMMER

THTR 497A
Workshop in Theatre (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor.
Group workshop projects in a selected field of theatre.

THTR 497B
Creative Arts Summer Festival (1–5)
SUMMER

THTR 498
Seminar (1–5)

THTR 499
Directed Study (1–5)
FALL/WINTER/SPRING/SUMMER
Prerequisite: Permission of the instructor.
Individual study projects in a selected special field of theatre. Limited to senior and graduate students.
URBAN AND REGIONAL PLANNING

College of Business and Public Administration
Fred A. Hurand, Chair
668 N. Riverpoint, Suite A
Spokane, WA 99202
509.358.2230

BA
Minor
MURP
Faculty: C. Dotson, F. Hurand, W. Kelley, R. Rolland, D. Winchell, G. Zovanyi

Many social, physical, economic, technical and political issues in society cry out for definition and resolution. Among these are: decline in central cities, deterioration of neighborhoods, inefficient and inequitable taxing and regulation policies, congestion and other problems of accessibility, the impact of growth and change, an erosion of natural resources including water, land and air, and inefficient or absent human services. Urban and regional planning is one of society’s means for addressing these problems in a creative, positive manner. Planning is a problem-solving profession that is concerned with the forces that influence the quality of life in the neighborhood, city, region, state, nation and world. Thus, planning provides a unique occupational area for those who desire a role in shaping a better future.

The goal of Eastern’s program in Urban and Regional Planning is to train competent professionals for careers in planning. To achieve this goal, the department stresses the acquisition of practical, analytical and organizational skills designed to aid the student in analyzing problems and organizing community activities to help solve problems. The combination of classroom instruction and applied planning field projects develops professional competence and ensures that each student has the requisite abilities to function within the profession after leaving the program. The department takes particular pride in having the only accredited undergraduate planning degree in the Northwest and one of only 14 in the nation.

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The Department is housed in excellent academic facilities at the Riverpoint campus in Spokane and at Isle Hall in Cheney and has acquired a variety of equipment to support student activities. There are drafting studio facilities, computer terminals, computer labs, a geographic information systems laboratory as well as access to a variety of other resources.

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 department maintains 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.

Awards Program Information: The department conducts an annual awards program to recognize students for work accomplished during their academic careers. These awards include:

- The Frank Schaedegg Memorial Scholarship award ($1,000).
- The Washington Chapter APA Scholarship for an undergraduate or graduate student ($2,500).
- King Cole Scholarship $1000
- Joseph N. Luther Scholarship $1200
- Leonard Zickler Scholarship $1250

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.

Teaching Methods: The department emphasizes the acquisition of practical professional skills. Therefore, students not only acquire information in the classroom, but also are involved in field projects requiring systematic application of this information. These field projects are often linked to the Department’s community service function.

Career Placement Information: The long-range job outlook for urban and regional planners is good. 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 are also found in non-profit organizations involved in community problem solving. 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 need little additional training to assume their employment responsibilities.

UNDERGRADUATE PROGRAMS

General Admissions Information for Urban and Regional Planning: Students considering a major in planning should contact the Department’s undergraduate program advisor as early in their academic careers as possible. Early counseling can help students select GECR courses which best complement their major course requirements. Transfer students should contact the advisor during their admission process to have their records reviewed.

In general, students that major in planning are advised to select their GECR courses from the following areas: physical and human geography, geology, biology, statistics, sociology, economics and government. Knowledge in these disciplines will aid students in their planning courses.

The University requires that all students receiving a bachelor of arts degree fulfill a foreign language requirement. Students who have had two years of the same language during their high school education or one year of the same language at the college level have fulfilled this requirement. This requirement applies to all planning majors. Undergraduates seeking a degree in planning must complete this requirement including students transferring with an associate of arts degree. If the requirement has not been completed prior to admission to the program, the student, in consultation with the program advisor, will have to schedule the completion of their foreign language requirement during their tenure in the planning program.

Although there are no formal admission requirements for entering the undergraduate planning program, acquisition of basic skills in English composition and mathematics is important preparation for the planning major. Normally, students who enter the program as second or third quarter sophomores or juniors should have completed these requirements. Those students who have not will be expected to complete these requirements within the first three quarters of their tenure in the planning program.

Credit Through Evaluation: Students with life experiences that are closely related to work in the planning profession, community organizing or other similar work, can have a faculty member review their work for credit through evaluation. Credits toward the degree requirements can be granted if these life experiences are sufficient. Credits gained through evaluation are applied to the elective credits in the major.

Required courses in the following programs of study may have prerequisites. Reference the course description section for clarification.
Bachelor of Arts (BA)

Urban and Regional Planning Major (90 credits)

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 normally enter the program during their second or third year of undergraduate studies. 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.

Student Learning Outcomes

Students will:

• possess the skills needed to practice planning in a variety of venues in ways consistent with planning ethics,
• understand human settlements as they relate to planning based on knowledge of the relevant concepts and theories,
• understand historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories,
• understand the different values and ethical standards affecting the practice of planning.

Required Courses

GEOG 300 Physical Geography (5)
GOVT 330 American Local Government and Politics (5)
PLAN 201 Introduction to Urban and Regional Planning (5)
PLAN 261 Community Development (5)
PLAN 300 Planning Presentation Techniques (5)
PLAN 301 Planning Methods and Techniques (5)
PLAN 402 Planning Implementation (5)
PLAN 403 Community Facilities Planning (5)
PLAN 406 Planning Law and Legislation (4)
PLAN 430 Environmental Planning (5)
PLAN 440 Land Use Planning (5)
PLAN 450 Transportation Planning (5)
PLAN 460 Urban Design (3)
PLAN 490 Senior Capstone: Planning Studio (5)
SOCI 356 Introduction to Social Statistics (5)

Electives

ECON 458 Regional Economics (5)
PLAN 100 The City (5)
PLAN 371 New Town Planning (3)
PLAN 375 Tribal Planning (3)
PLAN 431 Environmental Impact Statements (3)
PLAN 435 Hazards Planning (2)
PLAN 441 Site Planning (5)
PLAN 445 Land Development (3)
PLAN 455 Public Transportation Planning (3)
PLAN 457 Special Topics in Transportation (2)
PLAN 465 Historic Preservation Planning (3)
PLAN 467 Parks Planning (5)
PLAN 470 Community Participation Techniques (2)
PLAN 471 Rural and Small Town Planning (3)
PLAN 472 Housing (5)
PLAN 476 Comparative Urbanization (4)
PLAN 480 Regional Planning (3)
PLAN 482 State and Federal Planning (5)
PLAN 491 Field Studies (12)
PLAN 495 Planning Internship (1–10)
PLAN 496 Special Topics in Planning (Var)
PLAN 497 Conferences and Short Courses in Planning (Var)
PLAN 498 Seminar in Planning (Var)
PLAN 499 Directed Study in Planning (Var)
SOCI 498 Departmental Seminar (1–5)

Elective credits

Total credits for above major 90 credits

Graduate Program

Master of Urban and Regional Planning

Department of Urban Planning, Public and Health Administration
College of Business and Public Administration
Gabor Zovanyi, Graduate Advisor
ECON 458 Regional Economics (5)

Minor

Urban and Regional Planning Minor (15 credits)

Required Courses

Select one course from below: 5 credits minimum
PLAN 201 Introduction to Urban and Regional Planning (5)
PLAN 261 Community Development (5)
PLAN 301 Planning Methods and Techniques (5)

Additional courses may be selected from above or other planning courses.

Total credits for above minor 15 credits
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 not prohibited from taking upper-division undergraduate courses in planning and are encouraged to use selected upper division undergraduate courses as electives and in support and pursuit of an area of specialization.

Core Curriculum and Credit Hours Required of all Students:

1. Theory/Philosophy
   PLAN 501 Foundations of Planning (5)
   PLAN 502 Advanced Community Development (5)
   PLAN 508 Reflective Planning Theory (5)

2. Administrative/Management
   PLAN 505 Planning Implementation and Law (5)

3. Methods/Techniques
   PLAN 503 Planning Methods I (5)
   PLAN 504 Planning Methods II (5)
   PLAN 506 Planning Methods III (5)

4. Applied Synthesis
   PLAN 507 Advanced Planning Studio (5)
   PLAN 591 Research Project Preparation (1)
   PLAN 601 Research Project (5)
   or PLAN 695 Professional Internship (5)

5. Specialization or Generalist Electives

Every student must either take courses in one of the specialty areas listed below or take PLAN 440, Land Use Planning and at least two of the following courses:

- PLAN 403 Community Facilities Planning (5)
- PLAN 430 Environmental Planning (5)
- PLAN 450 Transportation Planning (5)
- PLAN 460 Urban Design (5)

**Required core credits**

**Electives credit**

**Total credits for above master’s degree**

Students may not count more than five credits in Directed/Independent Studies (PLAN 599) in their program nor exceed 10 credits in Directed/Independent Studies (PLAN 599) in combination with PLAN 695 Professional 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.

Specialization

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 of each specialty area.

- **Tribal Planning**
  - PLAN 430 Environmental Planning (5)
  - PLAN 440 Land Use Planning (5)
  - PLAN 523 American Indian Planning (3)

- **Planning Management**
  - PLAN 524 Advanced Strategic Planning (3)
  - PLAN 525 Planning, Politics and Public Policy (3)
  - PADM 523 Public Financial Management (4)

- **Environmental Planning**
  - PLAN 430 Environmental Planning (5)
  - PLAN 431 Environmental Impact Statements (3)
  - PLAN 440 Land Use Planning (5)

- **Small Town Planning**
  - PLAN 403 Community Facilities Planning (5)
  - PLAN 440 Land Use Planning (5)
  - PLAN 471 Rural and Small Town Planning (3)
  - PLAN 514 Local Economic Development Planning (3)

Alternative Degree Options

In addition to the above program, students have two alternative options for acquiring a degree in planning. Students may elect to complete an Interdisciplinary Master’s Degree by arranging a set of courses with two or more departments. In these cases, students receive the appropriate degrees, MA or MS, but not the MURP degree.

The Department of Urban and Regional Planning and the graduate program in Public Administration offer a dual-degree program in Planning and Public Administration. 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.

Students interested in either of these options must contact the department’s graduate program advisor and have approval to register.

Registration

Before the first registration, students should consult the department’s graduate advisor for assistance in planning courses for the first quarter. The graduate advisor is responsible for guiding the student until the student has selected a graduate committee. Once the committee is selected, the chair of the committee provides guidance for the student.

To complete this degree in two years, students must take at least 12 credits per quarter. The load for a full-time graduate student is 12 to 16 hours per quarter. An additional charge will be assessed for credits in excess of 18. Students enrolling for 17 credits or more must have written approval from the graduate advisor or chair of their graduate committee plus the department chair and the dean of the College of Business and Public Administration.

Enrollment Requirements

Students admitted to the Master of Urban and Regional Planning Program must maintain continuous enrollment from the first matriculation until all requirements for the degree are completed. Enrollment may be met in one of the following categories:

1. Full-time enrollment of 10 credits or more;
2. Part-time enrollment of less than 10 credits;
3. Absentia enrollment.

Graduate students are considered to be actively pursuing a degree from the first enrollment in the graduate planning program until graduation or until the limits described in this catalog have expired.

Under unusual circumstances, a student may petition for a leave of absence. If the petition is granted, the registration requirement will be set aside during that period of leave. Leaves will be granted only under conditions that require the suspension of all activities associated with the student's degree program, including the research project. The leave of absence shall be for no more than one year. A written request for leave of absence shall be submitted to the student’s committee for approval. The recommendation shall be forwarded to the Graduate Studies Office.

Students who have completed all courses in their program other than PLAN 601 shall continue to register for at least two credits of planning courses until the degree requirements have been completed. An approved leave of absence is the only exception to this requirement.

Students who do not comply with these requirements for continuous enrollment will have their future registration blocked. They will be allowed to register only after receiving a favorable recommendation from the department’s faculty, the endorsement of the department chair and the approval of the dean of the College of Business and Public Administration.
Research and Internship Reports

Successful completion of a research project or a professional internship is required for the degree of Master of Urban and Regional Planning. Both types of experience require a formal report. In the case of the professional internship, this report must be based upon the learning objectives set forth in the internship proposal and must be a reflective review of the work experience in the light of the theories and methods acquired during the student’s tenure in the program. A research report must be the original work of the candidate. 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 must be at least 3.0. There must be no unabsolved grades of less than 2.0 and no ‘X’ for any course listed in the candidate’s degree program. 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 Studies 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 two additional procedural requirements with respect to the written component of their final examinations. They must 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).

Undergraduate courses recommended for graduate study:

- PLAN 403 Community Facilities Planning (5)
- PLAN 430 Environmental Planning (5)
- PLAN 431 Environmental Impact Statements (3)
- PLAN 440 Land Use Planning (5)
- PLAN 441 Site Planning (5)
- PLAN 450 Transportation Planning (5)
- PLAN 460 Urban Design (3)
- PLAN 471 Rural and Small Town Planning (3)
- PLAN 480 Regional Planning (5)
## Urban and Regional Planning Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAn 100</td>
<td>The City (5)</td>
<td></td>
<td>WINTER</td>
<td>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.</td>
</tr>
<tr>
<td>PLAn 201</td>
<td>Introduction to Urban and Regional Planning (5)</td>
<td></td>
<td>FALL</td>
<td>This lecture/discussion course uses a historical context to introduce the concepts, theories and applications of urban and regional planning.</td>
</tr>
<tr>
<td>PLAn 261</td>
<td>Community Development (5)</td>
<td></td>
<td>FALL</td>
<td>Applied studies of the process of community development emphasizing the interactive roles of citizens, community officials and planners.</td>
</tr>
<tr>
<td>PLAn 300</td>
<td>Planning Presentation Techniques (5)</td>
<td></td>
<td>WINTER</td>
<td>Introduces the written, oral and graphic presentation techniques common to the planning profession.</td>
</tr>
<tr>
<td>PLAn 301</td>
<td>Planning Methods and Techniques (5)</td>
<td></td>
<td>WINTER</td>
<td>Prerequisite: PLAn 201. This course develops specific skills and techniques in the collection, analysis and interpretation of data commonly used in planning.</td>
</tr>
<tr>
<td>PLAn 371</td>
<td>New Towns Planning (3)</td>
<td></td>
<td>FALL</td>
<td>Surveys new towns and planned communities in the United States, Europe and developing countries, comparing these with conventional forms of urban development.</td>
</tr>
<tr>
<td>PLAn 375</td>
<td>Tribal Planning (3)</td>
<td></td>
<td></td>
<td>Presents an overview of Native American community and culture, the history of tribal government and its contemporary structures and the applications of planning techniques to Native American communities. Emphasizes identifying appropriate planning techniques which promote tribal self-determination and preserve tribal sovereignty.</td>
</tr>
<tr>
<td>PLAn 402</td>
<td>Planning Implementation (5)</td>
<td></td>
<td>FALL</td>
<td>Prerequisite: 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.</td>
</tr>
<tr>
<td>PLAn 403</td>
<td>Community Facilities Planning (5)</td>
<td></td>
<td>WINTER</td>
<td>An examination of the issues and techniques associated with planning, budgeting and programming for community infrastructure such as sewer and water systems.</td>
</tr>
<tr>
<td>PLAn 406</td>
<td>Planning Law and Legislation (4)</td>
<td></td>
<td>WINTER</td>
<td>Prerequisite: PLAn 300 or permission of the 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.</td>
</tr>
<tr>
<td>PLAn 408</td>
<td>Women and Men in City Planning (1)</td>
<td></td>
<td></td>
<td>Prerequisite: English clearance. Gender issues in the context of city planning, including the contribution of women in the profession and a feminist approach to land use, transportation and housing. The class investigates how and why cities are structured as they are. It presents a new perspective on viewing the urban environment, which can be incorporated into planning curriculum. (Cross-listed WSTM 408)</td>
</tr>
<tr>
<td>PLAn 430</td>
<td>Environmental Planning (5)</td>
<td></td>
<td>SPRING</td>
<td>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.</td>
</tr>
<tr>
<td>PLAn 431</td>
<td>Environmental Impact Statements (3)</td>
<td></td>
<td></td>
<td>Prerequisite: PLAn 430 or permission of the instructor. Individual and team field work in the preparation of environmental impact statements. A review of state and federal environmental legislation and procedural requirements.</td>
</tr>
<tr>
<td>PLAn 435</td>
<td>Hazards Planning (2)</td>
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<td></td>
<td>A workshop that surveys the characteristics of selected natural and technological hazards and reviews mitigating measures, risk assessment procedures and strategies for planning community response.</td>
</tr>
<tr>
<td>PLAn 440</td>
<td>Land Use Planning (5)</td>
<td></td>
<td>SPRING</td>
<td>Prerequisites: PLAn 300, 301 and 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.</td>
</tr>
<tr>
<td>PLAn 441</td>
<td>Site Planning (5)</td>
<td></td>
<td></td>
<td>Prerequisite: PLAn 430 or permission of the instructor. A studio course in the application of site planning methods and principles to subdivision and site development.</td>
</tr>
<tr>
<td>PLAn 445</td>
<td>Land Development (3)</td>
<td></td>
<td>FALL</td>
<td>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.</td>
</tr>
<tr>
<td>PLAn 450</td>
<td>Transportation Planning (5)</td>
<td></td>
<td>FALL</td>
<td>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.</td>
</tr>
<tr>
<td>PLAn 455</td>
<td>Public Transportation Planning (3)</td>
<td></td>
<td></td>
<td>A seminar/studio class introducing transit technology, system design and operating characteristics and role of transit in urban development. Emphasizes techniques of transit planning, market research and performance evaluation.</td>
</tr>
<tr>
<td>PLAn 459</td>
<td>Built Environments of North America: Symbol and Structure (3)</td>
<td></td>
<td></td>
<td>This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effects of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration. (Cross-listed with GEOG 469, HIST 469)</td>
</tr>
<tr>
<td>PLAn 460</td>
<td>Urban Design (3)</td>
<td></td>
<td>SPRING</td>
<td>This seminar explores the theory and techniques of design of urban environments, emphasizing the impact local decision-making has on community aesthetics.</td>
</tr>
<tr>
<td>PLAn 465</td>
<td>Historic Preservation Planning (3)</td>
<td></td>
<td>WINTER</td>
<td>Presents the issues, policies and methods for preserving historic properties as a means for ensuring the longevity of the artifacts of our public heritage.</td>
</tr>
<tr>
<td>PLAn 467</td>
<td>Parks Planning (5)</td>
<td></td>
<td></td>
<td>A studio which presents the basic theories and techniques of park planning through the design and development of a park planning project.</td>
</tr>
<tr>
<td>PLAn 469</td>
<td>Built Environments of North America: Symbol and Structure (3)</td>
<td></td>
<td></td>
<td>This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effects of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration. (Cross-listed with GEOG 469, HIST 469)</td>
</tr>
<tr>
<td>PLAn 470</td>
<td>Community Participation Techniques (2)</td>
<td></td>
<td></td>
<td>Prerequisite: 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.</td>
</tr>
</tbody>
</table>
PLAn 471
Rural and Small Town Planning (3)
Prerequisite: 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)
Prerequisites: PLAN 201, 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 476
Comparative Urbanization (4)
Prerequisite: PLAN 261 or permission of the instructor.
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 480
Regional Planning (3)
Prerequisite: PLAN 201 or permission of the instructor.
Small-group field studies in the theory and application of regional analysis and planning to metropolitan and urban regions and discussion of regional policy and administration in light of federal and state legislation.

PLAn 482
State and Federal Planning (3)
Prerequisite: PLAN 201 or permission of the instructor.
Discussion of program and policy formulation with emphasis on intergovernmental coordination at the state and federal level.

PLAn 490
Senior Capstone: Planning Studio (5)
SPRING
Prerequisites: Completion of 15 credit hours of planning courses.
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 491
Field Studies (12)
Prerequisite: Completion of 15 hours of planning courses.
A field application course designed to develop skills in data collection and analysis, plan graphics and mapping; and plan program and policy development.

PLAn 495
Planning Internship (1–10)
Prerequisites: Permission of the instructor and the department chair.
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 Courses (1–5)

PLAn 497
Workshops, Short Courses, Conferences (1–5)
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)
Selected seminar discussions of various planning topics: law, land development, energy, fixtures, philosophy and practice.

PLAn 499
Directed Study (1–5)
Prerequisites: Permission of the department chair and the instructor.

PLAn 501
Foundations of Planning (5)
FALL
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)
FALL
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)
WINTER
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 (5)
SPRING
Prerequisite: 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)
WINTER
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)
WINTER
Prerequisites: PLAN 503, 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)
FALL
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)
WINTER
Prerequisite: 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 511
Advanced Planning Law and Legislation (3)
A survey of federal and state case law rulings which serve to delimit the extent of permissible regulation of private land use to further public objectives. Examination of national and state legislation pertaining to public planning activities.

PLAn 512
Growth Management (3)
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)
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)
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 520
Transportation Systems Management (3)
This course looks at applied studies of transportation systems analysis and short range planning and management. The focus will be on means to better utilize existing facilities and services and methods discussed will include sketch-planning analysis, impact assessment and system monitoring and evaluation.

PLAn 523
American Indian Planning (3)
This course will outline the unique context of tribal government as sovereign nations under the federal government, examine the history and evolution of tribal government institutions within unique tribal cultural systems and describe the role and relationship of planning within such a framework.

PLAn 524
Advanced Strategic Planning (3)
This course presents an overview of strategic planning processes and their application in public and private management including organizational planning, program planning, financial management planning and critical issue analysis.

PLAn 525
Planning, Politics and Public Policy (3)
This course deals with the political nature of planning and public policy making. It reviews the theoretical aspects of planning as a profession and its relationship to political decision making and investigates techniques for analyzing the political decision making process and improving community participation in the planning process.
PLAN 539
Special Topics (1–5)
Advanced planning topics will be offered periodically.

PLAN 591
Research Project Preparation (1)
FALL
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)
Students may participate in structured internships in agencies without the responsibility of using the internship as a capstone course. However, students must set learning objectives, maintain a journal of their experiences and prepare a short report.

PLAN 596
Experimental Course (1–5)

PLAN 598
Advanced Planning Seminars (1–5)
Advanced seminar topics offered quarterly.

PLAN 599
Independent Studies (1–5)

PLAN 601
Research Project (5)
Prerequisite: Substantial completion of degree requirements. A major planning project approved by the student’s advisory committee. Students must file a record of study in the standard research format which will describe the approach, objectives, methods and conclusions of the project.

PLAN 695
Professional Internship (5)
Prerequisite: 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.

VOCATIONAL EDUCATION
See BUSINESS ADMINISTRATION.

WOMEN’S AND GENDER STUDIES
College of Social and Behavioral Sciences
Sally Winkle, Director
207 Monroe Hall
509.359.2409 (Cheney)

BA
Minor
Certificate

UNDERGRADUATE PROGRAMS
Women’s and Gender Studies offers students an interdisciplinary examination of women’s roles, contributions, history and experiences as well as a critical study of gender structures in societies and cultures in the U.S. and the world. It utilizes gender, along with race and class as a category of analysis, helping students investigate the role that gender plays in our history, literature, art, politics, education, sports, health and family.

The Women’s and Gender Studies Program is committed to achieving the following goals: 1) To contribute to a broad understanding of interdisciplinary scholarship, theories and practices concerning the role of women and gender in society; 2) To enhance the credentials and experience of students preparing for careers in a wide range of fields; and 3) To increase students’ understanding of diversity and equity in society in accordance with university mission, commitments and initiatives.

Women’s and Gender Studies Programs includes the academic program and the Women’s Studies Center. Women’s and Gender Studies and the Center work closely together, the Center maintaining a small library and offering numerous presentations and events, both educational and social.

The HOME (Helping Ourselves Means Education) information network for non-traditional students is one emphasis of the Women’s Studies Center. Women’s and Gender Studies faculty and Women’s Studies Center staff work with student groups such as VOX, Scary Feminists, LGBT-A-SAFE, and Big Men on Campus. Since the program’s purpose is to promote equality of opportunity for women and men, the Women’s Studies Center and the Women’s and Gender Studies academic program welcome participation by all members of the University Community.

The Women’s and Gender Studies academic program offers a BA degree in Women’s and Gender Studies, a Women’s Studies minor and a Gender Studies Certificate.

Women’s and Gender Studies provides critical thinking skills and an understanding of women’s diverse contribution to society, all of which are valuable for a wide variety of careers. This integrated degree program is comprised of courses from a broad array of disciplines in six different colleges and provides a strong foundation in the humanities and social sciences.

The Women’s and Gender Studies major will fulfill partial requirements for a Bachelor of Arts degree. This 45–52 credit major requires the completion of a minor or a certificate and provides students with the opportunity to choose a second major to enhance career or post-graduate study opportunities.

The major includes a prior learning option to allow adult learners who have acquired professional or paraprofessional experience to have their experiential learning evaluated for a block of elective credit.

Required courses in the following programs of study may have prerequisites. Reference the course description section for clarification.
Bachelor of Arts (BA)

Women's and Gender Studies Major (45–52 credits)

Note: Two years of a single high school foreign language or one year of a single college level foreign language is required for this major.

Student Learning Outcomes

Students will:
- demonstrate knowledge of women’s individual and collective cultural contributions,
- analyze connections among societal structures such as gender, race, class, age and sexuality that contribute to women’s oppressions,
- analyze the role of language in producing and perpetuating cultural attitudes,
- demonstrate familiarity with the multiplicity of views within feminist scholarship,
- demonstrate knowledge of global perspectives on gender and/or women’s issues,
- demonstrate knowledge of historical perspectives on feminist thought and feminism as a movement.

Required Courses

Introductory Courses
Choose one of the following:
- WMST/HUMN 101 Introduction to Women's Studies (5) or WMST/HUMN 310 Issues in Women's Studies (4)

Foundation Courses:
- CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)
- Plus one course selected from:
  - CSBS 320 Introductory Statistics for the Social Sciences (5)
  - CSBS 330 Integrated Social Science Methods (5)
  - CSBS 331 Documents-Based Research Methods (5)
  - DSCL 245 Data Analysis for Business (4)
  - ENGL 308 Advanced Exposition (5)

Core Courses
- WMST/HUMN 410 Feminist Theory (4)
- WMST 490 Senior Capstone Seminar (4)
- Plus at least four credits from each of the four disciplinary perspectives below:

  Feminist Cultural Studies (Choose at least 4 credits)
  - WMST/HUMN 319 Women Artists & Society (2)
  - WMST/ENGL 389 Women, Literature & Social Change (5)
  - WMST/CMA 414 Gender & Communication (5)
  - WMST/PHIL 417 Women & Ethics (5)
  - WMST/PHIL 440 Women & Philosophy (5)
  - WMST/HIST 468 History of Modern American Women (4)

  Women and Social Change (Choose at least 4 credits)
  - WMST/SOCI 430 Sociology of the Family (5)
  - WMST/SOCI 377 Alternatives to Domestic Violence (2)
  - WMST/HIST 392 Women in the American West (4)
  - WMST/HIST 394 Women in American History (4)
  - WMST/MGMT 424 Equity & Equality in the Workplace (3)
  - WMST/ECON 427 The Economics of Women & Work (5)
  - WMST/SOWK 450 Women & Social Reform (3)
  - WMST/SOCI 483 Sociology of Children (5)

  Women, Body and Mind (Choose at least 4 credits)
  - WMST/BIOL 318 Biology of Women (3)
  - WMST/SOCI 321 Sex & Gender (5)
  - WMST/PSYC 331 Psychology of Women (4)
  - WMST/BIOL 338 Discovering Women in Science (1)
  - WMST/HUMN 415 Gay, Lesbian, Bisexual & Transgender Studies (5)
  - WMST/CMAST 419 Sex, Sexuality & Communication (5)
  - WMST/SOCI 452 Gender & Sexual Assault (4)

  Diversity and International Perspectives (Choose at least 4 credits)
  - WMST/AAST 371 Cultural Study: African American Women & Hair (2)
  - WMST 426 /ECON/AAST 424 Economics of Poverty & Discrimination (5)
  - WMST/AAST 430 From Mammies to Jemimas: The Black Women's Struggle (5)
  - WMST/SOWK 448 Gay & Lesbian Issues for the Social Work Practitioner (3)
  - WMST/SOWK 471 Human Rights & Women's Rights (4)
  - WMST/SPAN 475 Women’s Writing in Latin America (4)
  - WMST 498 Selected WMST Seminar as approved by Women’s and Gender Studies Program Director (4–5)

Core Credit Electives
Choose 8–9 additional credits of electives from the Women’s Studies Course Distribution List with approval of advisor.

Required introductory core courses 4–5 credits
Required foundation courses 9–10 credits
Required core credits including electives 32–37 credits
Minimum total credits for above major 45 credits

Women's and Gender Studies Major: Prior Learning Option (49–56 credits)

Same as Women's and Gender Studies major above with an added four credits for the Portfolio Development course (ITDS 300).

The Prior Learning Program provides the adult learner who has acquired specialized professional or paraprofessional education, the opportunity to have their experiential learning evaluated for a block of elective credit. The credit awarded cannot exceed 45 credits and can only be utilized in the prior learning option. The block of elective credit will count toward the 180 credits needed for the baccalaureate degree, but not toward general education requirements or the major.

Documenting prior learning requires the Portfolio Development course (ITDS 300) to guide the student in preparation of a portfolio that articulates and validates learning. The portfolio completed in the course will be submitted for evaluation by an Eastern faculty who determines the credit award.

The Prior Learning Option can be taken in conjunction with the 45-credit major listed above.

ITDS 300 Portfolio Development course credits 4 credits
Minimum credits for above major with prior learning option 49 credits

Certificate

Gender Studies Certificate (23–28 credits)

An interdisciplinary, critical study of gender and its social impact, designed to increase student understanding of ways in which gender is developed, constructed and expressed in attitudes and institutions of modern societies. The certificate includes a capstone or practicum experience to facilitate students' abilities to apply their knowledge in a variety of occupations.

Student Learning Outcomes

Students will:
- convey knowledge of historical perspectives on feminist thought and feminism as a movement,
- analyze connections among societal structures such as gender, race, class, age and sexuality that contribute to women’s oppressions,
- analyze the role of language in producing and perpetuating cultural attitudes,
- apply their theoretical knowledge through an internship or experiential learning.

Required Courses

Choose one of the following courses: 4–5 credits
- WMST/HUMN 101 Introduction to Women's Studies (5)
- WMST/HUMN 310 Issues in Women's Studies (4)

Choose one of the following courses: 5 credits
- WMST/SOCI 321 Sex and Gender (5)
- WMST/CMAST 414 Gender and Communication (5)
- WMST/PHIL 417 Women and Ethics (5)

Required Experiential Component

Choose one. Must be approved by Women’s Studies Director.
- WMST 490 Senior Capstone Seminar (4)
- Women’s Studies Capstone Seminar that includes a service learning component, such as a community action project that contributes to the betterment of the community or that assists a community partner.

WMST 495 Internship or Practicum Experience (3–5)
An concentrated set of experiences in a supervised work setting in which the competencies developed through course work are utilized in actual practice.

WMST 499 Directed Study (3–5)
Research Project or Guided Teaching/Instructional Development Experience in consultation with Gender Studies Certificate Coordinator and appropriate faculty member.

Electives in Area of Interest

Required distribution of electives: choose at least two courses from the list of courses with applied emphasis or applied/theoretical emphasis. You may choose up to five credits from the list of courses with theoretical emphasis. Distribution of courses: see the list below.

Required program credits 9–10 credits
Required experiential component 3–5 credits
Elective credits 11–13 credits

Minimum credits for above certificate 25 credits

Note: No more than three credits of summer workshop may be counted toward the certificate.

Note: Students who are completing a minor in Women’s Studies as well as a Gender Studies Certificate may only count one course for both the certificate and the minor. WMST 101 or WMST 310.
Minor

Women’s Studies Minor (22 credits) (or taken in partial fulfillment of Bachelor of Arts in Interdisciplinary Studies Degree—22 credits)

A Women’s Studies minor complements majors in a variety of disciplines, including art, communication studies, economics, history, sociology, social work, psychology, English, education, business management, biology, government, criminal justice and modern languages and literatures. It provides a theoretical, interdisciplinary approach to the critical examination of women’s roles, contributions, history and experiences and of gender structures in societies and cultures in the U.S. and the world. Some students choose an Interdisciplinary Studies degree blending Women’s Studies with another field. The minor may also be taken in partial fulfillment of requirements for the bachelor of arts degree in interdisciplinary studies.

Required Courses

WMST/HUMN 101 Introduction to Women’s Studies (5)
WMST/HUMN 310 Issues in Women’s Studies (4)
WMST/HUMN 410 Feminist Theory (4)

Select two of the following courses (at least 8 credits) (6–10 credits)

WMST/Biol 318 Biology of Women (5)
WMST/PSYC 338 Psychology of Women (4)
WMST/SOCI 370 Sociology of the Family (5)
WMST/ENGL 389 Women, Literature and Social Change (5)
WMST/HIST 394 Women in American History (4)
WMST/CMST 414 Gender and Communication (5)
WMST/HUMN 415 Gay, Lesbian, Bisexual and Transgender Studies (5)
WMST/ECON 427 The Economics of Women and Work (5)
WMST/PHIL 440 Women and Philosophy (5)
WMST/SOWK 450 Women and Social Reform (3)

Electives

To bring total to 22 credits in Women’s Studies, select from courses 300 or above from the distribution list. No more than 5 credits from the list of courses with applied emphasis will count toward the minor. Students should consult with the women’s studies director on choice of electives. Distribution of courses: see the list below.

Required Program Credits

16–19 credits

300-Level Elective Credits

3–6 credits

Minimum Total Credits for Above Minor

22 credits

Note: Students who are completing a minor in Women’s Studies as well as a Gender Studies Certificate may only count one course for both the certificate and the minor. WMST 101 or WMST 310.

Note: No more than three credits of summer workshops may be counted toward the minor.

Women’s and Gender Studies Courses

WMST 101
Introduction to Women’s Studies (5)

Winter

Satisfies cultural and gender diversity university graduation requirement.

Explores the struggle for equality, the message and impact of the media, power of language, influence of religion and the effects of socialization, education, race, class, roles, stereotypes and romantic love on the experience of women. (Cross-listed HUMN 101)

WMST 310
Issues in Women’s Studies (4)

Fall

Satisfies cultural and gender diversity university graduation requirement.

Analyzes causes and effects of sexual stereotypes and surveys new scholarship through women’s studies in psychology, economics, female biology, history, literature and others. (Cross-listed HUMN 310)

WMST 318
Biology of Women (3)

The history, biology and myths of human reproduction as they apply to women and the interaction of brain, hormones and social life. (Cross-listed BIOL 318)

WMST 319
Women Artists and Society (2)

Prerequisite: English clearance.

Survey of women artists from antiquity to the modern period. The work of painters and sculptors will be discussed in terms of the social context and artistic style of their times. (Cross-listed HUMN 319)

WMST 322
Sex and Gender (5)

Fall/Spring

Satisfies cultural and gender diversity university graduation requirement.

Prerequisite: SOCI 101 or 361.

A sociological analysis of differences and similarities between women and men. Examines the impact of gender ideologies on 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. (Cross-listed SOCI 321)

WMST 331
Psychology of Women (4)

Fall

Satisfies cultural and gender diversity university graduation requirement.

Prerequisite: ENGL 201 or equivalent.

The psychology of women in terms of their bodies, socialization, personality, affiliation and achievement motivations, abnormal behavior patterns, therapy and personal growth needs. (Cross-listed PSYC 331)

WMST 338
Discovering Women in Science (1)

The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOL 338, CHEM 338, GEOL 338, HIST 338, PHYS 338, PSYC 338)

WMST 370
Sociology of the Family (5)

Prerequisite: SOCI 101.

A consideration of family structures, cultures and interactions, changing family patterns and contemporary family debates. (Cross-listed SOCI 370)

WMST 371
Cultural Studies: African American Women and Hair (2)

This course covers the history of African American women’s hair. Students will learn how different hairstyles and treatments document a journey of cultural and self-rejuvenation plagued by conflict and accusations. The course will also examine the relationship between hairstyles and racial identity. (Cross-listed AAST 371)

WMST 377
Alternatives to Domestic Violence (2)

Winter

Analyzes theories relevant to issues of domestic violence in their historical, legal and cultural contexts. Therapeutic interventions are explored. (Cross-listed SOCI 377)

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WMST 389
Women, Literature and Social Change (5)
PREREQUISITE: Completion of the University writing requirement.
This course 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. (Cross-listed ENGL 389)

WMST 392
Women in the American West (4)
This course examines the lives of frontier women using a variety of primary sources (letters, diaries, oral histories), as well as secondary sources (books, articles, movies, tapes). (Cross-listed HIST 392)

WMST 394
Women in American History (4)
This course examines the lives of women and their roles in American history. The course will be divided into three parts: (1) the role of women in the American Revolution, (2) the role of women in the 19th century, and (3) the role of women in the 20th century. (Cross-listed HIST 394)

WMST 400
Women and Men in Literature (1)
This course will provide a feminist approach and review the literature on gender balance. (Cross-listed ENGL 400)

WMST 401
Women and Men in Science (1)
The course will examine the impact made by classroom interactions, laboratory procedure, textbooks and language on women's participation in secondary or postsecondary science. It will make recommendations for gender balanced choices in these areas and it will introduce women role models from the past for use in science history and other science courses. (Cross-listed BIOL 401, GEOL 401)

WMST 402
Women and Men in the U.S. Economy (1)
The course will 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. (Cross-listed ECON 429)

WMST 403
Women and Men in Psychology (1)
A one day workshop designed to facilitate and provide frameworks for gender-balancing psychology curricula (materials appropriate for secondary education and college level instruction). (Cross-listed PSYC 403)

WMST 404
Women and Men in Communications (1)
This seminar examines the ways in which both male and female classroom experiences. We will study unexamined cultural patterns which can affect communication in elementary, secondary, baccalaureate or post-baccalaureate education and will examine choices in curriculum planning, textbook selection and teacher/student interaction patterns which affect educational experiences of students in the classroom. Specific suggestions for change and classroom activities will be developed. (Cross-listed CMST 404)

WMST 405
Women and Men in History (1)
This course will deal with the placing of women and men within history. A comparative analysis will be made of the historical treatment given to both women and men. Using American history as an example, the workshop will set forth principles that will effectively help the classroom teacher create a gender balanced course and the student to recognize gender balance in history education. Attention will be given to non-sexist textbooks, audiovisual materials and testing. (Cross-listed HIST 405)

WMST 406
Women and Men in the Cultural Landscape (1)
The created landscape reflects human values and experience. This course examines ways in which women and men create, use and experience the humanized landscape. We will examine spatial patterns of human activity from a variety of times and places, linking geographic theory to everyday environments. The course will include map work, slide analysis and a field exercise as tools for identifying and interpreting cultural landscapes. (Cross-listed GEOG 406)

WMST 408
Women and Men in City Planning (1)
This course examines feminist theory, the law and business management theories as they apply to equality and equity in the workplace. The course is an integrated approach to business and gender issues. (Cross-listed MGMT 424)

WMST 410
Feminist Theory (4)
This course explores issues which directly affect both male and female classroom experiences. We will study unexamined cultural patterns which can affect communication in elementary, secondary, baccalaureate or post-baccalaureate education and will examine choices in curriculum planning, textbook selection and teacher/student interaction patterns which affect educational experiences of students in the classroom. Specific suggestions for change and classroom activities will be developed. (Cross-listed HUMN 410)

WMST 414
Gender and Communication (5)
This course explores issues which directly affect both male and female classroom experiences. We will study unexamined cultural patterns which can affect communication in elementary, secondary, baccalaureate or post-baccalaureate education and will examine choices in curriculum planning, textbook selection and teacher/student interaction patterns which affect educational experiences of students in the classroom. Specific suggestions for change and classroom activities will be developed. (Cross-listed CMST 414)

WMST 415
Gay, Lesbian, Bisexual and Transgender Studies (5)
This course examines the ways in which gay, lesbian, bisexual and transgender identities are represented in literature, film, and popular culture. It will also examine the ways in which these identities are constructed and challenged in contemporary social and cultural contexts. (Cross-listed HUMN 415)

WMST 417
Women and Ethics (5)
This course examines feminist theory, the law and business management theories as they apply to equality and equity in the workplace. The course is an integrated approach to business and gender issues. (Cross-listed MGMT 424)

WMST 419
Sex, Sexualities and Communication (5)
This seminar examines the construction of sexuality and sexual identity through communication, with a focus on the relationship between public policy and private sexuality. (Cross-listed CMST 419)

WMST 424
Gender and Communication (5)
This course explores issues which directly affect both male and female classroom experiences. We will study unexamined cultural patterns which can affect communication in elementary, secondary, baccalaureate or post-baccalaureate education and will examine choices in curriculum planning, textbook selection and teacher/student interaction patterns which affect educational experiences of students in the classroom. Specific suggestions for change and classroom activities will be developed. (Cross-listed CMST 424)

WMST 426
Economics of Poverty and Discrimination (5)
This course examines feminist theory, the law and business management theories as they apply to equality and equity in the workplace. The course is an integrated approach to business and gender issues. (Cross-listed MGMT 426)

WMST 427
The Economics of Women and Work (5)
This course explores issues which directly affect both male and female classroom experiences. We will study unexamined cultural patterns which can affect communication in elementary, secondary, baccalaureate or post-baccalaureate education and will examine choices in curriculum planning, textbook selection and teacher/student interaction patterns which affect educational experiences of students in the classroom. Specific suggestions for change and classroom activities will be developed. (Cross-listed HUMN 427)
WMST 430  
From Mammoths to Feministas: The Black Women's Struggle (5)  
Prerequisites: ENGL 201 or permission of the instructor.  
The unique struggle of black women in America begins in the time of slavery from which we still feel the impacts today. Although the feminist movement has made many strides for women in America, the black woman is subjected to a special set of obstacles and circumstances. This course examines historical writings written by and about black women. The course will discuss slavery, lynching, combating prejudices and encouraging racial pride to give course participants a framework that will deepen their understanding of black women and their writing. (Cross-listed AAST 430)

WMST 432  
Anthropology of Gender (4)  
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. (Cross-listed ANTH 432)

WMST 440  
Women and Philosophy (5)  
Prerequisite: 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. (Cross-listed PHIL 440)

WMST 448  
Gay and Lesbian Issues  
Prerequisite: ENGL 201 or permission of the instructor. Designed to assist professionals who may encounter lesbian, bisexual, gay, and transgendered individuals as clients. The course educates and suggests counseling approaches helpful to gays and lesbians and explores available support systems. (Cross-listed SOWK 448)

WMST 450  
Women and Social Reform (3)  
Prerequisite: Upper-division standing, ability to handle 400/500 level analysis, writing and seminar participation. Activities and accomplishments of women working toward social change. Strategies and tactics of organizing communities and society that have been undertaken to improve the status of women and other disadvantaged groups. Reform movements, issues or actions covered include suffrage, abolition, neighborhood development, ERA and unionization. Current issues and organizations related to changes for women in society. (Cross-listed SOWK 450)

WMST 452  
Gender and Sexual Assault (4)  
Prerequisite: 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. (Cross-listed SOWK 452)

WMST 457  
Contemporary Women's Fiction (5)  
Prerequisite: Grades of 2.5 or better in ENGL 270 and ENGL 271 for major; permission of instructor for non-majors. Looks at changing perspectives in women's fiction from the 1970s to the present. (Cross-listed CRWR 467, ENGL 467)

WMST 468  
History of Modern American Women (4)  
Prerequisite: ENGL 201 or permission of the instructor. Examines the history of human rights and dignity, the United Nation as framework, human rights of women (violence against women, health, housing, education), children's rights and approaches to achieve social justice, locally and globally. (Cross-listed SOWK 471)

WMST 475  
Women's Writing in Latin America (4)  
Prerequisite: SPAN 203 or equivalent and SPAN 321 or HIST 365. This course offers an introduction to women's writing in Latin America, focusing on narrative productions of the 20th century. We will discuss issues such as feminine representation and identity, women's perspective and subjectivity through the reading and analysis of contemporary texts by Latin American women. (Cross-listed SPAN 475) Taught in Spanish.

WMST 483  
Sociology of Children (5)  
Prerequisite: SOCI 101 or 561. Addresses children and childhood from the preschool years through adolescence. Examines historical shifts in the meanings of childhood and the methods used for studying the worlds of children. Explores the theoretical approaches to child development and socialization and how these can be used to understand children’s experiences in different cultural settings and situations. (Cross-listed SOCI 483)

WMST 490  
Senior Capstone Seminar (4)  
Prerequisites: [WMST 101 or WMST 310] and [one additional WMST course of 3 credits or more] and [ENGL 201]. The advanced student of women's studies consolidates and synthesizes feminist scholarship in the seminar. Working collaboratively, instructor and students draw together scholars and their work in numerous disciplines, relating them and drawing conclusions about the nature of society and feminist reality.

WMST 495  
Internship (1–5)  
WMST 498  
Seminar (1–5)  

www.ewu.edu
Academic Resources

Academic Advising

General Undergraduate Academic Advising Office
302 Sutton Hall
509.359.2345

Academic advisors will assist with academic planning, major exploration, prerequisite checking and identification of appropriate course sequencing. They also will refer to additional support services on campus as needed.

The academic advisors in the Office of General Undergraduate Academic Advising provide academic planning assistance to all students who have earned fewer than 90 credits and who have not yet declared a major. Students who have declared a major receive academic advising from an advisor in that program or department.

Academic advising and a registration authorization are required for all students until sophomore status (earned 45 quarter credits). All other students are strongly encouraged to take advantage of academic advising to stay informed about changes in University and program requirements.

Departmental Advising

Undergraduates who have declared a major will be assigned a program advisor. See the information under “Declaring a Major and Minor” in this catalog. All undergraduates are required to declare a major by the time they have completed 95 quarter credits.

Graduate Studies Advising

Graduate Studies Office
206 Showalter Hall
509.359.6297

The Graduate Studies Office provides general information for prospective graduate students including anyone pursuing interdisciplinary studies at the graduate level. The Graduate Studies Office oversees all policies and procedures for graduate education and is the clearinghouse for admissions, candidacy, degree completion and academic appeals. Please see the general information on Graduate Studies in the front of this catalog for detailed information.

Academic Support Center

111 Monroe Hall
509.359.2487

Riverpoint Phase One Building, Room 101G
509.368.6509

Staffed by professionals who are committed to student success, the Academic Support Center (ASC) emphasizes independent scholarship abilities in small collaborative group discussions. The ASC is home base for the TRiO Student Support Services project, Washington TRiO Expansion Program, and the Program Leading to Undergraduate Success. Types of student services include:

- Using effective study strategies
- Using effective test-taking techniques
- Time management
- Establishing priorities
- Using visual organizers to focus thinking
- Reading to identify main ideas
- Writing summaries
- Clarifying career and life choices
- Participating in collaborative learning groups.

PLUS Program Leading to Undergraduate Success

111 Monroe Hall
Verlinda Washburn, PLUS Program Coordinator
509.359.6299

The PLUS program is designed to enhance the quality of undergraduate student scholarship and assist students in achieving academic goals through discipline-based collaborative learning groups.

Computer Resources and Laboratories

Instructional Technology

Monroe Hall
509.359.2247

Instructional Technology provides information technology services to students, faculty and staff. Instructional Technology includes 1) Information Technology Consultation, 2) Student Help Desk 3) Multimedia Activities Resource Services (MARS), 4) Student Computing Resources and 5) Classroom Technology Services. Instructional Technology specialists assist the campus community with a wide range of technology-mediated activities.

(1) Information Technology Consultation

Instructional Technology staff offer consultation and training on the most effective use of campus technology infrastructure including e-mail, calendar, Internet, desktop hardware, and software and the campus area network. In addition, consultations are available on applications, systems, databases, software and hardware.

(2) Student Help Desk (Tech-EZE)

Assistance with technology related questions is available by walking up to the Help Desk located in the lower level of the library. Answers to technology related problems are available online. Ask questions of support staff by dialing 559.6411 or e-mailing tech-eze@ewu.edu

(3) Multimedia Activities Resource Services (MARS)

MARS supports the application of digital multimedia in academic and administrative areas across campus. Multimedia tools, software applications and professional design consultation and training are all available in a creative environment. The advanced workstations at MARS provide high quality multimedia software, scanners, audio/video editors and libraries of digital images. Eastern employees and students can take full advantage of the MARS facilities to produce quality multimedia presentations. Presentation packages and cameras are available for check out.

(4) Student Computing Services

Instructional Technology manages Eastern’s general access computing labs, where students, faculty and staff have access to over 400 hundred computers and lab consultants. High end Windows and Mac computers are available in the labs, as well as scanners, video editing decks, recording studios, black and white and color printers.

The computer labs provide a standard set of software that includes multiple Web browsers, Microsoft Office and other multimedia capabilities. Special curriculum needs are handled by request. The Labs are located in PUB 339, Riverpoint 206 and Monroe 305. Visit http://labs.ewu.edu/ for detailed information on the labs and the services available.

Academic programs in psychology, physics, computer science, engineering and design, art, music and business house special purpose computing labs. Computer Science includes state-of-the-art parallel processing and graphics computer labs. Internet access is available throughout the systems’ facilities.

(5) Classroom Technology Services

Eastern has three types of high tech classrooms: Enhanced Classrooms, Televideo Classrooms and Computer Classrooms. These are general university classrooms scheduled through the Records and Registration Office prior to the start of each quarter.
The Enhanced Classrooms allow a wide variety of multimedia sources to be projected on large format screens installed in the room. These rooms are designed to facilitate multimedia presentations as a primary function.

The Televideo Classrooms provide two-way compressed video conferencing through the statewide K20 Telecommunications network. These rooms are designed to facilitate distance learning.

The Computer Classrooms provide a teaching environment where the instructor and each student have a computer station connected to a server and the campus network. These rooms are designed to facilitate hands-on lectures requiring computer interaction.

Classroom Technology Services provides technical coordination, consulting and training for the use of equipment located in the technologically equipped classrooms. Consultation is also provided on the design of new technologically equipped classrooms and the acquisition of multimedia equipment.

**Professional Design And Photography Services (provided by University Graphics)**

303 Monroe Hall
509.359.2435

Graphic design specialists can create a variety of high quality projects for faculty and staff. Let us bring clarity to your content through collaboration with our design staff. From posters to instructional documents for the classroom, we can assist you.

Photographic services include location and studio photography, preparation of digital images, scanning and enhancing slides, artwork, maps, prints and other instructional aids for your digital or poster presentations.

**Ronald E. McNair Scholar Program**

107 Monroe Hall
509.359.2465

The McNair Scholar Program is funded by Congress through the U.S. Department of Education to provide opportunities for undergraduates to define their goals, engage in research and develop the skills and student/faculty mentor relationships critical to success at the doctoral level. McNair Scholars participate in paid research internships with faculty mentors in their majors and attend seminars on GRE preparation and application to graduate programs.

**Applicant Requirements**

- Sophomore standing and above
- A cumulative GPA of 2.8 overall and 3.0 in the major
- U.S. citizen or permanent U.S. resident
- First generation college student from a low-income background or belong to a group under-represented in doctoral studies (African-Americans, Native Americans and Hispanics).

**Student Support Services (SSS)**

111 Monroe Hall
509.359.2487

Student Support Services is a federal TRiO program that serves students who are first generation, low-income or disabled. The program provides opportunities for academic development, assists students with basic college requirements and serves to motivate students toward the successful completion of their baccalaureate degree. The goal of SSS is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

- Instruction in basic study skills
- Collaborative study groups and tutoring services
- Academic, financial and personal counseling
- Information about career options
- Mentoring
- Special services for students with limited English proficiency
- Direct financial assistance (grant aid) to current SSS participants who are receiving Federal Pell Grants

**Writers’ Center**

354 PUB
509.359.2779
www.ewu.edu/writerscenter/

The Writers’ Center offers thoughtful response to writers at any stage in their writing processes. Students, faculty and staff are invited to participate in one-on-one sessions with Professional Responders. A variety of workshops are also conducted to enable students to become more adept at brainstorming, reading, creative writing, thesis preparation, use of style books and resume preparation. A Conversation Group for ESL students is regularly scheduled each quarter. Appointments are available Monday-Friday by making a reservation online at our website. All Writers’ Center services are free.

**Centers of Excellence**

**Honors**

202 Cheney Hall

Dana Elder, Ph.D. Director
Mary Benham, Coordinator & Advisor
509.359.2822

The Honors Program at Eastern is an integrated four-year program of academically challenging courses for superior students. The Honors Program invites applications from high school seniors and from the diverse population of students on campus, including transfers, commuters, and nontraditional students. Freshman Honors courses satisfy six of the general education core requirements. Upper-division Honors courses include 398 courses and enriched courses in the majors. Students who complete one or more of the Honors Program curricular requirements receive special recognition at graduation.

Acceptance into the Honors Program improves the chances of receiving academic scholarships. Enhanced course work, mentoring with outstanding faculty members, and emphasis on writing and critical thinking skills across the University curriculum all significantly strengthen applications for graduate programs and employment.

**Inland Northwest Center for Writers**

Riverpoint One
509.359.4956

The Inland Northwest Center for Writers offers an undergraduate emphasis in creative writing within the English major, as well as a Master of Fine Arts degree that is recognized as one of the outstanding programs in the country. Many of the students admitted to the selective MFA program receive support to pursue their studies. The undergraduate and graduate creative writing courses in poetry, fiction and nonfiction are taught by resident faculty, all of whom are practicing writers with numerous and nationally recognized book publications.

In addition to its regular courses, the creative writing program offers internships with the Center’s literary journal, *Willow Springs*, and also affords students the opportunity to edit and produce a publication of the undergraduate program, *Northwest Boulevard*. Commended junior and senior students may involve themselves with the Writers-In-The-Community Project, a program that takes student interns as creative writing instructors into area schools, prisons, community centers, half-way houses and other institutions.

The Center also features a regular schedule of visiting writers who make a public appearance in downtown Spokane and meet with students. Recent visitors include Jo Ann Beard, Patricia Hampl, Robert Hass, Yusef Komunyakaa, Thomas Lux, Richard Nelson, Tomas Salaman, James Welch, John Edgar Wideman, Phillip Loplate, Rick Bass, as well as the Nobel Prize winner, Czeslaw Milosz.

www.ewu.edu
Music
119 Music Building
509.359.2241

The Music Program offers undergraduate and graduate programs in voice, instrument, composition and education. Students from a wide range of academic programs participate in the instrumental and vocal groups led by members of the Music Department faculty. The Music Program’s status as a University Center of Excellence enhances its ability to contribute to the cultural life of the region and university. Outreach includes a partnership with the Spokane Symphony Orchestra that features many faculty, alumni and students and participation in the Centers of Excellence Academy. Student composers and musicians write and perform pieces that reflect the theme of the Center of Excellence Academy, which is a year-long exploration of ideas through invited speakers and authors, common readings and music, culminating in an address by a keynote speaker.

Chicano Education Program (CEP)
203 Monroe Hall
509.359.2404

The Chicano Education Program (CEP) is both an academic and a student recruitment and retention program. CEP’s academic focus is on providing all students, regardless of ethnicity, an opportunity to become familiar with the Chicano/Latino Community and issues. This is accomplished through CEP’s Chicano Studies 25-credit undergraduate minor. Several Chicano Studies courses fulfill EWU’s cultural diversity requirement. CEP actively participates with the National Association for Chicana/Chicano Studies, stages numerous cultural and art exhibitions and operates a speakers’ forum all of which augment the opportunity to learn about the Chicano/Latino community beyond the classroom setting.

CEP’s student recruitment focuses on increasing the participation of Chicano/Latinos in higher education. CEP actively recruits Chicano/Latino students from high schools and community colleges and helps prospective students complete their admissions process at EWU.

Retention efforts include:
• Scholarships and scholarship information
• Mentoring opportunities
• College orientation class
• Tutoring
• Academic advising
• Student advocacy
• Efforts focusing on creating a sense of community for Chicano/Latino students at EWU
• Social/cultural programs.

CEP publishes an electronic quarterly newsletter, Q-VO, which informs students, parents and the community about program activities. The CEP houses the College Assistance Migrant Program (CAMP), which is designed to recruit and retain migrant students during their first year of college at EWU. CAMP provides an array of academic support services and financial assistance to program participants.

Women’s and Gender Studies Programs
207 Monroe Hall
509.359.2847

The Women’s and Gender Studies Program at Eastern encompasses an academic and a resource center component. The BA degree in Women’s and Gender Studies, the Women’s Studies minor and the Gender Studies Certificate are comprised of courses that offer an interdisciplinary examination of women’s roles, contributions, history and experiences, as well as a critical study of gender structures in societies and cultures in the U.S. and the world.

The Women’s Studies Center under the Women’s and Gender Studies program provides:
• A varied series of lunch hour presentations
• Scholarship information for women
• HOME (Helping Ourselves Means Education), a networking program for low income, nontraditional student parents
• A comfortable place to meet
• A library of books focusing on women and gender issues

Diversity Programs

Africana Education Program
204 Monroe Hall
509.359.2205

The Africana Education Program is an academic and student service program. The Africana Education Program develops and teaches courses in Africana Studies, provides recruitment, support and retention services, and conducts research into the African Diaspora. All courses, services and events provided by the program are open to all EWU students.

Africana Studies courses are designed to promote understanding and appreciation of the African Diaspora as it unfolded over time and as it is currently manifested. The program uses the Afrocentric world view as the philosophical basis for the presentation of its courses.

The Africana Education Program provides academic and non-academic student support services including academic advising, scholarships, scholarship information and mentoring. The program assists students, faculty and staff in understanding the culture and issues of people of African descent. The program sponsors speakers and events and recognizes national African American holidays.

American Indian Studies Program
706 5th Street
509.359.2441

The American Indian Studies Program at Eastern serves about 200 students, the largest enrollment of American Indians at the three regional state universities in Washington. Its purpose is to make university life a positive growth experience that expands students’ perspectives and vocational horizons. Student services offered through the program include:
• Academic planning
• Tutoring
• Career counseling
• Housing and job referral
• Financial aid and scholarship workshops
• University orientation
• Personal and academic counseling
• Cultural awareness workshops
• Assistance with admissions
• Research and reference materials on American Indians.

American Indian Studies offers fourteen courses and a minor. The American Indian Education Center is home of the American Indian Studies Program and the Native American Student Association.

www.ewu.edu
International Education and Educational Outreach

Division for International and Educational Outreach
300 Senior Hall
509.359.7380
www.ewu.edu/dieo

Providing a variety of innovative lifelong learning opportunities, Eastern’s Division for International and Educational Outreach serves students, working professionals and the community with programs that include:

- Continuing Education www.ewu.edu/ce
- Eastern @ Bellevue Community College www.ewu.edu/bcc
- Eastern Online www.ewu.edu/online
- Eastern Washington University Press www.ewu.edu/ewupress
- Get Lit! Festival www.ewu.edu/getlit
- Interdisciplinary Studies www.ewu.edu/its
- International Education www.ewu.edu/international
- International Field Studies www.ewu.edu/ifs
- International Projects www.ewu.edu/intprojects
- Professional Advancement www.ewu.edu/ce
- Running Start (for high school students) www.ewu.edu/runningstart
- Study Abroad www.ewu.edu/studyabroad
- Summer Session www.ewu.edu/summer

The Get Lit! Literary Festival
534 E. Spokane Falls Blvd. Suite 203
Spokane, WA 99202
509.368.6574
www.ewu.edu/getlit

Get Lit! is the Northwest’s premier annual literary festival and includes presentations by nationally known public intellectuals, writers and poets, as well as readings, writing workshops, panels, dialogues and conversations with writers. Held annually during the third week of April, many events are free and all are open to the public. It is organized by Eastern Washington University Press.

Get Lit! Young Writers’ Program
534 E. Spokane Falls Blvd. Suite 203
Spokane, WA 99202
509.368.6574
www.ewu.edu/getlit
getlitkids@ewu.edu

The Get Lit! Young Writers Program provides young writers in elementary, junior high and high schools in Spokane and its region with writing instruction and exposure to professional writers and poets in residency and short-term programs, as well as writing workshops and poetry slams during the annual Get Lit! festival.

Eastern Online
(formerly Independent Learning)
300 Senior Hall
509.359.2268 or Toll free 800.924.6606
www.ewu.edu/online

Providing a flexible and convenient alternative to the traditional classroom, Eastern Online offers more than 70 courses in 25 academic areas. Online courses are offered either quarter-based or self-paced. Self-paced courses are available in an open enrollment system, which allows students to enroll at any time. Quarter-based courses follow the established EWU academic calendar and start and end at the same time as campus courses. New online courses are being developed on a regular basis. Visit the Eastern Online calendar and start and end at the same time as campus courses. New online courses are offered either quarter-based or self-paced. Self-paced courses are available in an open enrollment system, which allows students to enroll at any time. Quarter-based courses follow the established EWU academic calendar and start and end at the same time as campus courses. New online courses are available in an open enrollment system, which allows students to enroll at any time. Quarter-based courses follow the established EWU academic calendar and start and end at the same time as campus courses. New online courses are being developed on a regular basis. Visit the Eastern Online website at www.ewu.edu/online for complete information.

Online Quarter-Based Courses
- AAST/HIST 215-75 – Early African American History (5)
- AAST 301-75 – Harlem Renaissance (5)
- AAST 320/SCI 371/SOWK 498-75 – African American Family (5)
- AAST/WMST 450-75 – The Black Women’s Struggle (5)
- ART/HUMN 213-75 – Art in the Humanities (5)
- CEDP 201-75 – Life Span Development (4)
- CSBS 320-75 – Introductory Statistics for the Social Sciences (5)
- ENGL 101-75 – College Comp.: Exposition and Argumentation (5)
- ENGL 201-75 – College Comp.: Analysis, Research and Documentation (5)
- GEOG 100-75 – Fundamentals of the Physical Environment (5)
- GEOG 101-75 – Fundamentals of Human Geography (5)
- GOVT 100-75 – Modern Government in American Context (5)
- HIST 105-75 – Western Heritage: Origins to the 18th Century (5)
- HIST 106-75 – Western Heritage: 18th Century to the Present (5)
- HUMN/MUSC 212-75 – Music in the Humanities (5)
- HUMN 215-75 – Introduction to Religion (5)
- HUMN/WMST 310-75 – Issues in Women’s Studies (4)
- IDST/SOWK 408/SOWK 560-75 – Indian Child Welfare (5/3)
- PHIL 211-75 – Introductory Philosophy (5)
- PHIL 212-75 – Introductory Ethics (5)
- PSYCH/WMST 331-75 – Psychology of Women (4)
- PSYC 381-75 – Social Psychology (5)
- SOCI 101-75 – Introduction to Sociology (5)
- TECH 498-75 – Business Practices for Visual Communications Design (4)
Online Self-Paced Courses
AAST/HUMN 214-75 – Introduction to African American Culture (5)
AAST/HIST 315-75 – African History (5)
ACCT 251-75 – Principles of Financial Accounting (5)
CEDP 497-75 – Childhood Abuse: Recognition/Intervention Strategies (3)
CEDP 497-76 – Attention Deficit/Hyperactivity (ADHD) in Schools (3)
CMST 340-75 – Intercultural Communication (5)
CMST 396-75 – Basic Communication Interaction (2)
CMST 438-75/76 – Topics in Leadership and Strategic Communication (5)
CMST 440-75 – International Communication (5)
CRWR 210-75 – Introduction to Creative Writing (5)
CRWR 397-75 – Advanced Creative Writing: Short Story (5)
CRWR 398-75 – Advance Creative Writing: Poetry (5)
ENGL 170-75 – Introduction to Literature (5)
ENGL 387-75 – Literature of the Bible (5)
FDNT 356-75 – Nutrition (5)
HLED 497-75 – Preventing Disease Transmission (3)
HLED 497-76 – Facts About HIV/AIDS (3)
HLED 497-78 – Adolescent Health Issues (3)
HUMN 270-75 – Great World Views (5)
HUMR 328-75 – Human Resource Management (4)
OCTH 101-75 – Introduction to Occupational Therapy (2)
PHED 497-75 – Time Management (5)
PSYC 302-75 – Abnormal Psychology (5)

Print Self-Paced Courses
AAST/HIST 216-70 – 20th Century African American History (5)
AAST 222-70 – African American Economics (5)
AAST 310-70 – Survey of African American Education (5)
AAST 321-70 – African American Political Awareness (5)
ENGL 270-70 – Introduction to Fiction (5)
HLED 497-77* – Managing Stress (5)
HIST 110-70 – The American Experience: A Survey (5)
HIST/WMST 394-70 – Women in American History (5)
HIST 493-70 – History and Government of the Pacific Northwest (5)
PSYC 100-70 – General Psychology (5)

*Scheduled for online development. See www.ewu.edu/online.

Interdisciplinary Studies
300 Senior Hall
509.359.2402

www.ewu.edu/itds

The Interdisciplinary Studies program offers a baccalaureate degree for students seeking a broad background applicable to numerous career fields. The program has the following options: Liberal Arts (Option A), Prior Learning (Option B), Interdisciplinary Studies (Option C) and Interdisciplinary Studies (Option C: Occupational Therapy Track or Philosophical Studies Track).

In addition, Interdisciplinary Studies provides venues for obtaining university-level credit that include prior learning assessment and challenging courses for credit and contracted learning.

International Education Office
127 Showalter Hall
509.359.2331 or +001.509.359.2331

www.ewu.edu/international

The International Education Office consists of two areas, International Student Services and Study Abroad that together promote a culturally diverse learning environment on the campus and in the community.

The International Student Services staff provides an array of essential services and programs — academic, immigration, as well as social and cultural — to assist international students, faculty, scholars and their families, in achieving their educational, professional and personal objectives. The office supports faculty exchange opportunities and can help in bringing international faculty and scholars to the EWU campus.

EWU students can enhance their education by studying at an accredited university or completing directed/independent study courses while overseas. Credits earned through the Study Abroad Program can be applied toward a degree at Eastern Washington University. Students may choose from programs in almost every country of the world. The most popular destinations for Eastern students are Australia, New Zealand, Spain, Mexico, Japan, Great Britain and Costa Rica.

International Field Studies
300 Senior Hall
509.359.6275 or toll free 800.541.2125

www.ewu.edu/ifs

Since 1980, students participating in educational travel have earned valuable academic credit through Eastern Washington University’s International Field Studies program. The program offers a variety of courses designed to:

- Enhance student understanding of foreign people and places
- Teach students to develop confidence in themselves as world observers
- Encourage students to gain an appreciation of higher education as an important partner in achieving future goals
- Provide students with an academic transcript containing college-level courses to help set themselves apart in today’s highly competitive university admissions process

Courses are also open to current Eastern students who travel on short-term programs. International Field Studies offers post baccalaureate credit for teachers and adult professionals who travel.

Continuing Education and Professional Advancement
300 Senior Hall
509.359.7380 or toll free 800.331.9959

www.ewu.edu/ce

Professional Advancement

The Office of Professional Development has a proven track record on delivering learning opportunities for working professionals. Experienced practitioners collaborate and present education strategies in line with client companies’ corporate objectives. Courses are available for employees at all levels and are delivered on-site, or at Eastern’s training facilities, day or evening. Training program topics include Advanced Project Management, Customer Service, Leadership, Suicide Prevention and Supervisory Skill training.

Credit Option and Continuing Education Unit courses

Credit Option courses provide expanded educational opportunities to individuals seeking specialized courses in a condensed, flexible and affordable forum. Credit Option courses are designed to address the needs of professionals seeking career change, advancement and specialized certification or endorsement(s). Popular course emphasis includes:

- Behavior Sciences
- Computers and Technology
- Educational Strategies and Management
- Languages
- Recreation and Leisure Studies
- Physical and Health Education

Continuing Education Units (CEUs) are recorded by EWU and certificates of completion are awarded to participants. CEUs are available with application and transcript recording fees.

Online Training

The Office of Continuing Education and Professional Advancement provides access to a variety of online and courses delivered through Eastern Washington University as well as national partners. Visit www.ewu.edu/ce for course listings.
Running Start (for high school students)
120 Showalter Hall
509.359.6155
www.ewu.edu/runningstart

Running Start provides an opportunity for juniors and seniors in Washington's public high schools to enroll in courses at Eastern Washington University. The program, created by the state Legislature, offers academically motivated and qualified students the opportunity to take college courses as part of their high school education.

Students may supplement their high school curriculum with one or two courses per quarter or take all of their classes at Eastern—up to 18 credits per quarter. If eligible for the program, they earn both high school and college credit for the college-level classes they successfully complete. Tuition for Running Start classes is covered by each student's school district.

Summer Session
120 Showalter Hall
509.359.6155
www.ewu.edu/summer

Eastern's Summer Session is a time for recent high school graduates to get a head start on their college careers, for continuing students to take a course that moves them closer to graduation, for professionals to earn recertification credits and for anyone who wishes to learn something new.

The benefits of Summer Session include:
- More Time—graduate early or catch up on courses you need to graduate on time
- Easy Access—to high-demand core, competency and GECR classes
- Flexible Scheduling—courses are offered in weekend, 1-, 4- and 8-week sessions, at convenient times and locations
- A Lighter Load—the ability to lower credit loads during the academic year when they include Summer classes and still graduate on time

Plan Ahead

Students should talk to their financial aid and academic advisors today about Summer Session. Registration begins in April with Summer Session starting in June (following the close of Eastern's spring quarter).

Important Note: Summer Session is a self-support program. Students pay for all credits taken—there is no tuition cap after 10 credits.

Libraries

John F. Kennedy Library
100 LIB
816 F Street
Cheney, WA 99004
509.359.2264

The Eastern Washington University Libraries consist of the John F. Kennedy Library, which is the main library on the Cheney campus and the Riverpoint Campus Library in Spokane. The library provides global information resources, maintains a book collection of over 724,000 books, 9,000 print and electronic journals and serves as a selective depository for the state and federal government documents.

The EWU Libraries' online catalog provides access to these resources, as well as to a combined catalog of 33 college and university libraries in Washington and Oregon. Library users may obtain materials not owned by EWU Libraries by submitting an interlibrary loan request on line or in person. The library's Web page can be accessed at www.ewu.edu/library.

Library faculty at both JFK Library and Riverpoint Campus Library provide assistance with library resources. They are also available for class instruction to help students learn the research process.

Riverpoint Campus Library
600 N. Riverpoint Boulevard
riverlibrary@ewu.edu
509.358.7930
509.358.7928

The Riverpoint Campus Library, located in the new Academic Center at the Riverpoint Campus in Spokane, supports the Spokane-based programs of Eastern Washington University and Washington State University. It offers a full range of library services, including reference and instruction, interlibrary loan and document delivery, and access to full-text periodical databases and other electronic resources.

Student Life

Associated Students of Eastern Washington University (ASEWU)
303 PUB
509.359.2514

The Associated Students of Eastern Washington University (ASEWU) are a body of elected student representatives who work to promote and encourage the pursuit of higher education and student life on the main campus and branch campuses of EWU. In addition, the ASEWU promotes the expression of student opinion through formal and informal means in accordance with the EWU Student Conduct Code.

The ASEWU Council is a liaison between state, local and University officials, which includes faculty, staff, administration and the students of EWU. The ASEWU commits itself to the students of Eastern Washington University to act as a resource for student activism, to provide students with leadership opportunities and to send a legislative liaison to lobby the Washington State Legislature and the Washington Student Lobby (WSL).

Twelve students are elected to their respective positions—president, executive vice president, finance vice president and nine Council representatives that addresses specific departmental area.

These elected officials are charged with:
- Representing the issues and concerns of EWU students throughout the campus community, the city of Cheney and at the state level including such avenues as WSL and in the state legislature.
- Receiving and identifying issues, concerns and questions from the general student body. When a problem has been identified, seeking a solution and/or a resolution in a proactive manner with the appropriate university personnel and/or community personnel.
- Funding of various programs on campus. In addition, providing funding for many ASEWU recognized student clubs and organizations and providing funding for a variety of student services.
- Maintaining interaction and communication with the Office of Student Activites to ensure that the activities, programs and events provided for students meet the needs of Eastern's diverse student population.

The ASEWU office is located in 303 PUB, or by calling 509.359.2514. Elected members hold regular office hours during the quarter and encourage students to get involved. Students are invited to visit the ASEWU web site at http://www.ewu.edu/asewu for current information and activities.

ASEWU Elections

Election of student body officers takes place during spring quarter. Candidates begin filing for their position on the first Friday of the quarter. The primary election is held the fourth Tuesday of the quarter. The general election takes place on the Tuesday of the sixth week. A complete description of ASEWU election governance is found in the ASEWU constitution and bylaws, which can be reviewed in the ASEWU office, at the library or online at http://www.ewu.edu/asewu. Elected ASEWU officers and Council representatives earn professional experience and are paid during their tenure in office.

www.ewu.edu
Athletics at Eastern

207 Physical Education Classroom Building
509.359.2463 - 800.648.7697
http://goeags.cstv.com

Eastern’s athletic program is a vital part of campus life, with six intercollegiate sports for men and eight for women. Eastern’s Division I program provides training and competition for athletically talented students and gives entertainment for students, campus community and the local area. Many of the Eagle sports teams rank in the top 20 in NCAA attendance figures. Student groups provide some of the most energetic and entertaining fans in the Big Sky Conference.

Exciting intercollegiate spectator sports are provided through Eastern’s participation in Division I NCAA Big Sky Conference competition pitting Eastern teams against institutions such as the Montana, Montana State, Sacramento State and Northern Colorado, Northern Arizona, Idaho State and Weber in conference and Gonzaga, Idaho, Washington and Washington State in non-conference. Division I sports include:

- Football, men’s/football division
- Basketball, men’s and women’s
- Cross country, men’s and women’s
- Indoor/Outdoor track and field, men’s and women’s
- Tennis, men’s and women’s
- Golf, women’s
- Soccer, women’s
- Volleyball, women’s

Home football games are played at Woodward Field on the Cheney campus, while basketball and volleyball games are held in Reese Court, the 5,000-seat centerpiece of Eastern’s Sport and Recreation Center. Indoor track meets are staged in the Thorpe Fieldhouse and outdoor track meets are held at the Woodward Field track. Tennis competes indoors in the Thorpe Fieldhouse and outdoors on their new 8 court complex. Soccer competes on the Sports and Recreation Soccer Complex. All pre-season and regular season competitions are free of charge to all Eastern students. See you at a game this year.

Clubs and Organizations

218 Tawanka
509.359.4711

Join a campus club or organization for a great learning experience. Today’s job market demands more than just good grades. Employers are looking for students who have been actively involved in their campus community.

With an average of more than 100 student organizations on campus each school year, Eastern offers something of interest to everyone. Choose from cultural/ethnic groups, academic major-related clubs, academic fraternities, social fraternities and sororities, political/social action organizations, recreation groups, religious/spiritual organizations, service/philanthropic clubs and sports teams.

Besides the many clubs and organizations already in existence, students are welcome to form a new organization. Stop by the office of Student Activities and see the Assistant Director for Student Activities to learn how. Our student organizations also offer leadership opportunities that will enrich your campus experience. The benefits of being a recognized group include:

- Access to meeting rooms
- Mailboxes
- Event funding
- Access to Associated Students of Eastern Washington University (ASEWU) poster-making supplies
- Free class and club accounts
- A free organization e-mail account
- Access to advertising
- External web page linked to the University Home Page
- Supplemental funding from the ASEWU
- Regular ASEWU funding

For more information, contact the Assistant Director for Student Activities in 218 Tawanka. Call 509.359.4711 or 509.359.7924.

Epic Adventures

EWU University Recreation Center 150
509.359.7920
www.epic.ewu.edu

Nestled in the beautiful Inland Northwest, EWU is located a short drive from numerous world-class outdoor recreation destinations. Get involved with Epic Adventures to try a new sport like rock climbing, kayaking, rafting, hiking, skiing, and others. We pursue these activities in some beautiful areas of the Inland Northwest and beyond.

Epic Adventures is part of Campus Recreation and is sponsored by the Associated Students of EWU. The staff of Epic is committed to providing outdoor recreation opportunities that are fun and educational for the students, staff and faculty of EWU. Some of the opportunities Epic Adventures offers the Eastern community include:

- Field experiences and instructional programs in rock climbing, white water rafting and kayaking, canoeing, backpacking, mountaineering, alpine skiing and snowshoeing, ice climbing, snow camping, fly fishing and more
- Quality outdoor equipment rentals at affordable prices
- Outdoor Resource Center, complete with a database and library to assist in planning activities
- Employment and internship opportunities that include hands-on leadership training and skill development

Epic Adventures is located on the first floor of the new Student Recreation Center and is open Monday through Friday. Call 509.359.7920, or check our website at www.epic.ewu.edu.
Greek Life (Fraternity/Sorority System)
218 Tawanka
509.359.4711

Eastern is the only regional university in the state of Washington to host a Greek community. Nine fraternities and ten sororities surround the campus, providing students with excellent opportunities to develop leadership skills, school pride and social and community involvement.

Three councils govern the Greek community. The Diversified Greek Council (DGC), Interfraternity Council (IFC) and the Panhellenic Council (PHC) serve as communication centers for the exchange of ideas and information and are responsible for keeping fraternity and sorority chapters in compliance with national standards.

The most common way to get involved with the Greek community is through recruitment. Traditionally held the 1st week of fall quarter, formal recruitment week allows potential new members, and fraternities and sororities to get to know one another as all fraternity and sorority houses host special events. At these special events, each fraternity and sorority explains their goals, campus and community involvement and ideals as well as other opportunities unique to the chapter.

An informal recruitment continues throughout the year, with each fraternity and sorority setting up special events for potential members.

More information is available from the Assistant Director for Student Activities in Tawanka 218. Call 509.359.4711

Listed below are established and in the process of being established social fraternities and sororities are listed below. Eastern also is home to many professional, honorary and business fraternities.

**FRATERNITIES**
- Alpha Phi Alpha (NPHC)
- Beta Theta Pi (NIC)
- Delta Chi (NIC)
- Omega Psi Phi (NPHC)
- Phi Delta Theta (NIC)
- Pi Lambda Phi (NIC)
- Sigma Lambda Beta (NALFO)
- Sigma Nu (NIC)
- Sigma Phi Epsilon (NIC)

**SORORITIES**
- Alpha Phi (NPC)
- Alpha Nu Theta (local group)
- Alpha Omicron Pt (NPC)
- Alpha Xi Delta (NPC)
- Delta Xi Omega (local group)
- Gamma Phi Beta (NPC)
- Kappa Delta Chi (NALFO)
- Lambda Theta Alpha (interest group)
- Sigma Lambda Gamma (NALFO)
- Zeta Phi Beta (NPHC)

Intramural and Club Sports
120 PEA
509.359.7877
www.ewu.edu/IMsports

One of the largest student activity programs on campus, the intramural (IM) program has over 4,500 active participants annually. The program provides the EWU community with a wide variety of team and individual sports each quarter. Opportunities for improved physical fitness, social and group interaction, leadership/individual/team skills improvement and most importantly, the chance to have fun are all part of the IM program. Cost is minimal, each team pays a $20 team entry fee and activities are held right on campus. Regular leagues generally play twice a week so the time commitment is low. Many leagues offer levels for competitive and recreational play so students of all skill levels may take part. The IM program is a part of Student Life in the division of Student Affairs with funding provided by the Associated Students of EWU.

One of the fastest growing segments of campus life is the EWU Club Sport program. Clubs are offered based on student interest and may be competitive or practice/workout based. Club sports are committed to providing EWU students with the opportunity to participate in the sport of their choice while representing EWU either on or off campus in club competitions. New clubs are added as interest warrants. For more information on EWU Club Sports, contact the IM and Club Sports Office by stopping by PEA 120 or calling 509.359.7877.

Residential Life
121 Tawanka
509.359.2451, 800.583.3345

The Office of Residential Life is located within the Housing Office in 121 Tawanka. The main responsibility of this office and its staff is to work with the students who live in the residence halls. The staff provides activities, leadership, resources and various other essential elements to help students grow academically as well as socially.

Residential Life subscribes to the Community Standards Model that provides a set of guidelines for residents to live by. The standards model works in conjunction with university/housing policies to help residents create a positive living-learning environment. Residents are asked to become involved in setting up standards. Generally, the students are able to govern their living environment without violating state, federal, local laws and university/housing policies.

The Residential Life staff consists of Residential Life Coordinators (full time live-in professional staff), Community Advisors (full time student staff who live on the floor) and Office/Night Desk (security) workers. In addition, there are various leadership opportunities for students. These include being an executive officer or floor representative to Hall Government, executive officer or hall representative to the Residence Hall Association (RHA) and Students Educating About Life (SEAL). Each year the staff nominates the halls’ top leaders to the National Residence Hall Honorary (NRHH). NRHH represents 1% of the residence halls leaders.

Office of Student Rights and Responsibilities (OSRR)
320 PUB
509.359.6889

The Office of Student Rights and Responsibilities serves as the judicial affairs office at Eastern Washington University and is primarily responsible for the enforcement of the EWU Student Conduct Code. The OSRR also provides mediation and alternative dispute resolution services for EWU students who are seeking to resolve conflicts with other students and/or members of the EWU community.

Additionally, the OSRR provides students with advice and guidance related to university policies and procedures. The OSRR also serves as the storehouse for academic integrity policy records.

Washington Student Lobby
303 PUB
509.359.2514

Washington Student Lobby (WSL) is a professional statewide non-profit student organization that lobbies for, represents, serves and protects the collective interests of students in post-secondary education in Washington State. As a united body, WSL will:

- Preserve and enhance the quality of education in the state of Washington
- Represent the collective interests of students through communication with state and federal governments and other interested groups.
- Serve as a conduit for communication between universities regarding statewide issues and policies.
- Develop positive relationships with other student advocacy groups in the state as well as statewide and national student associations.
- Aid in the appointment of students to statewide committees and task forces.

Additionally, the organization introduces students to the legislative process and offers students the opportunity to gain valuable organizational experience and create a valuable network with higher education leaders and state legislators. Currently, the WSL is composed of nine member institutions that include baccalaureate institutions, branch campuses, graduate and professional associations and community colleges.
The AEWU works in partnership with the Board of Directors and General Assembly of the WSL and to advocate:

- Affordable and predictable tuition.
- Increased financial aid.
- Increased access and completion for all to higher education.
- Equal student representation on all policy impacting students in higher education.

Students who donate two dollars ($2) each quarter they register are supporting WSL's lobbying efforts in Olympia. For more information, contact the AEWU legislative affairs representative in 303 PUB, by calling 509.359.2514, or by visiting http://wastudents.org.

Student Publications

**Campus Planners**

320 PUB  
509.359.2292

Published yearly by the dean of students, the campus planner is designed as a resource manual relevant to student life at Eastern Washington University. It contains university addresses and telephone numbers, and information on services, activities and programs available at the University. In addition, the planner includes current policies, rules and regulations directly affecting a student's tenure at Eastern. An online version of the handbook is available on the Campus Life website at www.ewu.edu and hard copies are distributed to all new freshman and new graduate students.

**The Easterner**

Isle Hall 102  
509.359.6270

Published weekly, The Easterner covers campus news, issues in education and student life. Call the office for information on how to get involved.

**The Focus**

303 PUB  
509.359.2514

The Focus is a daily newsletter published by the Associated Students of Eastern Washington University during the academic year. It is distributed in many campus buildings as well as at EWU’s satellite campus at Riverpoint in Spokane. This widely read publication contains information of campus events and activities, job opportunities, housing, meetings, general announcements and the popular “swap shop” section. Individuals wishing to submit an announcement or advertisement will find submission forms on the first floor of the PUB next to the Eagle Shop, online at http://www.ewu.edu/asewu/or outside the AEWU office (303 PUB). Return signed forms to either the box outside the Eagle Shop or the AEWU office, 303 PUB. Forms may also be returned via fax to 509.359.4737 or mailed to the AEWU office, 303 Pence Union Building, Cheney, WA 99004-2463.

Student Services

**Career Services**

114 Showalter Hall  
509.359.6365 or 509.359.4637  
www.ewu.edu/careerservices

Career Services provides resources for every stage of career development including how to:

- Explore career options
- Arrange an internship
- Search for employment

www.ewu.edu

Financial Aid and Scholarships

**Financial Aid and Scholarship Office**

102 Sutton Hall, Cheney, WA 99004-2447  
Phone: 509.359.2314  
Fax: 509.359.4330  
finaid@ewu.edu  
www.ewu.edu/financialaid

Eastern Washington University provides financial assistance to eligible students in the form of scholarships, tuition waivers, grants, work study and loans. Nearly 75 percent of Eastern students receive some form of financial aid. General information for all students is provided below; followed by separate, detailed information for undergraduate and graduate students. Within each section, information is organized alphabetically.

Additional information is available from the following sources:

- The EWU Financial Aid and Scholarship website at www.ewu.edu/financialaid
- The Student Guide, available from the Federal Student Aid Programs by calling 800-433-3243
INDEX

A
Academic Advising 331
Academic Appeals Board 29
Academic Calendar 7
Academic Calendar 2008-10 378
Academic Honors 29
Academic Integrity Policy 348
Academic Policies: Graduate 36
Academic Policies: Undergraduate 29
Academic Probation, Dismissal and Reinstatement (Undergraduate) 29
Academic Resources 331
Access to Academic Records (FERPA) 350
Accounting, Professional (See Business Administration) 65
Admissions:
Former Student 20
Graduate 31
Summary Application Guidelines 33-35
International 20, 31
Post-baccalaureate 20-21
Student Athletes 20
Transfer 21
Undergraduate 19
Freshman 19
Exceptions to Automatic Admission 19-20
Advanced Placement (See Sources of Credit) 23
Advising 331
African Education Program 41, 333
Aging Studies 43
AIDS Information 371
Alcohol Drug Studies 44
American Indian Studies 47, 333
American Sign Language 97
Anthropology 48
Appendices 365
Application for Graduation 30
Art 51
Associated Students of Eastern Washington University (ASEWU) 336
Athletics at EWU 357

B
Biology 57
Board of Trustees 355
Bookstore, University 347
Business Administration 65
Business Education (See Business Administration) 65

C
Calendar:
Academic Calendar 7
Academic/Holiday Calendar 2008-10 378
Campus Planners 339
Career Services: Career Planning 339
Internship Programs 339
Placement File Services 339
Catalog Options 30
Centers of Excellence 332
Certificates 30
Certification/Add-on Endorsements (See Programs of Study Chart) 9-13
Chemistry/Biochemistry 81
Chicano Education 89, 333
Childcare 347
Children's Studies 91
Chinese (See Modern Languages and Literatures and Philosophy) 232
Class Standing, Classification 345
CLEP/DANTE (See Sources of Credit) 23
Clubs and Organizations 337
College Instruction 92
Colleges/School - Departments 14
Colleges/School - Subject Codes 14
Colleges/School - Programs/Majors/Options/Majors/Endorsements/Certifications/Certificates 15-16
Communication Disorders 94
Communication Studies 99
Comprehensive Exam Policy 37
Comprehensive Health and Wellness Program 347
Computer Literacy 24
Computer Literacy and Applications (See Computer Science) 105
Computer Resources and Laboratories 331
Computer Science 105
Computer Science Education (See Computer Science) 105
Conduct, (See Student Conduct Code) 365
Correspondence Courses (See DIEO) 334
Counseling and Psychological Services (CAPS) 347
Counseling, Educational and Developmental Psychology 119
Course:
Dropping 18, 344
Load 36, 345
Numbers 8, 345
Overloading 344
Repeating 36, 66, 344
Withdrawing 344
Creative Writing (See English) 108
Credits, Policy 350
Criminal Justice 130

D
Dean of Students 337
Dens Honor List 29
Decision Science (See Business Administration) Declaring a Major and Minor 30
Degree:
Program Chart 9-13
Requirements
Graduate 32
Undergraduate 26-28
Second Degree Policy 30
Dental Hygiene 132
Departmental 14
Dining Services 342
Direct Transfer Agreement 22
Disability Studies 138
Disability Support Services 347
Diversity Policy 372
Diversity Programs 333
African Education Program 333
American Indian Studies Program 333
Chicano Education Program (CEP) 333
Women's Studies Center Programs 333
Division for International and Educational Outreach 334

E
EagleCards (ID cards) 347
Earth Science 139
Easterner, The 339
Economics 140
Education 143
Educational Outreach:
Eastern Online 334
Interdisciplinary Studies 335
International Field Studies 335
Office of Continuing Education & Professional Advancement 335
Electronic Media, Theatre and Film Emeritus Faculty 155
Equal Opportunity and Affirmative Action Policy 353
Employment, Student (See Career Services) 357
Engineering and Design 157
English 168
English Composition Proficiency 24, 26
English Language Institute 179
English as a Second Language 180
Enrollment and Registration Process 343
Enrollment Verification 345
Environmental Science 181
Epic Adventures 337
Equal Opportunity and Affirmative Action Policy 372
Exercise Science (See Physical Education, Health and Recreation) 263

www.ewu.edu
are available at EWU. Interested and eligible students may also apply for Loans – The Federal Perkins loan and Federal Stafford loan programs might otherwise qualify. Available basis, late applicants may not receive all the aid for which they apply. Applications, except for scholarships and GSA awards, received after these periods may be considered for priority financial aid funding. Applications, except for scholarships and GSA awards, received after these deadlines will be considered; however, since awards are made on a funds available basis, late applicants may not receive all the aid for which they might otherwise qualify.

Financial Aid Programs
Loans — The Federal Perkins loan and Federal Stafford loan programs are available at EWU. Interested and eligible students may also apply for Alternative Loan and/or Alaska Loan funds.

• The Federal Perkins loan is available to students who demonstrate financial need and enroll at least half-time. The interest rate is five percent and repayment begins nine months after leaving school and dropping below half-time status.

• The Federal Stafford program provides two types of loan assistance, subsidized and unsubsidized. Students must enroll at least half time to qualify for either loan. Subsidized loans are awarded based on financial need and have deferred interest while the student is enrolled at least half time. Unsubsidized loans are not based on financial need and interest accrual begins at time of disbursement. The interest rate for either loan varies, but cannot exceed 8.25%. Repayment for either loan begins six months after leaving school or dropping below half-time status.

• The Federal Graduate PLUS Loan is not based on financial need. However, students must have favorable credit to qualify. The interest rate is fixed at 8.5% for the duration of the loan. Repayment begins once the loan is fully disbursed, however, students may be eligible for an in-school deferment and should contact their lender for information.

• An alternative loan may be a funding option for those students who reach their annual Federal Stafford loan limits. Visit the Financial Aid and Scholarship Office for more details.

Scholarships – Graduate Students
EWU Scholarships
EWU scholarships are awarded to students who have demonstrated academic and community service excellence. To be considered for a scholarship complete the EWU Scholarship Application form or before February 1 for the following academic year. Apply online at www.ewu.edu/financialaid, click “EWU Scholarships,” or pick up an application in the Financial Aid and Scholarship Office. Supplemental materials are also required.

Graduate Students
Application Dates
Official admission to a graduate program is required prior to an evaluation for financial aid eligibility. However, applications for admission and financial aid can be made at the same time. Students taking prerequisite courses for entry into a program may also be eligible for federal loans for one consecutive period of 12 months.

• February 1: Postmark date for the Eastern Washington University scholarship application. Apply online at www.ewu.edu/financialaid, click “EWU Scholarships.”

• February 15: FAFSA must be at the Federal Processor to receive priority consideration for financial aid besides scholarships.

• March 1: Deadline for Graduate Service Appointment (GSA) applications (see below).

• April 1: Deadline for graduate admission to Eastern to be considered for priority financial aid funding.

Applications, except for scholarships and GSA awards, received after these deadlines will be considered; however, since awards are made on a funds available basis, late applicants may not receive all the aid for which they might otherwise qualify.

Miscellaneous Financial Aid Programs
• Short Term Loans are available in the amount of $300 for up to 60 days the first through seventh week of the quarter (fall, winter and spring) and the first through the fourth week of the eight-week summer session. The program may close earlier if funds are depleted. Students must be enrolled at least half-time to qualify. Applications are available in the Financial Aid and Scholarship Office or at www.ewu.edu/financialaid, click “Online Forms.”

• Special Residency – Native American students and active duty military personnel (and dependents) may qualify to pay Washington resident tuition rates. To be considered for Native American residency, contact the Office of Records and Registration, 509.359.2321; active duty personnel contact the Office of Admissions, 509.359.2397.

• Veterans’ Benefits and ROTC – Students who served in the Armed Forces may be eligible for veterans’ benefits. Contact the Veterans’ Services Office, 509.359.7040 or visit www.gibill.va.gov for details. Funding is also available through ROTC for students interested in military science. Contact ROTC, 509.359.2386, for details.

• WICHE – EWU is a participant in the Western Intestate Commission for Higher Education (WICHE) program. Qualifying students are eligible to pay resident tuition in one of four UW programs—Social Work or Creative Writing (the Western Regional Graduate Program states), and Occupational Therapy or Physical Therapy (Professional Student Exchange Program participating states only). Contact these programs directly for more information on WICHE tuition waivers. No service to the University is required of WICHE recipients.

Graduate Service Appointments
Graduate Service Appointments (GSAs) are awarded on a competitive basis to students of outstanding promise by an academic program or administrative office. Applications are made directly for more information on WICHE tuition waivers. No service to the University is required for WICHE recipients.

www.ewu.edu
A list of separate departmental scholarships and private, non-EWU scholarships are also available on our website.

Graduate Nonresident Waiver Scholarships

EWU graduate tuition waiver scholarships are available to high-achieving students of merit who are nominated by their academic department or program. These awards are currently limited to nonresidents of Washington state and cover approximately one-half of nonresident tuition. No service to the University is required for recipients of this scholarship. Interested students must contact the program to which they are applying for more information.

International Student Tuition Waiver Scholarships

A limited number of tuition awards may be available on a merit basis to international students. For more information, contact the International Education Office, 127 Showalter Hall, 509.359.2331. Outstanding international applicants are also encouraged to apply for Graduate Service Appointments as outlined above.

Scholarship for Disadvantaged Students (SDS)

The Scholarship for Disadvantaged Students is available to students demonstrating high financial need and participating in Clinical Psychology, Social Work and Physical Therapy programs. Interested students should complete the FAFSA process and contact their program for details and application information.

Housing and Residential Life

121 Tawanka
509.359.2451 or 800.583.3345

Choosing where to live is one of the most important decisions any student will make after deciding to attend Eastern. It is important to consider cost, convenience, commute time, study requirements and social interaction. With seven residence halls, three apartment complexes, and a variety of dining options, Eastern offers something for everyone at a value price.

Living on campus provides learning opportunities that go beyond the classroom. The experience of living in a residence hall is a great way to become better acquainted with diverse lifestyles and ethnic backgrounds. Residents can get involved in hall government, have quick, convenient access to the entire campus and best of all, can share problems, successes, frustrations, joys, insights and questions with roommates and neighbors. There’s no isolation that one can feel when living alone because there is always someone to relate to when living on campus.

Residence Halls

Seven residence halls—Anderson, Brewster, Dresslar, Dryden, Morrison, Pearce and Streeter—are available for single students without dependents. We offer a variety of living arrangements including all female/all male floors, floors with extended quiet hours and Living Learning Communities where students with similar interests live together and share these interests on a daily basis. Students, staff and faculty collaborate in environments outside the classroom. All rooms have Internet access, voice mail and cable television. A meal plan is required.

Application Procedures

Visit www.ewu.edu/reslife to apply online for campus residence halls. Applications received before July 15 will receive a room assignment by early August. Applications received after July 15 can look for their room assignment information in early September. Please include the $250 deposit when applying for residence hall accommodations (This deposit is not applied to housing fees). Room assignments will include each roommate’s name, phone number, e-mail address and assigned roommates are encouraged to get acquainted before fall term. In most cases, students can see a similar room to theirs during summer FirstSTEP programs. Move-in is the Friday before classes begin.

Contract and Rate Information

Fees for residence hall accommodations and meal plans for the academic year are payable quarterly along with tuition and fees. The housing contract is an academic year contract, meaning students are committing to live on campus fall, winter, and spring quarters. Sign Up Bonuses are available for those signing up by May 1. Please visit www.ewu.edu/reslife for specific room and board rate information.

Graduate Student and Family Housing

Single graduate students can live in the residence halls. The north wing of Dryden Hall is popular with some graduate students because it has single rooms for those 21 and over. Anna Maria Apartments, Holter House and Townhouse Apartments are available to our married students and students with children. Additionally, Holter House and Anna Maria apartments are available to single graduate students. These are all unfurnished apartments and no meal plan is required. Application for apartments should be made at least six months in advance since wait lists are common. For complete information and either a residence hall or apartment application, visit www.ewu.edu/reslife, contact us via e-mail at housing@ewu.edu or call 509.359.2451.

Dining Services

120 Tawanka Commons
509.359.2540
www.ewu.edu/dining

Dining Services is a valuable partner in the daily life of the University community. We demonstrate through our operations the University’s commitment to a high quality, student-centered learning environment focusing on product quality and service. We provide freshly prepared, nutritious food that offers good value in convenient locations. Dining Service maintains eight campus locations for food and beverage services. Baldy’s Food Court, Eagle Espresso and the Eagle Shop are located in Pence Union Building (PUB). The Roost, Dining’s newest venue with a state of the art display cooking open air kitchen, is located in the new EWU Recreation Center. Morris Street Market is located between Morrison and Streeter Hall. Tawanka Beverage Bakery Bistro and the Tawanka Main Street Deli are in Tawanka Hall. Our first class catering operation and mobile espresso cart round out EWU’s Dining operations. Dining Services provides an extensive menu, which includes a variety of tasty and nutritional choices to our diverse student body at reasonable and affordable prices. Dining Services also focuses on our environment by using earth friendly disposables and by our use of organic and all natural products. We have eliminated products that contain trans-fats ingredients from our operations and continue to incorporate the current trends in the food service industry.

Four buildings house eight dining locations, each open at various hours with food service available throughout the day beginning at 7:15 am.

The Pence Union Building (PUB)

Baldy’s Food Court has a great variety of offerings for breakfast, lunch, and dinner.

Eagle Espresso Company and Freshens Smoothie Bar featuring espresso drinks and fruit smoothies throughout the year.

The Eagle Shop is one of our campus convenience stores filled with personal care items, beverage and food selections.

Tawanka Hall

Tawanka Business Office provides Dining information, home of the “Thinking Of You” Gift Program and Eagle ID Card services.

Tawanka Main Street Deli has custom made sandwiches, salads and is the option for “All You Care To Eat” offerings. Tawanka Main Street Deli is the location for the very popular Sunday Brunch.

Tawanka’s Beverage, Bakery, Bistro is located on the corner of Governor’s Mall or as we call it the BB&B, a café with espresso beverages, fresh bakery product, and custom blended smoothies and ice cream treats.

EWU Recreation Center

The Roost, University Dining’s newest venue with a state of the art display cooking open air kitchen, is located in the new EWU Recreation Center, on the second floor overlooking center ice. Featuring northwest fresh cuisine with EWU flair, this location will have an ever changing menu built around

www.ewu.edu
some bistro style classics. All served up in an atmosphere of fun with plenty of sights, sizzles and sounds that will make this a one-of-a-kind dining location. Planned hours for this location will be noon to midnight.

**Morrison and Streeter Residential Hall Passageway**
Morris Street Market is our late night convenience store filled with personal care items, beverage and food selections.

**New Student Programs & Transitions (NSPT)**
117 Showalter Hall  
509.359.2036  
nspt@ewu.edu

The Office of New Student Programs & Transitions (NSPT) serves freshmen, transfer, non-traditional and international students transitioning to and from Eastern Washington University. It is the goal of NSPT to help students prepare to transition both academically and socially. This goal is met through several of the programming initiatives supported by NSPT: Eastern FirstSTEP, New Student Orientation, Orientation Leadership, EWU Transitions Center, Peer to Peer (P2P) Motivators and Student Transition Courses.

**FirstSTEP Academic Orientation**
117 Showalter Hall  
509.359.6843  
nspt@ewu.edu

FirstSTEP is a summer academic orientation program for all new students—freshmen, transfer, non-traditional and international—that highlights various areas such as understanding the mission of EWU and the University’s expectations; meeting with academic advisors for advising and registration; providing information concerning academic policies, procedures, requirements and programs; helping students and their families develop positive relationships with faculty, staff, administration and peers in the campus and surrounding community; and engaging with faculty and staff through the Eastern Spotlight event held during FirstSTEP. For more information call, write or visit the Office of New Student Programs & Transitions, 117 Showalter Hall, Cheney WA 99004, 509.359.6843, www.ewu.edu/nspt.

**New Student Orientation and Welcome Week**
117 Showalter Hall  
509.359.6843  
orientation@ewu.edu

The mission of Orientation is to provide new incoming students to Eastern Washington University with guidance, positive role models, knowledge and understanding of what EWU has to offer. Students will transition and participate in orientation activities as a global and diverse community. For more information call, write or visit the Office of New Student Programs & Transitions, 117 Showalter Hall, Cheney WA 99004, 509.359.6843, www.ewu.edu/orientation.

**Graduate**
Graduate Studies Office  
206 Showalter  
509.359.6297  
gradprograms@ewu.edu

In conjunction with the Graduate Studies Office, the Graduate Student Association sponsors an orientation event in the fall immediately before classes begin. The program includes presentations and information on a range of student services. Information on orientation is provided to all new graduate students during the summer.

**Records and Registration**
Office of Records and Registration  
201 Sutton Hall  
509.359.2321  
regonline@ewu.edu

**Enrollment and Registration Process**
Eastern Washington University has a web based registration system through EagleNET at www.ewu.edu. Confirmation of classes occurs at the time of registration. Registration priority is given to students continuing their enrollment from the current quarter to the next; registration is by scheduled appointment, based on class standing and first letter of last name. 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. Undergraduate transfer students with fewer than 15 credits are encouraged to attend a FirstSTEP program, 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 with more than 90 credits are not required to attend a FirstSTEP program and they may register during the open registration period that follows priority registration each quarter. However, advising is required prior to initial registration.

To be eligible to register a student must:
1. Be either a continuing student or accepted for admission or re-admission for the next quarter
2. Obtain advisor authorization whenever required, as follows:
   • New students (first quarter of enrollment at Eastern, undergraduate and graduate) registering for 10 or more credits
   • All freshmen
   • All athletes
   • Any undergraduate student on academic probation
   • Any returning students on academic probation or after dismissal
   • Any undergraduate requesting more than 18 credits
   • Any graduate students requesting more than 16 credits
3. Clear any registration holds.
   • Continuing students check on EagleNET or with the Records and Registration Office to determine if there are registration holds and the action required to remove the hold.
   • New students will be advised of any holds at registration or during their advising session.
   • 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.
4. Register at the appointed time.
   • New undergraduate students may registered during their FirstSTEP orientation.
   • Continuing graduate and undergraduate students will have an appointment time based on class standing. See the Classification of Students defined on the next page. Check the Records and Registration website for updated information on registration.

All students are advised to have alternate courses selected in case of closures. All new students should obtain an EagleCard (ID card). New undergraduate students will receive a student ID card during their FirstSTEP program.

5. Determine whether to restrict student information.
   • 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
Repeat Policy

An undergraduate student will be allowed to repeat any single course twice for a total of three enrollments per course. In addition, a student is limited to a total of ten repeats. A course may be repeated regardless of its delivery mode (traditional classroom or independent learning). The last grade assigned will be the grade included in the GPA (grade point average) and all grades assigned will remain on the transcript.

Note: This policy became effective Fall Quarter 2007 for new students.

Exception:

If the 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. This would show on a grade roster as “register with permit” for the appropriate quarter. The total number of repeats still may not exceed ten.

Withdrawing from Courses

Withdrawals result in a “W” grade on the student record and are accepted in the Records and Registration Office or at Riverpoint 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 509.359.6591.

Undergraduate Course Withdrawal Policy

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 not be included 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).

Course withdrawal beyond the tenth will only be permitted at the discretion of the departmental or program advisor. If a withdrawal is not granted, the assigned grade will be transcripted.

If there are any questions about course withdrawal, please call the Records and Registration Office at 509.359.6591.

Note: This policy became effective Fall Quarter 2007 for new students.

Withdrawing From the University:

Complete withdrawal from the University must be done through the Records and Registration Office or Riverpoint. 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. There is no schedule change fee to completely withdraw. Refunds are calculated according to the refund schedule. Any student who stops attending and does not officially withdraw from the University will receive grades of 0.0 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.

If there are any questions about complete withdrawal, please call the Records and Registration Office at 509.359.2321.
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:

<table>
<thead>
<tr>
<th>Cumulative Credit Hours Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–44</td>
<td>Freshman</td>
</tr>
<tr>
<td>45–89</td>
<td>Sophomore</td>
</tr>
<tr>
<td>90–134</td>
<td>Junior</td>
</tr>
<tr>
<td>135+</td>
<td>Senior</td>
</tr>
</tbody>
</table>

Post-baccalaureate (PB):
Post-baccalaureate 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.

Fifth-Year (5Y):
Students who hold at least an earned undergraduate degree, as documented with official university transcripts and enrolled in courses to complete certification requirements. Effective Fall 2006 credits earned in this status are recorded on a post-baccalaureate transcript.

Graduate:
Full admission to a graduate degree or graduate certificate program requires official transcripts documenting at least an undergraduate degree. See the Graduate Admission Requirements in the front of this catalog 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. Undergraduate students who are enrolled for at least 10 credit hours a quarter are considered full-time students for tuition purposes. Twelve credits are the minimum required for financial aid eligibility for full-time undergraduates.

Graduate students enrolled in 10 credits per quarter are considered full-time and are eligible for financial aid.

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
- 100–199: primarily for freshmen; may not be taken for graduate-level credit
- 200–299: primarily for sophomores; may not be taken for graduate-level credit

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

Graduate Division
- 500–599: graduate level; senior undergraduates may enroll only with permission of both department chair and graduate dean
- 600–699: graduate level only
- 700–799: doctoral level only

At all levels, course numbers ending in 95 through 99 indicate special courses, with the particular subject matter varying from quarter to quarter:
- 95: internships
- 96: experimental
- 97: workshops, short courses, conferences
- 98: seminars
- 99: independent and directed study

All departments may offer these types of courses, but not all may be listed in this catalog. Check with the individual department for the availability of special courses.

Enrollment Verification
With sufficient notice the Records and Registration Office will provide a letter verifying enrollment status to any student. Status is based on current quarter credit hours enrolled at the time of verification.

Full-time Enrollment
- Undergraduate:
  - 10 credits—full-time student
  - 12 credits—full-time student receiving financial aid or veteran’s benefits

- Graduate:
  - 10 credits—full-time student
  - 12 credits—full-time student receiving financial aid or veteran’s benefits

- International Student:
  - 12 credits—undergraduate full-time student
  - 10 credits—graduate full-time student

Part-time Enrollment
- Undergraduate and Graduate:
  - 2–9 credits, except summer term only when registration may be for one credit

- International Student:
  - 2–9 credits, except summer term only when registration may be for one credit

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.

Grading and Transcripts
See “Policies” that follow this section of the catalog below for general information that applies to all students. For grading policies specific to undergraduate and graduate degree requirements, including academic probation, see the appropriate section in the front of this catalog.

Reporting Grades
At the end of each quarter, grades are available through EagleNET at eaglenet.ewu.edu, starting the Wednesday after finals. The report includes current institutional, transfer and all college cumulative GPA.

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 with a fee (fees increase annually) for each transcript to the Records and Registration Office and must include: (1) student’s full name and maiden name if applicable, (2) dates of attendance, (3) birth date, (4) social security number/EWU ID number, (5) address where the record is to be sent and (6) the student’s signature. It normally takes three to five (3-5) working days to process a request for a transcript. Instant transcripts are available at the Records and Registration Office, 201 Sutton Hall, for an additional fee along with a processing wait time. Eastern Washington University does not fax official transcripts.
Graduating students will be issued two free transcripts, upon request, after the degree has been confirmed and posted to the Eastern record and all financial obligations to the University have been met.

Unofficial transcripts can be printed from the EagleNET website http://eaglenet.ewu.edu/.

Current transcript fees are posted at: www.ewu.edu/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.

**Student Financial Services (SFS)**

202 Sutton Hall
509.359.6372
Riverpoint Phase One Building, Room 101
509.368.6506

SFS provides billing, refunding, financial aid disbursement and direct deposit processing on the Cheney and Riverpoint campuses in Spokane. For a summary of tuition, fees and refund information, please see this heading in the front of this catalog, or www.ewu.edu/x626.xml.

**University Facilities**

**EWU Spokane Student Support Center**

N. 668 Riverpoint Blvd.
Spokane, WA 99202
509.368.6506

The EWU Spokane Student Support Center, located in downtown Spokane, provides a range of student support services for the Riverpoint Higher Education Park. The academic and programmatic offerings provide educational and cultural courses and events open to the Spokane Community.

**Fine Arts and Music**

119 Music Building
509.359.2241

Eastern’s fine and performing arts facilities are important resources for students in art, music, theater and electronic media programs as well as for students in other disciplines and even community members who want to experience the arts.

- Changing exhibitions of local, regional and national artists are featured in Art Department galleries on the Cheney campus — the Gallery of Art and the Photography and Print Gallery. Student work is shown in the Student Gallery in the Art Department.
- Musicals, plays and other dramatic productions are presented regularly at the University Theatre and in Showalter Auditorium.
- The renovated Showalter Hall and the Music Department’s Recital Hall are the venues for concerts, recitals and other music productions as well as master classes and performances by visiting artists.
- The Electronic Music Studio provides up-to-date resources in music synthesis, MIDI-assisted recording and printing as well as computer-aided instructional tools for students in composition, performance and music education.
- The Fine Arts Digital Lab offers state-of-the-art hardware and software for digital, visual, filmic and musical composition and editing.

**George Stahl Planetarium**

239 Science Building
509.359.6755 or 359-2334
www.ewu.edu/planetarium

This facility provides university instruction as well as astronomy programs to visiting public school classes.

**The Pence Union Building**

212 PUB
509.359.7921

The Pence Union Building, or PUB, provides a variety of services, conveniences and amenities, including:

- Personal check cashing
- A pool table and video games
- A complete travel agency
- A hair styling salon
- Free telephones for Cheney and Spokane calls
- A cash machine
- The Eagle Shop for hot soup, fresh milk, microwaveable foods, snacks, candy, school supplies, personal items and seasonal gifts
- Food services, including Baldy’s, Smoothie Bar, Alley Way Grill, Thomas Hammer Coffee and other unique concession stands
- A cyber-cafe and Rendezvous room for computer work stations and gaming

**University Recreation Center**

336 Special Events Pavilion
509.359.2206 or 509.359.6207

Eastern Washington University’s campus has another amazing facility—the new student-funded University Recreation Center. Designed for use by students, faculty, staff and the community, this multi-purpose center serves as the premier hub for student life and community health and wellness activities. Opened in spring of 2008, the new center features:

- Multi-purpose sports surface that can be transitioned into an ice rink
- 200 meter running track
- Indoor climbing wall
- Gymnasium with basketball and volleyball courts
- EPIC Adventures for all of your outdoor adventures
- 17,000 sq. ft. of fitness space for cardio and strength training
- 44 covered and metered parking spaces
- Health and Wellness programs
- “The Roost” featuring food and beverages from University Dining Services
- Campus Recreation Programs Office
University Services

**Bookstore**
152 PUB  
509.359.2542  
Customer Service  
509.359.2826  
www.bookstore.ewu.edu

The University Bookstore sells textbooks, general interest and reference books, computer hardware and software, emblematic clothing and gifts, school and art supplies, greeting cards and gifts, health and beauty aids and snack foods. The customer service department located inside the bookstore provides personal check cashing and sells tickets for Eagle Entertainment. Customer service can also provide locker and table rentals in the PUB.

**Spokane Bookstore**
528 E Spokane Falls Blvd  
Schade Towers lower level  
Spokane WA, 99202  
509.456.2800

The Spokane Bookstore is located in the Schade Towers across the street from the Riverpoint campus. While classes are in session, Spokane Bookstore business hours are Monday–Thursday, 10 a.m.–6 p.m. and Friday, 10 a.m.–5 p.m. Hours may be reduced during breaks and summer quarter. The Spokane Bookstore sells new and used textbooks for all classes taught in Spokane. The store also sells school supplies, emblematic clothing and gifts, calculators, general books, greeting cards and computer software and accessories.

**Childcare at the EWU Children’s Center**
923 Washington St., Cheney  
509.359.2025 or 359.2023 - Fax: 359.2027

Eastern Washington University is committed to and proud to have an on-campus childcare program serving the childcare needs of the University Community.

EWU Children’s Center offers a developmentally appropriate educational program for the children of students, faculty and staff from ages six weeks to ten years. Part-time and full-time care is available. Rates are reasonable. EWU students can inquire about assistance with the cost of care. The beautiful, modern facility is licensed to serve 194 children and the program is managed through a contract with the YMCA of the Inland Northwest.

**Comprehensive Health & Wellness Program**
509.359.4279  
509.359.2366  
www.ewu.edu/goodchoices

The Comprehensive Health & Wellness Program is an all-inclusive approach to physical and psychological well-being for Eastern students. This approach brings together the student health clinic services, health & wellness education, and counseling and psychological services.

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PLEAS NOTE: Students taking less than six credits can request voluntary participation in the program in order to have access to these services. Students have until the tenth day of the quarter to request and pay for the services. Continuing students who are not enrolled during the summer months may also request participation in the program and submit their payment at any student financial services office. Summer participation fees must be paid during the summer open enrollment dates.

www.ewu.edu

SUMMER STUDENTS: Summer students do not automatically participate in this program! These services are not included as part of summer tuition and fees, therefore the services are not automatically charged in the summer. Students requesting services must either be registered for classes OR be a continuing student. Summer students must voluntarily pay the fee to use the health services. The health fee must be paid during the summer open enrollment dates.

Please contact Health, Wellness & Prevention Services at 509.359.4279 or Counseling and Psychological Services at 509.359.2366 for additional information.

**Counseling and Psychological Services (CAPS)**
225 Martin Hall  
509.359.2366

An important feature of Eastern’s student support services, CAPS is designed to help students cope with some of the common frustrations and stresses of college life. CAPS offers individual and group counseling for enrolled EWU students. Walk-in counseling, referrals and consultation services are offered free of charge to the University community. Our staff of psychologists, counselors and graduate trainees is prepared to help with such concerns as anxiety, depression, family problems, relationship difficulties, sexual questions and uncertainties about personal values and beliefs.

CAPS is not a place that hands out pat answers or ready made solutions. Rather, it is a place where a student can discuss concerns in a comfortable and confidential setting. New understandings and insights may then be translated into a plan for action and change.

**Disability Support Services**
124 Tawanka  
509.359.6871

Providing equal opportunities for students with disabilities at Eastern Washington University is a campus-wide responsibility and commitment. The University is continually working toward this goal by modifying campus facilities and programs to meet individual needs.

In accordance with Section 504 of the 1973 Rehabilitation Act, the Washington State Law Against Discrimination and the Americans with Disabilities Act, the Disability Support Services Office (DSS) facilitates reasonable accommodative needs of all self-identified students with documented disabilities.

To qualify for service through the DSS Office, students must self-identify, provide documentation of disability and complete an intake interview with DSS personnel. DSS staff will then assist with determining individual needs and provide timely and effective accommodations.

**EagleCard (EWU ID Card)**
120 Tawanka Commons  
509.359.6184  
www.ewu.edu/eaglecard

New students are entitled to an Eagle ID Card when they are registered for a class through EWU. A photo ID and proof of enrollment must be provided before and Eagle Card can be issued. The first card is free of charge. A $15 replacement fee is applied for lost, stolen or user-damaged card. The card is electronically updated each quarter. Students do not need to revisit the business office once the card is obtained.

Students who do not re-enroll are advised to retain their ID card, or they will be assessed the $15 fee for a new card upon return to EWU.

Students are personally liable for all obligations incurred by the use of their Eagle Card. Report lost, stolen, or found cards immediately to the Tawanka Business Office, Monday – Friday, 8 a.m. - 5 p.m.
HOME (Helping Ourselves Means Education)
207C Monroe Hall
509.359.4257

HOME is a networking program for low-income, non-traditional student parents. Their family event group “Eagles & Eagles” organizes one event each month for students and their children. Their office also maintains a resource referral database on housing, childcare, scholarships and community services, as well as campus resources. They also offer childcare and textbook scholarships. The HOME program sponsors the Giving Tree, a holiday resource for low-income EWU students and a book drive for Better World Books.

PARKING
131 Tawanka Commons
509.359.PARK (7275)

Permits for on-campus parking are obtained at 131 Tawanka Commons. Parking permits are required to park in any on-campus lot. Space is limited so apply early. Metered parking is also available. Please call the parking office for specific information on the availability of visitor or handicapped parking space. The P-12 lot located behind Woodward Stadium is a free parking lot except for special events days.

PARKING AT RIVERPOINT
WSU Bookie – 314 South Campus Facility
509.368.6999

Permits available through WSU’s Parking Services.

UNIVERSITY POLICE
101 Red Barn
509.359.6300

The University Police Department is located at 7th and Washington in the Red Barn. Officers are on duty 24 hours a day 7 days a week. The University Police Officers are commissioned and have the authority to enforce all local, state or federal laws. The administration office for the Police Department is open to the public during regular business hours, Monday through Friday. You may call 509.359.6310 to speak to someone in police administration. University police officers can be contacted 24 hours per day by calling 509.498.9233; a police dispatcher will answer. For emergencies call 911.

Some of the services provided by the University Police are:
• Vehicle jumps
• Vehicle unlocks
• Lost and found
• Fingerprinting
• Weapons storage (for students that live on campus)
• Crime prevention awareness training
• Alcohol/drug awareness training

VETERAN SERVICES
201 Sutton Hall
509.359.7040

The Veteran Services Office has the forms required for veterans, Reserve/Guard, Service Members and dependents to apply and be certified for VA Education Benefits. Please call or stop by our office for current information on availability of state waiver programs. Eastern Washington University’s academic programs are approved by the Higher Education Coordinating Board’s State Approving Agency (HECB/SA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. Eastern is a Servicemember’s Opportunity Colleges (SOC), responding to the needs of students who are also military personnel.

POLICIES

These include general university policies that apply to all students and programs as well as relevant state and federal policies.

ACADEMIC INTEGRITY POLICY

EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The University supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review.

DEFINITIONS

Violations of academic integrity involve the use or attempted use of any method or technique enabling a student to misrepresent the quality or integrity of any of his or her work in the University and the program of study.

Violations of academic integrity with respect to examinations include but are not limited to copying from the work of another, allowing another student to copy from one’s own work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination.

Violations of academic integrity with respect to written or other types of assignments include but are not limited to failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished, placing one’s name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by faculty members; fabrication or alteration of data; or knowingly facilitating the violation of academic integrity by another.

Violations of academic integrity with respect to intellectual property include but are not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the University.

Arbitrator: An individual holding or having held faculty rank, appointed by the dean of graduate and undergraduate studies for the purpose of reviewing charges of academic dishonesty against a student within a prescribed time frame as either a first level reviewer or a second level reviewer.

INSTRUCTOR(S): THE INSTRUCTOR OF RECORD

Resolution/Appeal Form: A set of forms to be utilized to document and communicate charges of a violation of academic integrity, instructor recommendations, student responses, process options and decisions reached.

Sanctions: Penalties that may be applied in the event that a violation of academic integrity is found to have occurred. Sanctions may be combined and may include but are not limited to:
• verbal or written reprimand
• educational opportunity, such as an assignment, research or taking a course or tutorial on academic integrity
• grade penalty in a specific academic exercise
• course grade penalty
• course grade penalty of a failing course grade. A course grade penalty of a failing course grade is recorded on the transcript as an XF and counted as a 0.0 for purposes of GPA calculation. In this case the 0.0 would be a permanent part of the GPA calculation. A student may petition to have the XF on the transcript changed to a 0.0 two years after the date it is entered. A student may have the XF converted to a 0.0 prior to the end of this two-year period if the student successfully completes a course or tutorial on academic integrity. If, after completing this course, a student again receives a sanction for a violation of academic integrity, that sanction shall be a permanent part of the student’s transcript.
• suspension for a definite period of time
• dismissal from the University

Sanctions involving grades in an academic exercise or a course final grade may be imposed by the instructor following the procedures outlined in this policy.

www.ewu.edu
Sanctions of suspension or dismissal from the University may only be imposed by the President or the President’s designated disciplinary officer who will review recommendations for suspension or dismissal prior to imposing such sanctions.

Privacy: Student privacy rights are to be strictly observed throughout these procedures. A final finding that a student has violated the Academic Integrity Policy is placed in the student’s confidential academic record. Each step of the process to determine whether a violation has occurred is to remain confidential. Only those parties identified in these procedures are considered to have a “need to know” information regarding an individual student’s actions.

Initiation of Violation of Academic Integrity/ Misconduct Hearing Process

An instructor may initiate the process to review charges of a violation of academic integrity by notifying the allegedly offending student of the charges and of the sanction proposed by the instructor. This notification shall occur within five (5) university instruction days of establishing that grounds exist that an infraction of the academic integrity code exists. Notification may be oral but must always be supported by written notification. Notification shall include a description of the alleged violation of academic integrity including appropriate dates, specification of assignment/test/exercise and any relevant evidence. The notification shall also include the specific remedy proposed by the faculty member for the misconduct. The notification shall also indicate to the student whether the instructor elects to offer resolution through Direct Instructor-Student Resolution or through External Resolution. These processes are described separately below.

Direct Instructor-Student Resolution

If the instructor elects Direct Resolution, the finding and proposed sanction of the instructor is considered a first level review that can be appealed to an appointed arbitrator at a second level review.

The instructor may elect to attempt resolution through direct interaction with the student. The student would so indicate that notification had been received by signing the appropriate line of the Resolution/Appeal Form.

Upon notification, the student has five (5) university instruction days to respond to the instructor.

The student may accept responsibility for the alleged action and waive the right to appeal by accepting the charges and the sanction proposed by the faculty member or a sanction mutually agreed upon. If the student agrees to Direct Resolution, the student and faculty member will sign a “Resolution/Appeal Form” and forward the completed waiver (including the sanction imposed) to the Student Judicial Officer for recording in the confidential disciplinary file of the student. The instructor will then implement the sanction.

If the student fails to respond within five (5) university instruction days, the instructor will send another copy of the written notification to the student by certified mail, return receipt requested to the most current address the student has on file with the Records and Registration Office. Failure of the student to respond within five (5) days following receipt of the written notification by certified mail, shall be interpreted as an admission of responsibility and acceptance of the instructor’s original proposed sanctions. If a student fails to respond within five (5) university instruction days after receipt of the written notification by certified mail, the dean of Graduate and Undergraduate Studies informs the instructor of this failure to respond so that the instructor may impose the sanction proposed initially.

Arbitrator Review: After the appointment of the arbitrator, the student may respond to the charges in a written statement submitted to the arbitrator. The student may also include any relevant written documentation, third party statements, or evidence deemed relevant to the student’s interests. The arbitrator primarily reviews written evidence. The arbitrator may consult with the instructor, the student or others as the arbitrator deems appropriate to discovering the facts of the matter or to determining the nature of the alleged violation of academic integrity. The arbitrator shall conclude the review and issue a decision within ten (10) university instruction days after his/her appointment unless the faculty member and student both agree to extend the time line. All evidence collected in this process must be made available to the student and/or faculty member upon request.

Arbitrator Decision: After completing a review of the charges and relevant evidence, the arbitrator notifies the dean of Graduate and Undergraduate Studies or designee who in turn notifies the instructor, student and Student Judicial Officer of the arbitrator’s decision and of the sanctions, if any, to be imposed.

Appeal Rights

If the arbitrator hears the case after the student declined Direct Resolution, the arbitrator’s decision constitutes an appeal of the instructor’s initial sanction. This appeal is unqualifiedly available to any student dissatisfied with the instructor’s proposed sanction under Direct Resolution. In this situation the first level arbitrator’s decision is final and no further appeal is available. The first level arbitrator’s decision is communicated to the Student Judicial Officer.

External Resolution

The instructor may elect to pursue charges of a violation of academic integrity against a student through the External Resolution process. This process provides an arbitrator, appointed from the University at-large, to review the relevant facts and to take statements from the instructor and the student. By referring charges for External Resolution, the instructor implicitly agrees to accept the findings of the arbitrator and the sanction determined by the arbitrator. Where possible the arbitrator shall be guided by sanctions as detailed in the instructor’s syllabus.

Initial Notification: The instructor informs the student in initiating a violation of academic integrity charge as outlined above that the charge will be heard through External Resolution process. This notification is forwarded to the dean of Graduate and Undergraduate Studies as appropriate within five (5) university instruction days of establishing that grounds exist that an infraction of the academic integrity code exists.

Appointment of Arbitrator: Within five (5) university instruction days of receipt of the notification from the instructor, the dean of Graduate and Undergraduate Studies appoints an arbitrator from among qualified candidates (see definition of arbitrator) and notifies the student of an initial hearing in writing.

Initial Hearing: Within five (5) university instruction days of receipt of the notification from the instructor, the dean of Graduate and Undergraduate Studies or designee informs the student of the process as outlined in this policy, reviews the charges in the initial notification, informs the student of the sanction recommended by the instructor and of the range of sanctions that could be imposed by the arbitrator, apprises the student of the right to appeal and potential consequences of appeal. The dean of Graduate and Undergraduate Studies or designee certifies that the student understands the process and the charges and documents the initial hearing.

Student failure to respond to notice of initial hearing: If the student fails to respond within five (5) university instruction days, the dean of Graduate and Undergraduate Studies will send another copy of the written notification to the student by certified mail, return receipt requested to the most current address the student has on file with the Records and Registration Office. If the student fails to respond within five (5) days following receipt of the written notification by certified mail, the dean of Graduate and Undergraduate Studies informs the instructor of this failure to respond so that the instructor may impose the sanction proposed initially.

Arbitrator Decision: After completing a review of the charges and relevant evidence, the arbitrator notifies the dean of Graduate and Undergraduate Studies or designee who in turn notifies the instructor, student and Student Judicial Officer of the arbitrator’s decision and of the sanctions, if any, to be imposed.
for implementation and recording in the student’s confidential disciplinary record.

If the first level arbitrator hears the case as the result of the instructor’s selection of External Resolution, the first level arbitrator’s decision is considered an initial decision and may be appealed. An appeal of that decision will be heard only if at least one of the following criteria is met: (1) evidence is provided that the penalty imposed by the first level arbitrator is disproportionate to the offense; (2) evidence is provided that the first level arbitrator’s decision was arrived at through a violation or misapplication of specified procedures; (3) substantial evidence is provided that the first level arbitrator’s decision was unreasonable or arbitrary; and/or (4) new evidence has emerged that, had it been available at the time of the first level arbitrator’s decision, might reasonably be expected to have affected that decision.

The student may request an appeal of the decision of the first level arbitrator by submitting a request for an appeal to the dean of Graduate and Undergraduate Studies or designee within three (3) university instruction days of receipt of the notification of the arbitrator’s decision. Upon receipt of the student’s request for an appeal, the dean of Graduate and Undergraduate Studies or designee makes an initial determination whether at least one of the four (4) criteria listed in the paragraph above may have been met. If the dean of Graduate and Undergraduate Studies or designee determines that an appeal is justified, he or she appoints a second level arbitrator within five (5) university instruction days of the receipt of the request for an appeal. The second level arbitrator reviews the written record and any additional or new documentation submitted by the student in requesting the appeal. The decision of the second level arbitrator is to be made within ten (10) university instruction days of his/her appointment and is a final ruling. It is transmitted to the dean of Graduate and Undergraduate Studies who then forwards the decision to the instructor, the student and the Student Judicial Officer for implementation and recording.

All evidence collected in this process must be made available to the student and/or instructor upon request.

Repeat Violations

The purpose of recording charges and sanctions in the student’s disciplinary record is to determine patterns of behavior. Repeat violations of academic integrity may result in more severe sanctions imposed by the instructor or arbitrator. The dean of Graduate and Undergraduate Studies or designee is considered to have a need to know of prior academic integrity violations and may request such information from the Student Judicial Officer prior to making or transmitting a decision on a pending charge.

Three sanctioned instances of a violation of academic integrity during a student’s enrollment at Eastern Washington University will constitute grounds for an immediate suspension of dismissal from the University. Such action will result in the immediate suspension of attendance in that class by the student.

Course Withdrawal Suspended During Hearings

A student officially notified of charges of a violation of academic integrity may not withdraw from the course until the determination of responsibility is made and any sanctions are imposed. A sanction for a violation of academic integrity that affects the course grade will be applied. The student may not avoid the imposition of a sanction by withdrawing from a course. If the student is found not responsible for actions violating the Academic Integrity Policy, the student will be permitted to withdraw from the course with a grade of “W” and with no financial penalty, regardless of the deadline for official withdrawal.

Continuation in Course Pending Final Decision

A student may continue to attend and perform all expected functions within a course (take tests, submit papers, participate in discussions and labs, etc.) while a charge of a violation of academic integrity is under review, even if the instructor recommendation is a failing grade in the course, suspension or dismissal. Full status as an enrollee in a course may continue until a sanction is imposed. Final imposition of a sanction of a failing grade in a course will result in the immediate suspension of attendance in that class by the student.

Access to Academic Records

In accordance with the Family Educational Rights and Privacy Act of 1974, (FERPA) academic records are confidential and access to them is limited to the student and, for advisory or other educational purposes, to certain designated offices within the administration and faculty of Eastern. No student’s academic records can be released to anyone outside the University without the student’s written permission.

Specific details of the Family Educational Rights and Privacy Act of 1974 are available in the Records and Registration Office, 201 Sutton Hall. Also see Appendix B of this catalog.

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, e-mail addresses, 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. 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 172-190 in the appendices in the back of this catalog.

SPECIAL NOTE: Students may request that directory information not be released to the public. A directory restriction can be placed by the student on EagleNET at eaglenet.ewu.edu. Students who place a directory restriction will not be sent general non-educational information from the University. University notice of Dean’s List to local papers and to the National Dean’s List will not be made for students with restrictions. For more information on the directory restriction, see the information in WAC 172-190 below and check with Records and Registration, 201 Sutton Hall, 509.359.2321.

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 proportion of time in each course assigned to lecture, studio, laboratory, independent study or ensemble is recommended by faculty of the department offering the course.

The term “quarter hour” corresponds with “credit,” “hour” or “credit hour.”

Final Exams

Final examinations are scheduled at the end of each quarter, with the exam schedule appearing in the University’s Quarterly Announcement and on the Web. Exams must be taken during the hours and dates stated in the examination schedule.

Grade Appeals

Except for “X” and “Y,” all grades are final and can be changed only in the case of university (instructor, clerical or administrative) error. Such corrections must be submitted by the instructor and approved by the department chair and college dean. Requests for grade corrections must be submitted to the Records and Registration Office within two quarters of the initial grade assignment.
Students have the option of appealing a grade they believe is unfair. To appeal, an Intent to Appeal a Grade or an Official Grade Appeal form must be submitted within the times specified below, or the right to appeal is forfeited. Reasonable exceptions to these deadlines may be made by the chair or designee.

The order of appeal is as follows:

1. File a notice of Intent to Appeal a Grade form within 10 working days after instruction begins for the next regular quarter. These forms are available on request in the department office, the Records and Registration Office or Riverpoint 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 Riverpoint.

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.

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 finding is determined 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.

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**Grading System**

**Grades Reports**

At the end of each quarter, grades are available through EagleNET at eaglenet.ewu.edu, starting the Wednesday after finals. The report includes current institutional, transfer and all college cumulative GPA.

**Letter Grades**

Letter grade symbols in use at Eastern are:

- 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)
- Y: for thesis, research, practicum and other activities requiring more than one quarter for completion; grade assigned at completion.

Letter grades are described in detail below:

**Pass/No Credit (P/NC)**

Undergraduate Pass/No Credit Grade Option (Department or Program Designated)

Departments or programs may choose to designate certain courses for pass/no credit grading. Regulations for pass/no credit grading are as follows:

1. The only courses which may be designated by the department as pass/no credit are non-college credit pre-university basic skills.
   2. A 2.0 must be earned to receive a passing grade.
   3. The “P” or “NC” grade will be entered on the transcript. Students receiving the “P” grade will not receive credits toward graduation. Neither the “P” nor the “NC” grade will be included in computing grade averages.

**Undergraduate Pass/Fail Grade Option (Department or Program Designated)**

Departments or programs may choose to designate only certain types of courses for pass/fail grading. Regulations for pass/fail grading are as follows:

1. 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
   - Writing, mathematics and computer competency and proficiency requirements
   - General education core requirements
   - University graduation requirements

2. The types of courses which may be designated as pass/fail are:
   - Directed Studies
   - Seminars
   - Internships
   - Workshops
   - Practica

3. A 2.0 must be earned to receive a passing grade.

4. A “P” grade will not be calculated in the GPA, but will serve as credits toward graduation, except for non-college credit courses. A fail (0.0) grade will be calculated in the GPA.

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**Grading System**

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At the end of each quarter, grades are available through EagleNET at eaglenet.ewu.edu, starting the Wednesday after finals. The report includes current institutional, transfer and all college cumulative GPA.

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**Pass/No Credit (P/NC)**

Undergraduate Pass/No Credit Grade Option (Department or Program Designated)

Departments or programs may choose to designate certain courses for pass/no credit grading. Regulations for pass/no credit grading are as follows:

1. The only courses which may be designated by the department as pass/no credit are non-college credit pre-university basic skills.
   2. A 2.0 must be earned to receive a passing grade.
   3. The “P” or “NC” grade will be entered on the transcript. Students receiving the “P” grade will not receive credits toward graduation. Neither the “P” nor the “NC” grade will be included in computing grade averages.

**Undergraduate Pass/Fail Grade Option (Department or Program Designated)**

Departments or programs may choose to designate only certain types of courses for pass/fail grading. Regulations for pass/fail grading are as follows:

1. 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
   - Writing, mathematics and computer competency and proficiency requirements
   - General education core requirements
   - University graduation requirements

2. The types of courses which may be designated as pass/fail are:
   - Directed Studies
   - Seminars
   - Internships
   - Workshops
   - Practica

3. A 2.0 must be earned to receive a passing grade.

4. A “P” grade will not be calculated in the GPA, but will serve as credits toward graduation, except for non-college credit courses. A fail (0.0) grade will be calculated in the GPA.
Undergraduate Pass/No Credit Grade Option  
(Selected Designated)

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:

1. 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.

2. Information indicating which students are enrolled on a pass/no credit basis will not appear on the instructor’s class list. Grades will be changed from numerical grades assigned by the instructor to a pass/no credit grade by the Records and Registration Office.

3. 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 required for major courses.
   - Required supporting courses (courses required for the major or minor but not taught by the major or minor department)
   - Professional education requirements
   - Writing, mathematics and computer competency and proficiency requirements
   - General education core requirements
   - University Graduation requirements

4. The minimum level of performance required to receive a grade of “P” is a 2.0. Students should be aware that performance equal to a grade between 0.7 and 1.9 will not result in a passing mark.

5. 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.

Incomplete (X)

Special circumstances, such as severe illness, or death of a family member may warrant an incomplete or “X” grade. An “X” 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 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 “X” grade requires submission of an Incomplete Conversion Form specifying:

- The work to be completed.
- The grade to be recorded if the student does not complete the work (may be 0.0).
- The amount of time given to complete the work (e.g., one quarter, two quarters, etc.).

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 Grades:

Most courses at Eastern are graded numerically to the nearest tenth. A guide for equivalents are: Numeric Grade-Letter Grade Equivalent

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Example: For a student completing 4 credits of course with a grade of 3.0, the quality points would be calculated as follows:

\[ 3.0 \times 4 = 12 \]

To compute cumulative GPA:

1. Multiply numerical grade 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.

Residency

Residency is determined at the time of formal admission to the University on the basis of information included in the University application for admission. Determination of residency is governed by the statutes and policies of the State of Washington. In general, to qualify for residency, a student must:

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

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

For more information see Appendix C of this catalog, or call the Residency Officer for the University at: 509.359.6586.

Washington State Address Confidentiality Program

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. Please contact:

Address Confidentiality Program
PO Box 257 Olympia, WA 98507-0257
360.753.2972

Withdrawal from the University:

Please see the information on Schedule Changes under Records and Registration in the Student Services section of this catalog.
**Faculty Directory**

**Trustees, Senior University Administrators, Academic Deans, and Full-Time and Emeritus Faculty**

**BOARD OF TRUSTEES**
Mr. Gordon Budke  
Ms. Courtney Fleming  
Ms. Jo Ann Kaufman  
Mr. Neil McReynolds  
Ms. Kris Mikkelsen  
Ms. Bertha Ortega  
Mr. Paul Tanaka  
Ms. Ines Zozaya-Geist

**UNIVERSITY ADMINISTRATION**
President  
Dr. Rodolfo Arévalo  
Vice President for Academic Affairs and Provost  
Dr. John B. Mason  
Vice President for Business and Finance  
Mary Voves  
Vice President for Student Affairs  
Dr. Dorothy Zeider-Vralsted  
Vice President for University Advancement  
Michael Westfall  
Chief Information Officer  
Dr. Gary Pratt

**The Six Colleges/School of Eastern Washington University**
College of Arts and Letters  
College of Business and Public Administration  
College of Education and Human Development  
College of Science, Health and Engineering  
College of Social and Behavioral Sciences  
School of Social Work and Human Services

**ACADEMIC DEANS**
Lynn Briggs, PhD, Dean of the College of Arts and Letters  
Patricia Butterfield, PhD, Dean of the Intercollegiate College of Nursing  
Judd A. Case, PhD, Dean of the College of Science, Health and Engineering  
Alan Coelho, EdD, Dean of the College of Education and Human Development  
S. James Perez, PhD, Interim Dean of the School of Social Work and Human Services  
Rex D. Fuller, PhD, Dean of the College of Business and Public Administration  
Patricia M. Kelley, MLS, Dean of Libraries  
Vickie R. Shields, PhD, Dean of the College of Social and Behavioral Sciences

**FULL-TIME FACULTY**
The following list reflects the status of the Eastern Washington University faculty as of June, 2008. 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.

Aamodt, Patricia — 1989, Clinical Assistant Professor of Nursing — BSN, Moorhead State University; MSN, University of North Dakota  
Adams, Joseph — 2001, Instructor in Nursing — BSN, Montana State University; MSN, Gonzaga University  
Adler, Diane — 1993, Senior Lecturer in English as a Second Language — B.S., Bowling Green State University; MA, Western Washington University; MA, Eastern Washington University  
Adolphson, Keith V. — 2002, Associate Professor of Mathematics — BA, Gustavus Adolphus College; MA, MS, Naval Postgraduate School; PhD, University of Oklahoma  
Aiken, Kirk Damon — 2006, Assistant Professor of Marketing — BA, MBA, California State University, Northridge; PhD, University of Oregon  
Alden, Janine — 1992, Senior Lecturer in English as a Second Language — B.S., Georgetown University; MA, California State University  
Alle, Vincenzo — 2006, Assistant Professor of Education — BA, MA, California State University, Fullerton; MA, University of San Francisco; EdD, George Fox University  
Allen, Carol — 1996, Senior Instructor in Nursing — BS, University of California at Los Angeles; MS, University of Portland  
Almeida, Deidre A. — 2001, Director of American Indian Studies and Associate Professor of American Indian Studies — BA, PhD, University of Massachusetts; MA, Stanford University  
Alvin, Barbara — 1983, Professor of Mathematics — BA, MS, Miami University; PhD, University of Washington  
Aly, Harvey B. — 2000, Professor of Education — BA, Yankton College; MS, City University of New York; EdD, University of Montana  
Anderson, Susan K. — 2001, Librarian III, Acquisitions/Electronic Resources Librarian — BA, University of Washington; MA, University of Arizona  
Anderson, Dennis W. — 2004, Lecturer in Psychology — BA, Gonzaga University; MS, Eastern Washington University  
Anderson, Jonathan W. — 2006, Assistant Professor of Psychology — BA, PhD, Seattle Pacific University  
Andrews, Marge E. — 2000, Senior Lecturer in Spanish — BA, University of Connecticut; MA, Southern Methodist University  
Anton, Daniel C. — 2007, Assistant Professor of Physical Therapy — BS, Northwestern University; MS, Samuel Merritt College; PhD, University of Iowa  
Armstrong, Merry — 1995, Associate Professor of Nursing — BSN, San Diego State University; MSN, D.N.Sc., University of San Diego  
Askman, Tom K. — 1972, Professor of Art — BAEd., B.F.A., California College of Arts and Crafts; MFA, University of Colorado  
Asthana, Vandana — 2006, Assistant Professor of Government — BA, MA, PhD, University of Kanpur, India  
Avery, Lisa — 2000, Professor of Social Work — BS, Ball State University; MSW, PhD, University of Illinois, Chicago  
Babcock, Garth — 1998, Associate Professor of Physical Education, Health and Recreation — BS, MS, Brigham Young University; PhD, Texas Women’s University  
Babayk, SF, Brandon D.—2008, Lecturer in Military Science  
Banafsk, Jacques — 1983, Associate Professor of Nursing — BSN, PhD, Washington State University; M.N., University of Washington  
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<th>Title</th>
<th>Years</th>
<th>Institution</th>
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Inoue, Atsushi — 2002, Associate Professor of Computer Science — BS, MS, Eastern Washington University; PhD, University of Cincinnati
FACULTY DIRECTORY

Islam-Zwart, Kayleen A. — 2001, Associate Professor of Psychology — BS, Mankato State University; MS, Idaho State University; PhD, University of Idaho
Jackson, Nick — 1996, Professor of Counseling, Educational and Developmental Psychology — BA, MA, PhD, University of Kansas
Jackson, Roberta A. — 1999, Senior Lecturer in Communication Disorders — BA, MA, University of California, Santa Barbara
Jackson, Sarah C. — 2007, Assistant Professor in Dental Hygiene — BS, Eastern Washington University; MS, Idaho State University
Jansen, G. Golieda — 1992, Professor of Social Work — BA, C.I.C.S.A., School of Social Work and Human Services, Amsterdam; MSW, Eastern Washington University; PhD, University of Illinois, Urbana-Champaign
Johs, Carol — 1996, Director of Professional Development — BSN, Pennsylvania State University; MSN, University of Maryland
Johnson, Jonathan L. — 1999, Associate Professor of English/Creative Writing — BS, MA, Northern Michigan University; PhD, Western Michigan University
Johnson, Mary Jane — 2006, Assistant Professor of Nursing — BS, MS, Brigham Young University; PhD, University of Utah
Johnston, Martha Ann — 2006, Assistant Professor of Health Services Administration — BS, Neumann College; MS, MBA, Widener University; PhD, Pennsylvania State University
Jones, Margaret — 1998, Instructor in Nursing — BSN, Western Washington University; Intercollegiate College of Nursing
Judyan, Kathryn — 2007, Lecturer in English and Philosophy — BA, Washington State University; MA, Tufts University
Kahn, David — 2005, Professor of Nursing — BSN, St. Louis University; M.N., PhD, University of Washington
Kaplan, Louise — 2001, Assistant Professor of Nursing — BA, Simmons College Boston; MN, University of Washington; PhD, Brandeis University
Kardong-Edgren, Suzan — 2006, Assistant Professor of Nursing — BSN, University of Nevada, Las Vegas; MS, University of Mississippi
Kareem, Sohail — 2004, Senior Lecturer in English — BS, University of Mississippi
Kasuga, Sidney K. — 1970, Professor of Biology — BA, Lewis and Clark College; MS, PhD, University of Montana
Katz, Janet — 1999, Associate Professor of Nursing — BSN, Intercollegiate College of Nursing; MSN, PhD, Gonzaga University
Kawaguchi, Jeffrey K. — 2003, Assistant Professor of Physical Education, Health and Recreation — BS, Washington State University; BS, Northern Kentucky University; M.Ed, PhD, University of Virginia
Keller, Sarah A.C. — 1966, Professor of Anthropology — A.B., Lawrence College; PhD, Harvard University
Kelley, Patricia M. — 1994, Dean of Libraries and Chief Information Officer and Librarian IV — BA, University of Colorado, M.S.L.S., University of Maryland; MA, George Washington University
Kelley, William J. — 1978, Professor of Urban and Regional Planning — BA, Pan American University; M.U.R.P., Texas A and M University
Kenne, Garrett C. — Associate Professor of English/Religious Studies — B.A, Whitworth College; MA, University of Illinois-Urbana; PhD, Gonzaga University
Keogh-Hoss, Mary Ann — 2002, Associate Professor of Health Services Administration — BA, Creighton University; MS, Eastern Washington University; PhD, Gonzaga University
Kiefer, Dean B., Jr. — 2001, Associate Professor of Finance — BS, Stevens Institute of Technology; MA, University of Akron; PhD, University of New Orleans; C.F.A.
Kiefer, Linda M. — 1989, Professor of Computer Science — BA, MS, Eastern Washington University; PhD, University of Idaho
Kieswetter, James K. — 1968, Professor of History — BM, MA, PhD, University of Colorado
Kim, Soojin — 2007, Lecturer in Physical Education, Health and Recreation — BS, Ewha Womans University, Seoul, Korea; MA, Dankook University, Cheonan, Korea; PhD, University of Northern Colorado
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
Koh, Min-sung — 2002, Associate Professor of Engineering and Design — BE, MS, Ulster University, Northern Ireland, South Korea; PhD, Washington State University
Kohler, Elizabeth S. — 1999, Associate Professor of Occupational Therapy — BA, Ohio University; MS, University of Puget Sound; Ed.D., University of Montana
Kolts, Russell L. — 1999, Professor of Psychology — BS, Oklahoma State University; MA, PhD, University of Mississippi
Kraft, Wayne B. — 1968, Professor of German — BA, Washington State University; MA, University of Washington; PhD, University of Illinois, Urbana-Champaign
Kreider, Carri — 2008, Lecturer in Physical Education, Health and Recreation — BEd, Gonzaga University; MA, Emporia State University
Krug, Gary J. — 2002, Associate Professor of Communication Studies — BA, University of Southern Mississippi; MA, PhD, University of Illinois, Urbana-Champaign
Kusz, Natalie — 2001, Associate Professor of English/Creative Writing — BA, MFA, University of Alaska, Fairbanks
Kydd, Miles D.P. — 2004, Assistant Volleyball Coach — BEd, University of Regina, Saskatchewan
Lam, Pui-Yan — 2001, Associate Professor of Sociology — BA, San Jose State University; MA, PhD, Washington State University
Lane, Jane M. — 2005, Lecturer in Mathematics — BA, University of Washington; MS, Montana State University
LaPier, Tanya L. Kinney — 2003, Associate Professor of Physical Therapy and Distinguished Professor of Physical Therapy — BS, Ithaca College; MS, State University of New York, Buffalo; PhD, Idaho State University
Lazo-Wilson, Vanessa G. — 2006, Assistant Professor of Spanish — BA, Amhurst College; MA, New York University; PhD, University of Texas, Austin
Lattimore, Sheryl — 2001, Senior Lecturer in English as a Second Language — BA, Gonzaga University; MA, Eastern Washington University
LeBar, Ann — 1991, Associate Professor of History — BA, University of Montana; MA, PhD, University of Washington
Leitner, Christine L. — 2005, Lecturer in Communication Disorders — BA, MA, Washington State University
Lemelin, Robert J., Jr. — 1999, Lecturer in Computer Science — BAE, MEd, Eastern Washington University
Leonard, Bethany A. — 2002, Senior Lecturer in Counseling, Educational and Developmental Psychology — BA, Whitworth College; MEd, Eastern Washington University
Lightfoot, Donald R. — 1983, Associate Professor of Biology — BA, University of Redlands; MS, PhD, University of Arizona
Ligon, Samuel W. — 2004, Assistant Professor of English/Creative Writing — BA, University of Illinois, Urbana-Champaign; MA, University of New Hampshire; MFA, New School, New York University
Limpaphayom, Wanthanee — 2005, Assistant Professor of Management — B.BA, Chulalongkorn University, Bangkok, Thailand; MBA, University of Wisconsin, Whitewater; PhD, University of Mississippi
Lindekugel, Dale M. — 1987, Professor of Sociology — BSED, Minor 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
Liu, Jing-Qui — 1998, Professor of Education — BA, Shansi University; MS, PhD, Iowa State University
Loendord, William R. — 2002, Associate Professor of Engineering and Design — BS, University of Wisconsin-Parkside; MS, Colorado State University; MBA, Lake Forest Graduate School of Management
Logan, Judy K. — 1996, Associate Professor of English — BA, Whitworth College; MA, Eastern Washington University; PhD, University of North Carolina, Chapel Hill
Lohan, Janet — 1997, Senior Instructor in Nursing — BSN, Georgia State University; MS, PhD, University of Washington

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Long, Eleneore A. — 2007, Assistant Professor of English — BA, Pacific Lutheran University; MA, State University of New York, Stony Brook; PhD, Carnegie Mellon University

Loste, Barbara M. — Lecturer in Spanish — BA, Immaculate Heart College; MA, Universidad Nacional Autonoma de Mexico; PhD, Gonzaga University

Love, Daniel E. — 2004, Lecturer in Chemistry/ Biochemistry — BS, Grove City College; PhD, University of Pittsburgh

Lungstrom, Naomi — 1998, Instructor in Nursing — BSN, Pacific Lutheran University; M.N., University of Washington

Luton, Lawrence (Larry) S. — 1984, Professor of Public Administration — BS, University of Tennessee; MA, PhD, Claremont Graduate School

MacKelprang, Romel W. — 1987, Professor of Social Work — BS, MSW, D.S.W., University of Utah

MacMullan, Terrance — 2002, Associate Professor of Philosophy — BA, Hamilton College; MA, PhD, University of Oregon

Mager, John — 1987, Professor of Marketing — BS, California State University, Northridge; MS, PhD, University of Oregon

Maldonado, Rachel L. — 1999, Associate Professor of Marketing — BA, MBA, Eastern Washington University; PhD, Washington State University

Mann, Donna P. — Lecturer in Occupational Therapy — BS, Loma Linda University

Manso, Jamie L. — 2003, Associate Professor of Chemistry/Biochemistry — BS, Eastern Washington University; PhD, University of Utah

Manteau, Bob O. — 2007, Visiting Assistant Professor of Education — BA, University of Cape Coast, Ghana; MS, South Bank University, London, England; MA, Ohio University; PhD, Washington State University

Marchand-Martella, Nancy E. — 1995, Professor of Counseling, Educational and Developmental Psychology — BA, Purdue University; MS, Southern Illinois University; PhD, Utah State University

Marinucci, Mary Ellen — 2000, Associate Professor of Women's and Gender Studies and Philosophy — BA, University of Delaware; PhD, Temple University

Marrison, Lori A. — 2006, Lecturer in Social Work — BA, Columbia College; MSW, Eastern Washington University

Marshall, John — 1994, Professor of Music — BM, Indiana University; MM, Yale University

Mason, Anne — 2005, Instructor in Nursing — BSN, MSN, Washington State University Intercollegiate College of Nursing

Mason, John B. — 2007, Vice President for Academic Affairs and Provost and Professor of English — BA, University of Northern Colorado; MA, DA, PhD, University of Oregon

Martella, Ronald C. — 1995, Professor of Counseling, Educational and Developmental Psychology — BA, Fort Lewis College; MS, Southern Illinois University; MBA, PhD, Utah State University

Martin, Dolores Tremewan — 2001, Professor of Public Administration — BS, MA, University of Nevada; PhD, Virginia Polytechnic Institute and State University

Martin, Theresa J. — 1991, Director, Office of Institutional Research, Demography and Assessment and Professor of Psychology — BS, MS, PhD, Iowa State University

Matthews, John D. — 2005, Assistant Professor of Social Work — BSW, North Carolina; MSW, Radford University; PhD, Virginia Commonwealth University

May, David A. — 1999, Professor of Government — BA, Whitman College; MA, PhD, Washington State University

McCollum, Linda B. — 1983, Professor of Geology — BS, MS, University of California, Davis; PhD, State University of New York, Binghamton

McDermid, Melissa E. — 2004, Lecturer in Mathematics — BA, MS, Eastern Washington University

McGinn, Robert L. — 1980, Professor of Management—BS, MS, University of Idaho; PhD, University of Denver

McGonigle, William J. — 1978, Associate Professor of Accounting — BA, MS, University of Arizona; JD, Gonzaga University; CPA, State of Washington

McGran, Ernest C. — 1966, Professor of Chemistry/Biochemistry — BS, University of Oregon; PhD, University of California, Berkeley

McHenry, Tracey A. — 2000, Associate Professor of English — BA, University of Portland; MA, PhD, Purdue University

McKean, Heather R. — 1988, Senior Associate in Biology — BS, BA, MS, Eastern Washington University

McLaughlin, Donald R. — Lecturer in Theatre — BA, Eastern Washington University; MA University of South Carolina

McNeal, Jeni R. — 2000, Associate Professor of Physical Education, Health and Recreation — BS, Eastern Washington University; MS, PhD, University of Utah

McNeely, Camille C. — 2006, Assistant 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

Megaard, Susan L. — 1984, Professor of Accounting — BA, College of the Pacific; J.D., University of Washington; LL.M., Georgetown University Law Center

Mehlert, Virginia L. — 2004, Lecturer in Counseling, Educational and Developmental Psychology — BS, MS, Eastern Washington University

Melville, D. Scott — 1981, Professor of Physical Education, Health and Recreation — BS, MS, Slippery Rock State College; PhD, University of Iowa

Meyers, Judy — 1999, Senior Instructor in Nursing — BS, California State Polytechnic University; MSN, Gonzaga University; PhD, Washington State University

Meyer, Nadean J. — 2006, Librarian II — BA, Washington State University; BA, Eastern Washington University; MLS, University of Oregon

Middleton, Jonathan N. — 1999, Associate Professor of Music — BA, Hampshire College; MA, University of California, Santa Barbara; D.MA, Columbia University

Miller, Barbara S. — 1972, Professor of Art — A.B., MA, PhD, University of Missouri

Miller, Jelleen R. — 2006, Librarian II — BA, University of Washington; MLS, Rutgers University

Miller, Kris — 1988, Associate Professor of Nursing — BSN, University of Utah; MSN, University of Kentucky; D.N.S, Indiana University

Millet, LTC M. David — 2005, Professor of Military Science — BS, Seattle University; MS, Tory State University

Miller, Suzanne — 1992, Librarian III and Head of Reference and Instruction — BA, California State University, Long Beach; M.L.S., North Texas State University

Mitchell, Douglas R. — 2007, Lecturer in Justice Studies. BS, University of Illinois; JD, University of Illinois, MFA from Eastern Washington University

Mizner, Ryan L. — 2004, Assistant Professor of Physical Therapy — BS, Montana State University; M.P.T., PhD, University of Delaware

Monroe, Sarah L. — 2007, Assistant Professor of Electronic Media and Film — BA, The Evergreen State College; MFA, Temple University

Moore, Marion E. — 1998, Associate Professor of Counseling, Educational and Developmental Psychology — BA, Scipps College; MEd, PhD, Utah State University

Morgan, Debra D. — 2000, Senior Lecturer in Management Information Systems — BAE, MEd, Eastern Washington University

Morley, Lauren V. — 2000, Associate Dean, College of Education and Human Development and Professor of Physical Education, Health and Recreation — BS, California State University, Sacramento; MS, Washington State University; EdD, University of Northern Colorado

Morris, DeAnne M. — 2008, Lecturer in Mathematics—BS, MS, Washington State University

Morris, Lynne Clemmons — 1983, Associate Professor of Social Work — BA, Oberlin College; MSW, PhD, University of Michigan

Morrison, Barbara — 1990, Instructor in Nursing — BSN, PhD, Gonzaga University; M.N., Intercollegiate College of Nursing

Motter, Patricia A. — 2000, Lecturer in Music — BM, Eastern School of Music, Rochester, N.Y.

Moulton, Francis A. — 2006, Library Associate — BA, Charter Oak State College; MLS, Southern Connecticut State University

Mullin, Thomas W. — 1991, Professor of Electronic Media and Film — BS, MA, University of Wyoming

Mullins, Heidi C. — 2006, Assistant Professor of Art — BM, BME, Houston Baptist University; MEd, EdD, University of Houston

Mulvany, Megan N. — 1985, Director, Asia University America Program and Senior Lecturer in English as a Second Language — BAE, MEd, Eastern Washington University

Munson, Doris — 2003, Librarian II, Systems/Reference Librarian — BS, Oregon State University; MLS, University of Washington

Munson, Dorothy E. — 2007, Assistant Professor of Counseling, Educational and Developmental Psychology — BS, Virginia Polytechnic Institute and State University; MA, Ball State University; PhD, University of Nebraska, Lincoln
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Murff, Elizabeth J. — 2001, Associate Professor of Decision Science — BS, University of Texas, Dallas; PhD, University of Texas, Austin

Murney, Shelly — 2004, Lecturer in Art — BA, University of California, Santa Cruz; MA, University of Iowa; MFA, University of Montana

Mutschler, Charles V. — 2001, Librarian III — BA, MA, Eastern Washington University; MA, Western Washington University; PhD, Washington State University

Myall, Carolynne – 1989, Librarian IV and Head of Collection Services Division — BA, University of Illinois/Chicago Circle; MLS, CAS, University of Illinois, Urbana-Champaign

Nappa, Elisa — 1999, Associate Professor of Art — BFA, New York College of Ceramics, Alfred University; MFA, Louisiana State University

Neely, Janie T.—2007, Assistant Professor of Journalism —BA, University of Wyoming; MA, Gonzaga University; MFA, Eastern Washington University

Nelson, Michael B. — 1998, Senior Librarian Associate — BA, Saint Olaf College; MA, University of Notre Dame; MA, Colorado State University; MLS, Indiana University

Nelson, Nancy — 1998, Director, Africana Education Program and Assistant Professor of African American Education — BA, Antioch University: Ph.D., Waldon University

Netzem-Mills, Patricia L. — 1989, Professor of Management — BS, Pennsylvania State University; MBA, Gonzaga University; PhD, University of Washington

Néron, Carinne A. — 2007, Assistant Professor of Geology — BS, University of Southwestern Louisiana; MS, University of Alabama, PhD, University of Michigan

Nicholas, Doreen A. — 2006, Senior Lecturer in Communication Disorders — BA, University of Montana; MS, University of Texas, Dallas

Nickerson, Arden R. — 1984, Professor of Dental Hygiene — BS, Idaho State University; MEd, Eastern Washington University

Nievergelt, Yves — 1985, Librarian IV and Collection Management Librarian — BM, University of Wisconsin; MS., School of Sacred Music, Union Theological Seminary; MLS, Indiana University; PhD, Southern Illinois University

O’Quinn, Robin L. — 2007, Assistant Professor of Biology — BS, University of California, Davis; PhD, Washington State University

Ondorff, Richard L. — 2003, Associate Professor of Geology — BS, Virginia Polytechnic Institute and State University; MS, Ohio State University; PhD, Kent State University

Orr, Douglas V. — 1991, Professor of Economics — BA, Columbia University; MA, PhD, University of Colorado

Otto, Devin T. — 2003, Lecturer in Music/Assistant Director of Bands — BM, University of Idaho, MA Eastern Washington University.

Otto, Justin L.—2007, Librarian II — BA, MA, Washington State University; MLS, University of Washington

Otto, Theophel M. — 1985, Librarian IV and Collection Management Librarian — BM, University of Wisconsin; MS., School of Sacred Music, Union Theological Seminary; MLS, Indiana University; PhD, Southern Illinois University

Parise, Lisa C. — 2006, Lecturer in Social Work — BA, Western Washington University; MSW, University of Washington

Parish, Susan M. — 2007, Lecturer in Physical Therapy — BS, University of Maryland, College Park; BS, University of Maryland, Baltimore; DPT, Rocky Mountain University of Health Professions

Pascal, Vincent J. — 2001, Associate Professor of Marketing — BS, United States Military Academy; MBA, Gonzaga University; PhD, Washington State University

Peterson, Diana C. — 2006, Lecturer in Social Work — BS, City University, Bellevue; MSW, University of Washington

Pergoff, Barbara M. — 2001, Senior Lecturer in Communication Disorders — BA, Eastern Washington University; MA, Western Washington University; AuD, Arizona School of Health Sciences; MEd, Eastern Washington University

Peters, Chris F.—2007, Assistant Professor of Computer Science — BA, Idaho State University; MA, Western Washington University; PhD, Pennsylvania State University

Petersen, Elizabeth — 2005, Senior Lecturer in Economics — BS, Westminster College, Salt Lake City; M. Phil., University of Utah

Petrie, Gino M. — 2005, Assistant Professor of English as a Second Language — BA, Valparaiso University; MA Indiana University; PhD, Washington State University

Pew, Henrietta — 1997, Senior Librarian Associate — BA, University of British Columbia; MA, University of Idaho; MS, Case Western Reserve University School of Library Science

Phillips, Laura L. — 1993, Professor of History — BA, University of Wisconsin-Milwaukee; MA, PhD, University of Illinois, Urbana

Phillips, Richard D. — 1995, Associate Professor of Education — BA, MA, University of Helsinki, Finland; PhD, University of Washington

Pickering, Robin K. — 2005, Assistant Professor of Physical Education, Health and Recreation — BS, MS, Eastern Washington University; PhD, University of Idaho

Pickett, Rickie L. — 2000, Lecturer in Computer Science — BAE, MED, Eastern Washington University

Pimentel, Jane T.—1998, Associate Professor of Communication Disorders — BS, Idaho State University; PhD, University of Washington

Pippard, James L. — 1977, Associate Professor of Social Work — BA, University of Montana; MSW, University of California, Sacramento; D.S.W., University of Denver

Pirch, Kevin A.—2007, Assistant Professor of Government — BS, University of Colorado, Boulder; MS, PhD, University of Oregon

Plamondon, Andrew A. — 2001, Senior Lecturer in Music — BM, Boise State University

Ploeger, Kristina M. — 2006, Assistant Professor of Music — BM, Central Washington University; MA, Eastern Washington University

Porter, Peter S.—2004, Assistant Professor of Electronic Media and Film — BA, Grand Valley State University; MA, Indiana State University; PhD, Wayne State University

Porter, Jonathan D.—2003, Librarian II, — BA, Whitman College; MA, M.L., University of Washington

Preissig, Florian — 2003, Assistant Professor of French — BA, University of Geneva; PhD, Johns Hopkins University

Pringle, Robert — 1980, Director of Library Services, Intercollegiate College of Nursing — BA, University of Nebraska; MLS, University of Washington

Proctor, Cecile—2005, Instructor in Nursing — BSN, California State University; MSN, University of Nebraska

Psychoydis-Havis, Angela — 2002, Lecturer in Counseling, Educational and Developmental Psychology — BA, MED, Eastern Washington University

Putarth, Janet — 2004, Assistant Professor of Nursing — BSN, Jamestown College; MSN, Indiana University; PhD, University of Illinois

Putnam, Jeffery B.—2003, Assistant Professor of Computer Science — BS, University of New Hampshire; MLS, State University of New York, Albany; PhD, Rensselaer Polytechnic Institute

Pyatt, Kevin A. — 2007, Assistant Professor of Education — BSN, Fort Lewis College; MS, Regis University; PhD, Capella University

Quinn, Louise — 2004, Lecturer in Geography — BA, Cambridge University, Cambridge; England; MS, PhD, Memorial University, Saint John’s, Newfoundland

Quinn, Robert R.—1967, Professor of Geography — BS, MS, PhD, Oregon State University

Rahn, Jeffrey A.—1990, Professor of Chemistry/ Biochemistry — BS, Whitworth College; PhD, University of Nevada, Reno

Rainwater, Terry I.—2007, Assistant Professor of Counseling, Educational and Developmental Psychology — BS, Eastern Montana College, MS, Oregon State University; PhD, University of New Mexico

Rasmor, Melody — 1998, Clinical Assistant Professor of Nursing — BSN, Pacific Lutheran University; MSN, University of Portland

Ratliff, Jeannie — 1999, Senior Lecturer in Communication Studies — BA, Eastern Washington University; MA, Washington State University; PhD, University of Utah
Raymond, Kenneth W. — 1982, Professor of Chemistry/Biochemistry — BS, Central Washington University; PhD, University of Washington
Rebar, Michael W. — 2004, Assistant Professor of Counseling, Educational and Developmental Psychology — BS, MA, PhD, University of Oregon
Reeves, LaVona L. — 1989, Professor of English — BA, University of Nebraska; MA, Columbia University; PhD, Indiana University of Pennsylvania
Renner, James A. — 1995, Lecturer in Social Work — BS, University of Mary; MSW, University of Denver
Renschaw, Evelyn B. — 1990, Senior Lecturer in English as a Second Language — BA, Boston University; MA, San Francisco State University
Rempich, Wendy — 1991, Associate Professor of Physical Education, Health and Recreation — BA, University of Puget Sound; MEd, University of Cincinnati; PhD, University of Southern California
Richter, Donald — 1998, Professor of Engineering and Design — BS, Ohio State University; MS, PhD, University of Arkansas
Riebe, Christine — 2000, Instructor in Nursing — BSN, University of Washington; MSN/EN.P., Seattle Pacific University
Riggle, Jeremy J. — Visiting Assistant Professor of Chemistry/Biochemistry — BS, Eastern Oregon University; MS, University of Idaho; PhD, University of Idaho
Riley, Elizabeth — 2007, Lecturer in Spanish — BA, University of California, Los Angeles; MA, California State University, Northridge
Rodriguez-Marek, Esteban — 2001, Associate Professor of Engineering and Design — BS, M.Sc., Washington State University
Rollé, Timothy J. — 1998, Professor of Computer Science — BA, Mount Angel Seminary; BS, University of Oregon; MS, University of Minnesota; MS, PhD, University of Chicago
Rosenkranz, Misha — 2005, Associate Professor of Music — BM, Indiana University; MM, Yale University
Roth Pitts, Gabrielle — 2007, Lecturer in Government — BS, University of Portland; JD, Gonzaga University School of Law
Ruby, Susan F. — 2005, Assistant Professor of Psychology — BS, Texas A & M University; MEd, College of William and Mary; PhD, University of California, Riverside
Ruotsalainen, Robert W. — 1983, Professor of Physics — BS, University of Washington; MS, PhD, University of Hawaii
Russell, Byron E. — 2000, Associate Dean, College of Science, Health and Engineering and Associate Professor of Physical Therapy — BS, Colorado State University; BS, Texas Tech University Health Sciences Center; MHS, University of Indianapolis; PhD, Texas Women's University
Russell, Roberta L. — 2000, Assistant Professor of Occupational Therapy — BA, California State University, Fresno; BS, University of Texas Health Science Center; MS, Colorado State University
Sanders, Allan — 2006, Instructor in Nursing — BSN, MN, Intercollegiate College of Nursing
Saulter, Robert R. — 2007, Assistant Professor of Anthropology and History — BA, Gonzaga University; MA, George Washington University; PhD, American University
Schlapp, Lonnie M. — 2006, Assistant Professor of Justice Studies — BA, MA, University of Montana; PhD, Washington State University
Sharif, Mahid — 2008, Assistant Professor of Government — BA, MA, Florida International University; MA, PhD, University of Florida
Schimpf, Paul H. — 2006, Associate Professor of Computer Science — BS, MS, PhD, University of Washington
Schmidt, ILT Paul J. — 2008, Lecturer in Military Science — BS, Portland State University
Schneider, Rachel Z. — 2006, Assistant Professor of Justice Studies and Women's and Gender Studies — BS, MA, University of North Dakota; PhD, University of Akron
Scholz, Allan T. — 1980, Professor of Biology — BS, MS, PhD, University of Wisconsin, Madison
Schuman, Loma — 1982, Associate Professor of Nursing — BSN, California State University, Sacramento; MSN, University of California, San Francisco; PhD, University of Idaho
Schwab, Suzanne M. — 1983, Professor of Biology — BA, State University of New York, Oswego; MS, Colorado State University, Fort Collins; PhD, University of California, Riverside
Seedorf, Martin E. — 1989, Professor of History — BA, Eastern Washington University; MA, PhD, University of Washington
Sen, Achin — 1984, Professor of Physics — BS, MS, St. Xavier's College (Calculta University); M. Phil., PhD, Columbia University
Severinghaus, Jack — 1991, Student Counselor — A.B., Indiana University; MS, University of Idaho; PhD, Washington State University
Seversen, Billie M. — 1979, Associate Professor of Nursing — BS, Gonzaga University; MA, Columbia University; PhD, Gonzaga University
Sharif, Majid K. — 2008, Assistant Professor of Government — BA, MA, Florida International University; MA, University of Florida
Shervais, Stephen — 1999, Associate Professor of Management Information Systems — BA, MA, San Jose State College; MS, University of Denver; PhD, Portland State University
Sherwood, Frances R. — 1998, Professor of Education — BED, MEd, PhD, University of Alberta, Edmonton
Sheets, Karmel — 2005, Lecturer in Social Work — BS, University of Oregon; MSW, University of Washington
Sheeds, Peter G. — 2005, Professor of Communication Studies — BA, MA, PhD, The Ohio State University
Silvers, William M. — 2007, Assistant Professor of Physical Education Health and Recreation — BS, Washington State University; MS, University of Idaho; PhD, University of Idaho
Simmons, Steven M. — 1969, Professor of Computer Science — BA, Reed College; MS, PhD, University of Oregon
Simmons, Flinn L. — 2000, Associate Professor of Counseling, Educational and Developmental Psychology — BS, Eastern Washington University; MS, Northeastern University; PhD, University of Oregon
Sinekopova, Galina — 2001, Assistant Professor of Communication Studies — Graduate Honors Degree, Kubyshev State University, Russia; MA, Eastern Washington University; PhD, Odessa State University, Ukraine
Sirca, Parthasarathi — 1987, Professor of Physics — BS, MS, University of Calcutta; PhD, University of Paris
Slack, Edward R., Jr. — 2002, Assistant Professor of History — BA, MA, Pennsylvania State University; PhD, University of Hawaii, Manoa
Slyter, Marlene J. — 2006, Assistant Professor of Counseling, Educational and Developmental Psychology — BA, University of Colorado, Boulder; MA, PhD, University of Northern Colorado
Smart, Denise — 2005, Instructor in Nursing — BSN, University of Alaska, Anchorage; M.P.H., PhD, Loma Linda University
Smith, Grant W. — 1968, Professor of English and Humanities — BA, Reed College; MA, University of Nevada; PhD, University of Delaware
Smith, Julia E. — 2004, Assistant Professor of Anthropology — BA, Vanderbilt University; MA, PhD, University of Pittsburgh
Smith, Marvin E. — 1984, Professor of Electronic Media and Film — BA, Trinity University; MA, University of Texas, Austin
Sobralski, Mary — 2007, Assistant Professor of Nursing — BSN, MS, University of Wisconsin; PhD, Gonzaga University
Spazt, Gregory — 1998, Associate Professor of English/Creative Writing — BA, Haverford College; MA, University of New Hampshire; MFA Iowa Writers' Workshop
Spuck, Janet — 1992, Senior Instructor in Nursing — BSN, Lewis and Clark College, Portland, OR; MSN, Oregon Health Sciences University
Stafford, Jeffrey L. — 1990, Associate Dean, College of Social and Behavioral Science and Professor of Communication Studies — BS, MS, Kansas State University; PhD, University of Kansas
Stanley-Weigand, Pamela A. — 1983, Professor of Business Communications and Administrative Office Management — BA, MEd, Eastern Washington University; Ed.D., Arizona State University
Stansbury, Kim L. — 2006, Assistant Professor of Social Work — BS, University of Southern Mississippi; MSW; Southern Illinois University; PhD, University of Kentucky, Lexington
Stearns, Susan A. — 1990, Professor of Communication Studies — BA, MA, California State University-Pomona; PhD, University of Oklahoma
Steele, Richard D. — 2002, Visiting Associate Professor of Computer Science — BA, Stanford University; MA, PhD Harvard University

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Talarico, Claudio — 2005, Assistant Professor of Engineering and Design — BS, MS, University of Genova, Italy; PhD, University of Hawaii, Manoa
Tapper, Robert — 1998, Associate Professor of Music — BM, University of New Hampshire; MM, Eastman School of Music
Taudin Chabot, Sean K. — 2003, Assistant Professor of Sociology — BA, University of Puget Sound; MA, Boston University; Paris; PhD, University of Amsterdam
Taylor, Carol S. — 2006, Assistant Professor of Computer Science — BS, University of California, Davis; BS, Colorado State University; MS, PhD, University of Idaho
Teague, Bruce T. — 2006, Assistant professor of Management — BA, Western Washington University; MBA, Arizona State University; MS, PhD, University of Pennsylvania
Tesecoe, Joe — 2005, Visiting Assistant Professor of Sociology — BA, Eastern Washington University; MA, PhD, Washington State University
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
Toneva, Elena T. — 2000, Associate Professor of Mathematics — MS, PhD, University of Sofia, Bulgaria
Toor, Rachel — 2006, Assistant Professor of Creative Writing—AB, Yule University; MFA, University of Montana
Torgerson, Beth E. — 2006 Assistant Professor of English — BA, Montana State University; MA, University of New Mexico; PhD, University of Nebraska, Lincoln.
Townsend, Ryan — 2003, Instructor in Nursing — BSN, M.N., Washington State University Intercollegiate College of Nursing
Trulove, William T. — 1969, Professor of Economics — BS, MS, PhD, University of Oregon
Tsegay, Goitom Tesfom – 2005, Assistant Professor of English — BA, Intercollegiate College of Nursing; BSN, MS, PhD, University of Wisconsin
Vandermuse, Roxanne — 2006, Assistant Professor of Nursing — BSN, MS, PhD, University of Wisconsin
Van Gemert, Freddi — 1984, Instructor in Nursing — BSN, Intercollegiate College of Nursing; MSN, University of Texas
Wagner, Randel R. — 1998, Associate Professor of Music — BME, Walla Walla College; MA, San Diego State University; DMA, University of Nebraska-Lincoln
Wainwright, Nancy A. — 1984, Senior Lecturer in Business Law — BEd, BA, Profession in Education, University of Hawaii; JD., Gonzaga University
Walas-Mateo, Guillermina — 1999, Associate Professor of Spanish — Licenciada, National University of Mar del Plata, Argentina; MA, PhD, University of Pittsburgh
Waldron-Soler, Kathleen M. — 2000, Associate Professor of Counseling, Educational and Developmental Psychology — BA, Whitman College; MS, Eastern Washington University; PhD, Washington State University
Waldrop, Michael V. — Assistant Professor of Music — BM, DMA, University of North Texas; MA, Memphis State University
Ward, Linda — 2000, Instructor in Nursing — BSN, MSN, Washington State University Intercollegiate College of Nursing
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
Weaver, David M. — 2006, Lecturer in Mathematics — BAE, MS, Eastern Washington University
Webster, Mary — 1995, Instructor in Nursing — BS, university of Rochester; MS, Ohio State University
Weller, Philip J. — 1969, Professor of English — BA, University of Puget Sound; MA, Washington State University; PhD, Kent State University
Weckle, Robert C. — 1993, Senior Lecturer in English as a Second Language — BA, Holy Cross College; MA, Georgetown University
Weichman, Nanette — 2001, Senior Lecturer in Nursing — BSN, University of Oregon; MA, PhD, University of Hawaii
Wilcox, Liza A.—2007, Lecturer in English—BA, MA, Eastern Washington University
Williams, Jennifer L. — 2005, Lecturer in English — BA, MA, Eastern Washington University
Williams, Patrick S. — 2000, Senior Lecturer in English — BAE, MA, Eastern Washington University
Williams, William C. — 1977, Professor of Psychology — BA, MS, Eastern Washington University; PhD, University of Utah
Wilson David W.—2007, Library Associate—BA, University of California, San Diego; MFA, MS, University of Texas, Austin
FACULTY DIRECTORY

Winchell, Richard (Dick) G. — 1986, Professor of Urban and Regional Planning — BA, Wartburg College; MURP, University of Colorado-Denver Center; PhD, Arizona State University

Winkle, Sally A. — 1983, Professor of German and Director, Women's and Gender Studies — BA, Knox College; MA, University of Georgia; PhD, University of Wisconsin-Madison

Winters, Patrick — 1987, Professor of Music and Director of Bands — BS, Elon College; MA, California State University, San Bernadino

Wintz, Gregory S. — 2004, Associate Professor of Occupational Therapy — BS, South Dakota State University; MOT, Texas Women's University; PhD, University of Idaho

Wood, Mary — 1991, Librarian for Nursing — BS, Iowa State University; MS, Simmons College

Woodard, Kristi A. — 2006, Lecturer in Social Work — BA, University of California, Berkeley; MSW, University of California, Berkeley

Wright, Sue M. — 1994, Professor of Sociology — BA, MA, PhD, University of Oregon

Young, Mark A. — 2005, Assistant Professor of Counseling, Educational and Developmental Psychology; BBA, Master of Counseling, PhD, Idaho State University

Young, J. William T. — 1972, Professor of History — BA, Harvard; MA, PhD, University of California, Berkeley

Zhou, Duanning — 2001, Associate Professor of Counseling, Educational and Developmental Psychology; BBA, Master of Counseling, PhD, Idaho State University

Zinke, Robert C. — 1985, Professor of Public Administration — BA, Washington State University; MA, Drew University; PhD, New York University

Zeisler-Vralsted, Dorothy — 2006, Vice Provost for Academic Resources, Administration and Planning and Professor of Government, BA, Carroll College, Helena, Montana; MA, University of Montana; PhD, Washington State University

Zovanyi, Gabor — 1986, Professor of Urban and Regional Planning — A.B., University of California at Los Angeles; M.C.P., San Diego State University; BA, Harvard; PhD, University of Washington

Zukosky, Michael L. — 2006, Assistant Professor of Anthropology — BA, Fort Lewis College; PhD, Temple University

Emeritus Faculty

James B. Albert — 1968, Professor of Music Emeritus 1997

José A. Alonso — 1967, Professor of Spanish Emeritus 1999

Philip Anast — 1965, Professor of Psychology Emeritus 1989

Betty Anderson — 1968, Associate Professor of Nursing Emeritus 1999

Philip N. Anderson — 1965, Professor of Accounting Emeritus 1999

Robert B. Anderson — 1960, Professor of Health and Physical Education Emeritus 1986

Virginia Asan — 1962, Professor of Health, Physical Education and Athletics Emeritus 1988

J. Austin Andrews — 1954, Professor of Music Emeritus 1977

Gloria Ayot — 1995, Professor of Education Emeritus 2006

Robert W. Atwood — 1967, Professor of Psychology Emeritus 1997

Darrell W. Bachman — 1965, Professor of Applied Psychology Emeritus 1996

Achilles Balabanis — 1969, Professor of Music Emeritus 1994

William H. Barber — 1969, Professor of Psychology Emeritus 1999

Donald M. Barnes — 1966, Professor of History Emeritus 1995

Rey L. Barnes — 1979, Professor of Radio-Television Emeritus 1995

Robert D. Barr — 1965, Professor of Physical Education, Health and Recreation Emeritus 1997


James E. Bates — 1975, Professor of Social Work Emeritus 1999

Charles H. Baumann — 1969, University Librarian Emeritus 1991

Bruce D. Beal — 1968, Professor of Art Emeritus 2000

Elizabeth Beaver — 1961, Professor of Home Economics Emeritus 1975

Roy K. Behm — 1963, Professor of Chemistry/Biochemistry Emeritus 1992

David S. Bell, Jr. — 1967, Professor of Government Emeritus 1998

Donald R. Bell — 1964, Professor of Applied Psychology Emeritus 1996

Jack C. Benson — 1965, Associate Professor of Physical Education, Health and Recreation Emeritus 1999

Arthur O. Bielh — 1951, Professor of Music Emeritus 1979

Lloyd C. Billings — 1969, Professor of Finance Emeritus 1982

Stephen D. Blewett — 1982, Professor of Journalism Emeritus 2007

Sergio Bocaz-Moraga — 1971, Professor of Spanish Emeritus 1995

Stamey L. Boles — 1968, Professor of Electronic Media, Theatre and Film Emeritus 1997

Norman C. Boulanger — 1970, Professor of Theatre Emeritus 1999

Richard M. Boyd — 1964, Professor of Spanish Emeritus 1980

Darvon H. Breitenfeldt — 1962, Professor of Communication Disorders Emeritus 1995

Gary L. Breeneman — 1971, Professor of Chemistry/Biochemistry Emeritus 2003

Polly Bruno — 1984, Professor of Nursing Emeritus 1999

John E. Bruntlett — 1967, Professor of Technology Emeritus 1997

Edwin A. Bump — 1973, Professor of Accounting Emeritus 1999

Keri R. Burnham — 1970, Professor of Management Information Systems Emeritus 1999

James Buskohl — 1970, Professor of English Emeritus 1995

Richard J. Carey — 1969, Professor of French Emeritus 1990

M. Norisma Carr — 1980, Professor of Education Emeritus 1991

Robert L. Carr — 1969, Professor of Biology Emeritus 2006

Gordon L. Chapman — 1979, Professor of Accounting Emeritus 2005

Thelma L. Cleveland — 1970, Dean, Intercollegiate Center for Nursing Emeritus 1997


Elizabeth L. Cook-Lynn — 1971, Professor of English Emeritus 1990

David L. Cornelius — 1984, Professor of Communication Studies Emeritus 2005

Dave Daugherty — 1966, Professor of Mathematics Emeritus 1996

Joseph C. Daugherty — 1959, Professor of Art Emeritus 1986

Maxine M. Davis — 1970, Professor of Physical Education, Health and Recreation Emeritus 1999

Lawrence B. Denny — 1984, Professor of Technology Emeritus 1999

Dorothy M. DeHart — 1997, Dean of Washington State University intercollegiate College of Nursing Emeritus 2005

Joan R. Dickerson — 1977, Professor of Education Emeritus 2003

Jere Donegan — 1967, Professor of History Emeritus 1993

Richard W. Dorey — 1967, Professor of History Emeritus 1997

John E. Douglas — 1960, Professor of Chemistry/Biochemistry Emeritus 1991

John A. Duenow — 1970, Professor of Music Emeritus 1999


Laura Duster — 1975, Dean and Professor of Nursing Emeritus 1982

Donna J. El-Din — 1984, Distinguished Professor of Physical Therapy Emeritus 2003

Pamela D. Elkind — 1982, Professor of Sociology Emeritus 2006

Robert H. Elton — 1970, Professor of Psychology Emeritus 1999

Wendell L. Everest — 1949, Professor of Music Emeritus 1979

Kelly S. Farris — 1970, Professor of Music Emeritus 1985

James D. Flynn — 1967, Professor of Applied Psychology Emeritus 1997

John P. Ford — 1965, Professor of Management Information Systems Emeritus 1999

Earl N. Forsman — 1970, Professor of Physics Emeritus 1997

H. George Frederickson — 1977, President Emeritus 1987

Robert J. Garvey — 1968, Professor of English and Humanities Emeritus and Dean, University Honors Program Emeritus 1993

C. Peggy Gazette — 1966, Professor of Health and Physical Education Emeritus 1982


Philip R. George — 1968, Professor of Education Emeritus 1988
FACULTY DIRECTORY

Jill Pendarvis — 1972, Professor of Nursing Emeritus 1993
Walter L. Powers — 1954, Professor of Applied Psychology Emeritus 1993
Demetrios P. Prekeges — 1963, Professor of Mathematics Emeritus 1983
Louise M. Prugh — 1965, Professor of Home Economics Emeritus 1985
Thomas W. Pyle — 1969, Professor of Psychology Emeritus 1999
H. Keith Quincy — 1970, Professor of Government Emeritus 2003
Muriel R. Radelbaugh — 1982, Professor of Education Emeritus 2003
Adam Rayle — 1970, Professor of Humanities and Philosophy Emeritus 1998
JoAnn Ray — 1984, Professor of Social Work Emeritus 1996
Sherry L. Renga — 1986, Professor of Mathematics Emeritus 2002
Robert B. Ridings — 1988, Professor of English Emeritus 2002
Travis S. Rivers — 1963, Professor of Music Emeritus 1997
Stanley F. Robinson — 1966, Professor of Computer Science Emeritus 1987
Hilda Roberts — 1945, Professor of Nursing Emeritus 1982
Marie Rosenberg — 1981, Professor of Public Administration Emeritus 1986
Frank M. Roskerans — 1969, Professor of Psychology Emeritus 1999
John Ross — 1968, Professor of Anthropology Emeritus 1999
David S. Rostkowski — 1970, Professor of Music Emeritus 2001
William A. Rottmayer — 1970, Professor of Philosophy Emeritus 1999
Kenneth A. Runberg — 1967, Professor of Mathematics Emeritus 2003
William K. Steele — 1970, Professor of Geology Emeritus 2006
Raymond A. Soltero — 1971, Professor of Biology Emeritus 2002
Vincent L. Stevens — 1959, Professor of Chemistry Emeritus and Dean of College of Science, Health and Engineering Emeritus 2006
Lynn M. Stephens — 1981, Professor of Accounting Emeritus 2007
Gary A. Sterner — 1970, Professor of Psychology Emeritus 1999
Vincent L. Stevens — 1959, Professor of Chemistry Emeritus and Dean of Health Sciences Emeritus 1987
Norman W. Stone — 1956, Professor of Mathematics Emeritus 1982
Dale F. Stradling — 1965, Professor of Geography Emeritus 1997
Frederick S. Strange — 1970, Professor of Anthropology Emeritus 2003
Betsy L. Stratton — 1979, Professor of Communication Studies Emeritus 1998
Ralph P. Struebing — 1957, Professor of Education Emeritus 1980
Arnold F. Stueckle — 1968, Professor of Education Emeritus 1997
Christopher Sublett — 1973, Professor of Art Emeritus 2002
Jack A. Swan — 1970, Professor of Mathematics Emeritus 1993
Kenneth C. Swedberg — 1962, Professor of Biology Emeritus 1995
Benard H. Taylor — 1962, Professor of Psychology Emeritus 1991
Joan Thiele — 1986, Professor of Nursing Emeritus 2003
Grant R. Thomas — 1964, Professor of Marketing Emeritus 1988
Duane G. Thompson — 1966, Professor of Applied Psychology Emeritus and Vice President for Academic Affairs and Provost Emeritus 1992
Norman S. Thompson — 1954, Professor of Business Education Emeritus 1982
Robert G. Thompson — 1964, Professor of Mathematics Emeritus 1991
Robert B. Throckmorton — 1967, Professor of Management Information Systems Emeritus 1999
Nancy I. Todd — 1988, Professor of Educatin Emeritus, 2007
Joan I. Tracy — 1967, Librarian Emeritus 1990
Keith Tracy — 1964, Professor of English Emeritus 1987
Ruben M. Trejo — 1973, Professor of Art Emeritus 2003
Norman V. Vigtusson — 1969, Professor of Biology Emeritus 1986
William L. Waddington — 1957, Professor of English Emeritus 1982
Donald C. Wall — 1970, Professor of English Emeritus 1997
James P. Wallace — 1967, Professor of Government Emeritus 1996
Jim L. Westrum — 1961, Professor of Music Emeritus 1982
Barrett D. Whelton — 1974, Professor of Chemistry/Biochemistry Emeritus 2004
Irl White — 1987, Professor of Theatre Emeritus 1994
Ronald J. White — 1965, Professor of Biology Emeritus 1997
M. Patrick Whitchell — 1957, Professor of Physical Education Emeritus 1982
Raymond P. Whiffeld — 1949, Professor of Education Emeritus 1977
Don D. Wiley — 1970, Professor of Education Emeritus 1996
Robert F. Wilkens — 1968, Professor of Education Emeritus 1997
William G. Williams — 1969, Professor of Education Emeritus 1998
Heung T. Wong — 1968, Professor of History Emeritus 2002
Lois A. Woodell — 1965, Professor of Business Education Emeritus 1985
Brent A. Woolen — 1963, Professor of Physical Education, Health and Recreation Emeritus 1987
Edmund J. Yarwood — 1968, Professor of Russian and English Emeritus and Dean Emeritus, College of Letters, Arts, and Social Sciences 2002
Shik C. Young — 1966, Professor of Economics Emeritus 1998
Niel T. Zimmerman — 1970, Professor of Public Administration Emeritus 2000
John G. Zurenko — 1968, Professor of Management of Management Information Systems Emeritus 1999

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Appendix A

Chapter 172-120 WAC

STUDENT CONDUCT CODE

Last Update: 3/4/97

WAC 172-120-010 Introduction.
172-120-015 Definitions.
172-120-020 Interest of the university as a student code.
172-120-030 Relationship between criminal law and university disciplinary proceedings.
172-120-040 Conduct code.
172-120-050 Sanctions.
172-120-060 Discipline functions.
172-120-070 Initiation of disciplinary procedures.
172-120-080 Authority of university disciplinary officer.
172-120-090 Consolidation of cases permissible.
172-120-100 Hearings procedure.
172-120-110 Disciplinary committee—Delegation of sanctions.
172-120-120 Appeals.
172-120-130 Interim suspension permitted.
172-120-140 Judicial processes—Procedural rights of students.

APPENDICES

Appendix A

(Student Conduct Code)

The following are defined as offenses which are subject to disciplinary action by the university.

1. Dishonesty and misrepresentation.
2. Disturbances of the peace.
3. Any conduct which breaches the peace or endangers the personal safety of the rights of others.
4. Any conduct which has the purpose or effect of unreasonably interfering with the academic work of others.
5. Any conduct which breaches the peace or endangers the personal safety of others.
6. Any conduct which breaches the peace or endangers the personal safety of others.
7. Any conduct which breaches the peace or endangers the personal safety of others.
8. Any conduct which breaches the peace or endangers the personal safety of others.
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19. Any conduct which breaches the peace or endangers the personal safety of others.
20. Any conduct which breaches the peace or endangers the personal safety of others.
21. Any conduct which breaches the peace or endangers the personal safety of others.
22. Any conduct which breaches the peace or endangers the personal safety of others.

For purposes of this student code, acts of violence, threats of violence, and intimidation of violence are defined as follows:

1. Any conduct which breaches the peace or endangers the personal safety of others.
2. Any conduct which breaches the peace or endangers the personal safety of others.
3. Any conduct which breaches the peace or endangers the personal safety of others.
4. Any conduct which breaches the peace or endangers the personal safety of others.
5. Any conduct which breaches the peace or endangers the personal safety of others.
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10. Any conduct which breaches the peace or endangers the personal safety of others.
11. Any conduct which breaches the peace or endangers the personal safety of others.
12. Any conduct which breaches the peace or endangers the personal safety of others.
13. Any conduct which breaches the peace or endangers the personal safety of others.
14. Any conduct which breaches the peace or endangers the personal safety of others.
15. Any conduct which breaches the peace or endangers the personal safety of others.
16. Any conduct which breaches the peace or endangers the personal safety of others.
17. Any conduct which breaches the peace or endangers the personal safety of others.
18. Any conduct which breaches the peace or endangers the personal safety of others.
19. Any conduct which breaches the peace or endangers the personal safety of others.
20. Any conduct which breaches the peace or endangers the personal safety of others.
21. Any conduct which breaches the peace or endangers the personal safety of others.
22. Any conduct which breaches the peace or endangers the personal safety of others.

For purposes of this student code, acts of violence, threats of violence, and intimidation of violence are defined as follows:

1. Any conduct which breaches the peace or endangers the personal safety of others.
2. Any conduct which breaches the peace or endangers the personal safety of others.
3. Any conduct which breaches the peace or endangers the personal safety of others.
4. Any conduct which breaches the peace or endangers the personal safety of others.
5. Any conduct which breaches the peace or endangers the personal safety of others.
6. Any conduct which breaches the peace or endangers the personal safety of others.
7. Any conduct which breaches the peace or endangers the personal safety of others.
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12. Any conduct which breaches the peace or endangers the personal safety of others.
13. Any conduct which breaches the peace or endangers the personal safety of others.
14. Any conduct which breaches the peace or endangers the personal safety of others.
15. Any conduct which breaches the peace or endangers the personal safety of others.
16. Any conduct which breaches the peace or endangers the personal safety of others.
17. Any conduct which breaches the peace or endangers the personal safety of others.
18. Any conduct which breaches the peace or endangers the personal safety of others.
19. Any conduct which breaches the peace or endangers the personal safety of others.
20. Any conduct which breaches the peace or endangers the personal safety of others.
21. Any conduct which breaches the peace or endangers the personal safety of others.
22. Any conduct which breaches the peace or endangers the personal safety of others.
APPENDICES
choose a hearing before the university disciplinary officer, that officer, after considering the evidence against the student charged, may take any of the following actions:

(a) Term of the complaint, exonerating the student.

(b) Dismiss the charge, if, after recommending counseling and advice, deemed appropriate.

(c) Refer the complaint to the student's dean in the student's college or to the dean of student services for recommendation.

(d) Refer the case to the university disciplinary committee.

A registration hold will be placed on the student's academic record until the student is notified of the charge and the right to be heard thereon, and the student is given the opportunity for a hearing, and the result thereof may be appealed at the discretion of the student.

A registration hold will be placed on the student's academic record until the student is notified of the charge and the right to be heard thereon, and the student is given the opportunity for a hearing, and the result thereof may be appealed at the discretion of the student.

A registration hold will be placed on the student's academic record until the student is notified of the charge and the right to be heard thereon, and the student is given the opportunity for a hearing, and the result thereof may be appealed at the discretion of the student.
Appendix B

Chapter 172-190 WAC

IMPLEMENTATION OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Last Update: 12/30/91

WAC 172-190-000 Purpose.
The purpose of this chapter is to comply with the requirements of Public Law 93-380, as annotated in 20 USCA 1232, which law represents amendments to the General Education Provision Acts and the Family Educational Rights and Privacy Act of 1974.

WAC 172-190-020 Definitions.
The following definitions shall apply interpreting these regulations:

(1) "Education records" are defined as records, files, documents, and other materials which contain information directly related to a student and are maintained by the university or a education institution at which the student is or was in attendance. The information contained in these "education records" includes, but is not limited to academic grades conferred, essays, official transcripts, letters of recommendation, and other materials which contain information directly related to a student.

(2) "Official records" are defined as records, files, documents, and other materials which contain information directly related to a student and are maintained by the university or an education institution at which the student is or was in attendance. The information contained in these "official records" includes, but is not limited to academic grades conferred, essays, official transcripts, letters of recommendation, and other materials which contain information directly related to a student.

(3) "Student" is defined as a person who has attended an educational institution or has been enrolled as a student in an educational institution.

(4) "University" is defined as an educational institution or an educational institution at which a student is or was in attendance.

WAC 172-190-030 Right of inspection.
Any student shall have the right to inspect and review his or her educational records and the student may contest in writing any portion of the record which he or she believes to be inappropriate or incorrect.

WAC 172-190-040 Notice of right to inspect educational records.
The university shall provide a written notice to the student of the student's rights under this chapter at the time he or she enters the university or before the student begins attendance at the university.

WAC 172-190-050 Distribution of information to others.
The university shall not disclose any information contained in an educational record without the written consent of the student.

The university shall provide a written notice to the student of the student's rights under this chapter at the time he or she enters the university or before the student begins attendance at the university.

WAC 172-190-070 Requests for access to education records.
The university shall provide a written notice to the student of the student's rights under this chapter at the time he or she enters the university or before the student begins attendance at the university.

WAC 172-190-080 Determination regarding records.
The university shall provide a written notice to the student of the student's rights under this chapter at the time he or she enters the university or before the student begins attendance at the university.

WAC 172-190-090 Disability of student to request education records.
The university shall provide a written notice to the student of the student's rights under this chapter at the time he or she enters the university or before the student begins attendance at the university.

WAC 172-190-100 Right of students to challenge the content.
The university shall provide a written notice to the student of the student's rights under this chapter at the time he or she enters the university or before the student begins attendance at the university.
EASTERN WASHINGTON UNIVERSITY

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APPENDICES

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informationasthecustodianoftherecorddeemssufficientto
ascertain the official capacity of the requesting party.
[StatutoryAuthority:RCW28B.35.120(12).92-02-053,ß
172-190-070,filed12/30/91,effective1/30/92;Order75-1,ß
172-08-070(codifiedasWAC172-190-070),filed3/3/75.]
WAC 172-190-080 Determination regarding records.
Theuniversityreservestherighttodeterminethatarecord
regardingastudentisnotaneducationrecordormaterial
definedinWAC172-190-020orthattheprovisionofpersonally
identifiableinformationrelatingtoastudentwasproperly
giventoanauthorizedagencyperWAC172-190-040.The
determinationshallbemadeinwritingandmaybeaccomplishedinconsultationwithanyoftherecordsofficersofthe
universitydesignatedinchapter172-09WAC,thepresident,a
vice-president,oranassistantattorneygeneralassignedtothe
university.
[StatutoryAuthority:RCW28B.35.120(12).92-02-053,ß
172-190-080,filed12/30/91,effective1/30/92;Order75-1,ß
172-08-080(codifiedasWAC172-190-080),filed3/3/75.]
WAC 172-190-090 Review proceeding available.
(1)Anypersonobjectingtoadenialofarequestforanyuniversityrecordrelatingtoastudent,oranystudentwhocontests
whetherthetransferofanyuniversityrecordrelatingtohim
orherispermittedundertheseregulations,maypetitionfor
promptreviewofthedenialorwrittenobjectiontotransfer.The
written request shall:
(a)Beservedonthepublicrecordsofficerprovidedforin
chapter 172-09 WAC;
(b) Demand prompt review; and
(c)Inthecaseofobjectiontotransfer,specificallyreference
thepartytowhomheorshedoesnotwanttherecord
transferredandcontainawrittenstatementbytherecord
custodian denying the person’s request.
Uponreceiptofaproperwrittenobjectiontotransferofa
studentrecord,theuniversitypublicrecordsofficershall
causetherecordstonotbetransferredpendingoutcomeof
the proceeding provided for in these regulations.
(2)Withintendaysafterreceiptofthewrittenrequestby
apersonpetitioningforpromptreviewofadecisionbya
custodianofstudentrecords,thepresidentoftheuniversityor
anyauthorizeddesignees,whichforthepurposesofthissection
mayincludeanyvice-presidentoftheuniversity,shallconsider
the petition.
(3)Thepresidentorauthorizeddesigneemayattheendofthe
tendayperiodeithermeettheobjectingparty’sobjectionand
advisethepartyofthesameinwriting,orinthealternative,
setthematterupforaproceedingbeforeapresidingofficer
designatedbythepresidentorthepresident’sdesignee.The
proceedingshallbeconductedwithinthirtydaysafterthe
objectingpartyservedtheobjectionsontheuniversity’spublic
recordsofficerandshallbeabriefadjudicativeproceeding,as
thattermisdefinedinRCW34.05.482through34.05.494and
shallbeconductedasprovidedfortherein.Thepresidentor
authorizeddesigneeshalldeterminethetimeandplaceforthe
proceeding.Attheproceeding,theobjectingpartyshallfurther
explainandidentifytheexactpurposeforseekingtherecord
whichhasbeendeniedorwhyheorshehaslodgedobjections
totransferofastudentrecord.Failurebythepersonrequestingthereviewtoappearatthebriefadjudicativeproceeding
shallbedeemedawaiverofthatperson’srighttoinsistupon
completion of the review of the request.
(4)Duringtheproceedingconductedbythepresident,an
authorizeddesignee,orbyanyoneappointedbythepresident
orauthorizeddesignee,thepersonconductingtheproceeding
shallconsidertheobligationoftheuniversitytofullycomply
withtheFamilyEducationalRightsandPrivacyAct,but
shallalsoconsidertheexemptionsprovidedinthecourseof
theseregulations.Arecordshallbemadeoftheproceedingby
mechanicaltranscriptionsoranyothermeanssatisfactoryto
the university.
(5)Withintendaysafterthehearinghasoccurred,thepresident,orauthorizeddesignee,orthehearingofficerappointed
toconducttheinformalhearingshallprovidetheobjecting
partywithawrittendecision,whichdecisionshallbebinding
upon the university and upon the objecting party.
[StatutoryAuthority:RCW28B.35.120(12).92-02-053,ß
172-190-090,filed12/30/91,effective1/30/92;Order75-1ß
172-08-090(codifiedasWAC172-190-090),filed3/3/75.]
WAC172-190-100Rightofstudentstoregisterobjections.
Anystudentwhoobjectstotheaccuracyortruthfulnessofany
informationcontainedinanyEasternWashingtonUniversity

educationrecordsorportionthereofthatisrelatedtothestudentmaysubmittotheuniversity’spublicrecordsofficerhisor
herwrittenviewsregardingthesame,whichwrittenobjection
shallthenbeincludedintheeducationrecords:Provided,that
nostudenthasanyrighttopostobjectionstoacademicgrades
andhavethesameappearonhisorheracademictranscript.
[StatutoryAuthority:RCW28B.35.120(12).92-02-053,ß
172-190-100,filed12/30/91,effective1/30/92;Order75-1,ß
172-08-100(codifiedasWAC172-190-100),filed3/3/75.]

Appendix C
RESIDENCY STATUS FOR
HIGHER EDUCATION

ExcerptedfromChapter250-18WashingtonAdministrative
Code Last Update: 9/26/03
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
Evidenceoffinanciadependence
l
orindependence.
250-18-045
Administrationofresidencystatus.
250-18-050
Appeals process.
250-18-055
Recoveryoffeesforimproperclassificationof
residency.
250-18-060
Exemptionsfromnonresidentstatus.

DISPOSITIONS OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

250-18-040 Evidence of financial dependency.
[StatutoryAuthority:19821stex.s.c37§4.82-19-015(Order
10-82,ResolutionNo.83-1),§250-18-040,filed9/8/82.]Repealedby03-13-056,filed6/13/03,effective7/14/03.Statutory
Authority: RCW 28B.15.015.
WAC 250-18-010 Purpose and applicability.
ThischapterispromulgatedpursuanttoRCW28B.15.015by
theboardtoestablishthenecessaryregulationsfortheadministrationofresidencystatusinhighereducation.Institutions
shallapplytheprovisionsoftheregulationsspecifiedinchapter
250-18WACfortheuniformdeterminationofastudent’s
residentandnonresidentstatusandforrecoveryoffeesfor
improper classification of residency.
1stex.s.c37§4.82-19-015(Order10-82,ResolutionNo.
83-1), § 250-18-010, filed 9/8/82.]
WAC 250-18-015 Definitions.
(1)Theterm“institution”shallmeanapublicuniversity,college,orcommunitycollegewithinthestateofWashington.
(2)Theterm“domicile”shalldenoteaperson’strue,fixed,
andpermanenthomeandplaceofhabitationforotherthan
educationalpurposes.Itistheplacewhereheorsheintends
toremain,andtowhichheorsheexpectstoreturnwhenhe
orsheleaveswithoutintendingtoestablishanewdomicile
elsewhere.
(3)Theterm“reside”shallmeanthemaintenanceandoccupancyofaprimaryresidenceinthestateofWashington.
(4)Theterm“financiallyindependent”shallbedetermined
according to WAC 250-18-035.
(5)Theterm“dependent”shallmeanapersonwhoisnot
financially independent.
(6)Theterm“resident”fortuitionandfeepurposesshallbe
determined according to WAC 250-18-020.
(7)Theterm“nonresident”fortuitionandfeepurposesshall
be determined according to WAC 250-18-020.
(8)Theterm“recoveryoffees”shallapplytotheamounts
duetotheinstitutionorthestudentasaresultofimproper
classification.
(9)Theterm“civilservice”shallmeanWashingtonstateor
federal government nonmilitary employment.
[StatutoryAuthority:RCW28B.15.015.03-13-056,§250-18015,filed6/13/03,effective7/14/03.StatutoryAuthority:1982
1stex.s.c37§4.82-19-015 (Order10-82,ResolutionNo.
83-1), § 250-18-015, filed 9/8/82.]
WAC 250-18-020 Student classification.

369 /

emergency.
(k)Disclosureisinformationtheeducationalagencyor
institutionhasdesignatedas“directoryinformation.”
(l)Thissectiondoesnotforbidorrequireaneducational
agencyorinstitutiontodisclosepersonallyidentifiable
informationfromtheeducationrecordsofastudenttoany
parties under (a) through (l) of this subsection.
(2)The university shall maintain a record, kept with the
educationrecordsofeachstudent,whichwillindicateallthe
agenciesororganizationsreferencedinsubsection(1)(b)and
(c)ofthissection,whichhaverequestedorobtainedaccessto
thestudent’seducationrecords.Theuniversityemployeewho
isthecustodianchargedwiththemaintenanceofthestudent
educationrecordsshallfurtherindicatespecificallythelegitimateinteresteachagencyororganizationhasinobtainingthis
information.
(3) If any of the agencies or organizations described in
subsection(1)(b)or(c)ofthissection,requestaccesstothe
educationrecordsoftenormorestudents,theymaydosoon
aformprovidedbytheuniversitythatindicatestherequestis
beingmadeonablanketbasis.Theformshallalsorequirethe
agencytoidentifythelegitimateinteresttheagencyhasregardingstudents’educationrecords.Theuniversityemployeewhois
thecustodianofeachstudenteducationrecordrequestedbyan
agencyororganizationreferencedinsubsection(1)(b)and(c)
ofthissectionshallthenenterintheeducationrecordnoticeof
theagency’sororganization’srequestandtheplacewherethe
request may be found.
[StatutoryAuthority:RCW28B.35.120(12).92-02-053,ß
172-190-040,filed12/30/91,effective1/30/92;Order75-1,ß
172-08-040(codifiedasWAC172-190-040),filed3/3/75.]
WAC172-190-050Distributionofinformationtoothers.
Theuniversityshallnotfurnishinanyformanypersonally
identifiableinformationcontainedineducationrecordsdirectly
relatedtoastudenttoanyperson,agency,ororganization
otherthanthosedesignatedinWAC172-190-040,unlesswrittenconsentisfirstobtainedfromthestudentand,specifically
identifiestherecordstobereleased,thelegitimateinterests
thepartyhasinobtainingtheinformationandtowhomthe
personallyidentifiableinformationistobereleased.Inthe
caseanypersonallyidentifiableinformationcontainedina
student’seducationrecordsistobefurnishedincompliance
withajudicialorderorpursuanttoalawfullyissuedsubpoena,
theuniversityshallmakeareasonableattempttonotifythe
student in advance of compliance therewith.
[StatutoryAuthority:RCW28B.35.120(12).92-02-053,ß
172-190-050,filed12/30/91,effective1/30/92;Order75-1,ß
172-08-050(codifiedasWAC172-190-050),filed3/3/75.]
Inaccordancewiththerequirementsoftheaforesaidfederal
statute,theuniversitywillmakeitsbesteffortstonotifyall
studentsoftheirrightsunderthisact.Thenotificationshallbe
donebytheregistrarthroughtheWashingtonAdministrative
CodeproceduresprovidedforbytheAdministrativeProcedure
Act,noticesaccomplishedthroughtheuniversitycatalogs,
quarterlycourseannouncements,andotherpublicationsand
mediathattheuniversitydeemsappropriate.Thenotification
shallincludeatleastastatementwhichindicateswherethe
policyiskeptandhowcopiesofthepolicymaybeobtained.
[StatutoryAuthority:RCW28B.35.120(12).92-02-053,ß
172-190-060,filed12/30/91,effective1/30/92;Order75-1,ß
172-08-060(codifiedasWAC172-190-060),filed3/3/75.]
WAC172-190-070Requestsforaccesstostudentrecords.
Nopersonallyidentifiableinformationrelatingtoastudent’s
educationrecordwillbefurnishedtoanypersonwhatsoever
unlessthepersonmakesawrittenrequesttodosoandprovides
tothecustodianoftherecordsinformationsufficienttoidentify
therequestingpartyasapersonwhohasarighttoaccessto
therecords.Bywayofexampleandnotlimitation,arequesting
partywhoidentifieshimselforherselfasastudenttowhom
therecordrelatesmustprovideadepartmentoflicensing
identificationorinternationaldriver’slicenseoridentification
sufficienttoidentifythestudent,universityidentificationcard,
andanyotherofficialidentifyingdocumentthatissufficientto
establishtheidentityofthestudent.Inthecaseofanypersons
inthecategoryofthoseindividuals,persons,agencies,or
organizationsidentifiedinWAC172-190-040,nopersonally
identifiableinformationcontainedinanystudent’seducation
recordwillbedisclosedwithoutprovidinginformationofthe
sametypeandnatureasthatrequiredofastudentplusother


(I) For a student to be classified as a "resident" for tuition and fee purposes, he or she must prove by evidence of a sufficient quality to satisfy the institution of the student's qualifications to be a resident, namely:

(a) Has established a bona fide domicile in the state of Washington primarily for purposes of higher education, and while in the state of Washington has resided continuously for at least one year prior to registration at an institution of higher education. A person who is a member of one of the following tribes is a resident:

- (xxi) Stillaguamish Tribe;
- (xxii) Squaxin Island Tribe;
- (xxiii) Suquamish Tribe of the Port Madison Reservation;
- (xxiv) Nez Perce Tribe; or
- (xxv) Nez Perce Tribe.

(b) Attends an institution with financial assistance provided to nonresident students under the provisions of subsection (1) of this section. A nonresident student shall include a student if he or she:

- (I) Is an active military duty stationed in Washington and is a member of the armed forces of this state or of the United States or of the high seas if that person was financially dependent for the calendar year prior to the date the student registered at an institution;
- (II) Is a student who is on active military duty stationed in Washington and is a member of the Washington national guard; or
- (III) Is an active member of the armed forces of the United States under color of law and further meets and is determined to have permanent resident "refugee - parolee," or "conditional entry" status or is not otherwise permanently residing in the state of Washington.

(c) Was a student on active military duty stationed in Washington and was financially dependent for the calendar year prior to the date the student registered at an institution, and fees purposes if he or she does not qualify as a resident student under the provisions of subsection (1) of this section. A person who is a member of one of the following tribes is a resident:

- (xxi) Stillaguamish Tribe;
- (xxii) Squaxin Island Tribe;
- (xxiii) Suquamish Tribe of the Port Madison Reservation;
- (xxiv) Nez Perce Tribe; or
- (xxv) Nez Perce Tribe.

(d) Is a student who is on active military duty stationed in Washington, and is a member of one of the following tribes:

- (I) Has established a bona fide domicile in the state of Washington primarily for purposes other than educational, and while in the state of Washington has resided continuously for at least one year prior to registration at an institution of higher education. A person who is a member of one of the following tribes is a resident:

- (xxi) Stillaguamish Tribe;
- (xxii) Squaxin Island Tribe;
- (xxiii) Suquamish Tribe of the Port Madison Reservation;
- (xxiv) Nez Perce Tribe; or
- (xxv) Nez Perce Tribe.

(2) Application for a change in classification shall be accepted by the person to whom the right of review has been granted or by the person who has been designated to perform such function.

(3) Any change in classification shall be based upon evidence submitted to the person to whom the right of review has been granted or by the person who has been designated to perform such function.

(4) Approval of an application for a change in classification shall be made only after specific factors and guidelines for the classification have been met.

(5) The burden of proof that a student, parent, or legally appointed guardian, or other party holding a legal interest in the classification of the student has been met.

(6) A nonresident student who is enrolled for more than six hours per semester shall be considered a resident student only for the purposes of paying tuition and fees for direct or indirect educational purposes and does not constitute a change in classification.

(7) A nonresident student who is enrolled for more than six hours per semester shall be considered a resident student only for the purposes of paying tuition and fees for direct or indirect educational purposes and does not constitute a change in classification.

(8) A nonresident student who is enrolled for more than six hours per semester shall be considered a resident student only for the purposes of paying tuition and fees for direct or indirect educational purposes and does not constitute a change in classification.
(2) To aid institutions in determining the financial independence, the institution may require such documentation as deemed necessary, including but not limited to the following:

(a) That a student’s sworn statement.

(b) A true and correct copy of the state and federal income tax return of the parent or parents of the student, or other source of financial support for the student, as submitted for the previous calendar year. A parent, who is under the legal age of maturity, may, if appropriate, be required by the institution to submit a signed statement from the parent designating the student as the legal custodian of the student’s financial affairs and a statement certifying that the custodian is not in default of payment of child support.

(c) A statement of the nature and extent of all income of the student and the student’s parents or guardians, including but not limited to the sale of personal or real property, gifts, loans, or other means of support, and a copy of any award letters and correspondence that relate to the student’s financial aid package.

(d) A letter from the student’s bank or other creditors indicating the nature and extent of any educational loan made to the student during the previous calendar year.

(e) A statement of any other financial resources which the student or the student’s parents or guardians intend to make available to the student during the coming academic year.

(f) A true and correct copy of a married student’s marital certificate.

(g) A true and correct copy of a student living with or married to a nonresident alien’s marriage certificate.

(h) A true and correct copy of a student living with or married to a nonresident alien’s certificate of permanent resident status.

(i) A statement of any other financial resources which the student or the student’s parents or guardians intend to make available to the student during the coming academic year, as submitted for the previous calendar year.

(j) A true and correct copy of the student’s driver’s license.

(k) A true and correct copy of state and federal income tax returns for the previous calendar year.

(l) A statement of any other financial resources which the student or the student’s parents or guardians intend to make available to the student during the coming academic year.

(m) A true and correct copy of the state and federal income tax return of the student’s parents or guardians, as submitted for the previous calendar year.

(n) A true and correct copy of the state and federal income tax return of any other individual who contributes to the student’s financial support.

(o) A letter from the student’s bank or other creditors indicating the nature and extent of any educational loan made to the student during the previous calendar year.

(p) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(q) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(r) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(s) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(t) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(u) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(v) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(w) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(x) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(y) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(z) A true and correct copy of any other financial aid award package that has been offered to the student by any other postsecondary educational institution.

(A) That the student’s sworn statement.

(B) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(C) A true and correct copy of the student’s driver’s license.

(D) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(E) A true and correct copy of the student’s driver’s license.

(F) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(G) A true and correct copy of the student’s driver’s license.

(H) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(1) A true and correct copy of the student’s driver’s license.

(J) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(K) A true and correct copy of the student’s driver’s license.

(L) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(M) A true and correct copy of the student’s driver’s license.

(N) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(O) A true and correct copy of the student’s driver’s license.

(P) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(Q) A true and correct copy of the student’s driver’s license.

(R) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(S) A true and correct copy of the student’s driver’s license.

(T) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(U) A true and correct copy of the student’s driver’s license.

(V) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(W) A true and correct copy of the student’s driver’s license.

(X) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

(Y) A true and correct copy of the student’s driver’s license.

(Z) A true and correct copy of the student’s state and federal income tax return for the previous calendar year.

Appendix D

AIDS Information

Tobacco compliance with WAC 288.10-730, each institution of higher education in the state of Washington is required to make AIDS information available containing students’ information. Mailing to Eastern Washington University students through the following departments and programs:

Health, Wellness, and Prevention

201 University Recreation Center

This policy is intended to provide basic information to members of the campus community about the ways in which the acquired immune deficiency syndrome (AIDS) virus is transmitted. It also is designed to make the academic community aware of the fundamental principles which will govern university-sponsored or sponsored educational activities involving AIDS and to ensure that confirmed persons suspected of infection are managed appropriately.

AIDS Policy

Eastern Washington University fully subscribes to the policy of the Washington State Human Rights Commission recognizing that AIDS and related disorders are considered disabilities. Eastern Washington University will accommodate the needs of students with these disabilities to the extent possible. Eastern Washington University will provide reasonable accommodations to all members of the university community. Such contact person(s) shall provide guidance, information and referral services relating to the medical, social, and educational needs of students known to hold the characteristics mentioned above and shall provide information in a confidential manner.

Any Eastern Washington University department, program or other university entity engaging in procedures that may possibly expose any individual to the AIDS virus will have a written protocol detailing all procedures designed to provide reasonable protection.

The university will make every effort to keep the Eastern Washington University community informed of new programs based on the most current scientific and legal information available. (New 5/92, 371 /)
APPENDICES

Appendix E
Sexual Harassment Policy

Sexual Harassment Policy. Sexual harassment is a violation of basic tenets of human dignity. It violates Eastern Washington University’s policies, federal and state laws, civil rights and professional ethics. Sexual harassment will not be tolerated.

The University believes education is the best way to prevent sexual harassment. Because of differences in employees’ values and backgrounds, some individuals may find it difficult to recognize their own behavior as sexual harassment. Eastern Washington University will take all practical steps to educate the campus community about policies, grievance procedures, and possible disciplinary actions.

1. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
   a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education, or
   b. submission to or rejection of such conduct by an individual is used as the basis of employment or education decisions, or
   c. such conduct has the purpose or effect of unreasonably interfering with an individual’s education or work performance or creating an intimidating, hostile or offensive educational or work environment.

2. Sexual harassment may include, but is not limited to, unwelcome actions such as the following:
   a. use of position or authority to coerce a student or employee to provide sexual favors;
   b. sexually suggestive comments, demands or insults, or pressure for sexual activity.

The University will consider the circumstances and context in which an incident occurred when determining if such action constitutes sexual harassment.

3. All members of the campus community are required to comply with this policy. The University will take appropriate action against any employee or student of Eastern Washington University who violates the policy. Persons with supervisor’s responsibilities for employees or students are expected to report or take appropriate action when they know of sexual harassment. In determining supervisory responsibility, the extent of control over the circumstances, and corrective action, if any, taken by the supervisor, will be considered.

4. Violation of this policy will lead to disciplinary action which is appropriate to the circumstances and which address the goal of prompt and effective action to stop sexual harassment. Such disciplinary action shall follow the principles of progressive discipline. Depending on the circumstances, the punishment may include, but is not limited to, verbal and written reprimands, suspension with pay, suspension without pay, demotion, expulsion, or dismissal.

This policy is consistent with the Equal Employment Opportunity Commission’s regulations on sexual harassment.

ADOPTED BY THE EWU BOARD OF TRUSTEES, APRIL 23, 1987

Complaints should follow the procedure for filing in the Discrimination Complaint Procedures, Policy Subtopic 600-090-040.

Appendix F
Equal Opportunity and Affirmative Action Policy

Eastern Washington University does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran.

Any discriminatory action can be a cause for disciplinary action. This policy applies to all EWU programs and facilities, including, but not limited to, admissions, educational programs and employment. Such discrimination is prohibited by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Age Discrimination in Employment Act of 1974, the Americans with Disabilities Act (ADA), the Civil Rights Act of 1991 and other federal and state statutes and regulations.

the direction of the affirmative action officer.

Appendix G
Diversity Policy

Eastern Washington University is committed to promoting respect for the rights and privileges of others by creating an inclusive environment in which students, faculty and staff value and understand each individual’s race, gender, ethnicity and other dimensions of difference. Adverse educational environment is a non-educational action that an individual student or employee perceives as creating an intimidating, hostile or offensive educational or work environment.

The university encourages all members of its community to constructively and responsibly express their opinions and feelings about diversity so that all may benefit from honest, open and equitable dialogue.

When any member of the educational community is threatened by discriminatory acts, everyone’s fundamental freedoms are threatened. No form of violence, intimidation or harassment will be tolerated.

The President shall create an office to implement the University’s initiatives on Diversity in the Learning and Working Environment.

Eastern Washington University does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status,

The President shall appoint the Chair and may appoint ex-officio members.

<table>
<thead>
<tr>
<th>INDEX</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>Academic Advising</td>
<td>331</td>
</tr>
<tr>
<td>Academic Appeals Board</td>
<td>29</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>7</td>
</tr>
<tr>
<td>Academic/Holiday Calendar 2008-10</td>
<td>378</td>
</tr>
<tr>
<td>Academic Deans</td>
<td>353</td>
</tr>
<tr>
<td>Academic Forgiveness Policy</td>
<td>29</td>
</tr>
<tr>
<td>Academic Honors</td>
<td>29</td>
</tr>
<tr>
<td>Academic Integrity Policy</td>
<td>348</td>
</tr>
<tr>
<td>Academic Policies:</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>36</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>29</td>
</tr>
<tr>
<td>Academic Probation, Dismissal and Reinstatement (Undergraduate)</td>
<td>29</td>
</tr>
<tr>
<td>Academic Resources</td>
<td>331</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>331</td>
</tr>
<tr>
<td>Access to Academic Records (FERPA)</td>
<td>350</td>
</tr>
<tr>
<td>Accounting, Professional (See Business Administration)</td>
<td>65</td>
</tr>
<tr>
<td>Accreditations</td>
<td>5</td>
</tr>
<tr>
<td>Address Confidentiality Program, Washington State</td>
<td>352</td>
</tr>
<tr>
<td>Administrative Office Management (See Business Administration)</td>
<td></td>
</tr>
<tr>
<td>Admissions:</td>
<td></td>
</tr>
<tr>
<td>Former Student</td>
<td>20</td>
</tr>
<tr>
<td>Graduate</td>
<td>31</td>
</tr>
<tr>
<td>Summary Application Guidelines</td>
<td>33-35</td>
</tr>
<tr>
<td>International</td>
<td>20, 31</td>
</tr>
<tr>
<td>Post-baccalaureate</td>
<td>20-21</td>
</tr>
<tr>
<td>Student Athletes</td>
<td>20</td>
</tr>
<tr>
<td>Transfer</td>
<td>21</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>19</td>
</tr>
<tr>
<td>Freshman</td>
<td>19</td>
</tr>
<tr>
<td>Exceptions to Automatic Admission Non-traditional students</td>
<td>19-20</td>
</tr>
<tr>
<td>Advanced Placement (See Sources of Credit)</td>
<td>23</td>
</tr>
<tr>
<td>Advising</td>
<td>331</td>
</tr>
<tr>
<td>Africana Education Program</td>
<td>41, 333</td>
</tr>
<tr>
<td>Aging Studies</td>
<td>43</td>
</tr>
<tr>
<td>AIDS Information</td>
<td>371</td>
</tr>
<tr>
<td>Alcohol Drug Studies</td>
<td>44</td>
</tr>
<tr>
<td>American Indian Studies</td>
<td>47, 333</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>97</td>
</tr>
<tr>
<td>Anthropology</td>
<td>48</td>
</tr>
<tr>
<td>Appendices</td>
<td>365</td>
</tr>
<tr>
<td>Application for Graduation</td>
<td>30</td>
</tr>
<tr>
<td>Art</td>
<td>51</td>
</tr>
<tr>
<td>Associated Students of Eastern Washington University (ASEWU)</td>
<td>336</td>
</tr>
<tr>
<td>Athletics at EWU</td>
<td>357</td>
</tr>
</tbody>
</table>

| **C** |  |
| Calendar: |  |
| Academic Calendar | 7 |
| Academic/Holiday Calendar 2008-10 | 378 |
| Campus Planners | 339 |
| Career Services: |  |
| Career Planning | 339 |
| Internship Programs | 339 |
| Placement File Services | 339 |
| Catalog Options | 30 |
| Centers of Excellence | 332 |
| Certificates | 80 |
| Certification/Add-on Endorsements: |  |
| (See Programs of Study Chart) | 9-13 |
| Chemistry/Biochemistry | 81 |
| Chicano Education | 89, 333 |
| Childcare | 347 |
| Children’s Studies | 91 |
| Class Standing, Classification | 345 |
| CLEP/DANTE (See Sources of Credit) | 23 |
| Clubs and Organizations | 337 |
| College Instruction | 92 |
| Colleges/School - Departments | 14 |
| Colleges/School - Subject Codes | 14 |
| Colleges/School - Programs/Majors/Options/Minors/Endorsements/Certifications/Certificates | 15-16 |
| Communication Disorders | 94 |
| Communication Studies | 99 |
| Comprehensive Exam Policy | 37 |
| Comprehensive Health and Wellness Program | 347 |
| Computer Literacy | 24 |
| Computer Literacy and Applications (See Computer Science) | 105 |
| Computer Resources and Laboratories | 331 |
| Computer Science | 105 |
| Computer Science Education (See Computer Science) | 105 |
| Conduct, (See Student Conduct Code) | 365 |
| Correspondence Courses (See DIEO) | 334 |
| Counseling and Psychological Services (CAPS) | 347 |
| Counseling, Educational and Developmental Psychology | 119 |
| Course: |  |
| Dropping | 18, 344 |
| Load | 36, 345 |
| Numbers | 8, 345 |
| Overloading | 344 |
| Repeating | 36, 66, 344 |
| Withdrawing | 544 |
| Creative Writing (See English) | 168 |
| Credits, Policy | 350 |
| Criminal Justice | 130 |

| **D** |  |
| Dean of Students | 337 |
| Deans Honor List | 29 |
| Decision Science (See Business Administration) |  |
| Declaring a Major and Minor | 30 |
| Degree: |  |
| Program Chart | 9-13 |
| Requirements: |  |
| Graduate | 32 |
| Undergraduate | 26-28 |
| Second Degree Policy | 30 |
| Dental Hygiene | 132 |
| Departments | 14 |
| Dining Services | 342 |
| Direct Transfer Agreement | 22 |
| Disability Studies | 138 |
| Disability Support Services | 347 |
| Diversity Policy | 372 |
| Diversity Programs | 333 |
| Africana Education Program | 333 |
| American Indian Studies Program | 333 |
| Chicano Education Program (CEP) | 333 |
| Women’s Studies Center Programs | 333 |
| Division for International and Educational Outreach | 133 |

| **E** |  |
| EagleCards (ID cards) | 347 |
| Earth Science | 139 |
| Easterner, The | 339 |
| Economics | 140 |
| Education | 143 |
| Educational Outreach: |  |
| Interdisciplinary Studies | 334 |
| International Field Studies | 335 |
| Office of Continuing Education & Professional Advancement | 155 |
| Electronic Media, Theatre and Film | 353 |
| Emeritus Faculty |  |
| Employment, Student (See Career Services) | 157 |
| Engineering and Design | 168 |
| English |  |
| English Composition | 24, 26 |
| Proficiency | 179 |
| English Language Institute | 180 |
| English as a Second Language | 343 |
| Enrollment and Registration Process | 345 |
| Enrollment Verification | 181 |
| Environmental Science | 337 |
| Epic Adventures |  |
| Equal Opportunity and Affirmative Action Policy | 372 |
| Exercise Science (See Physical Education, Health and Recreation) | 263 |

www.ewu.edu
INDEX

F
Faculty Directory 353
Family Educational Rights and Privacy Act of 1974 (FERPA) 350, 368
Final Exams 350
Finance (See Business Administration) 65
Financial Aid and Scholarships 340
Graduate Students 341
Student Employment 340
Undergraduate Students 340
Fine Arts and Music 346
FirstSTEP 343
Focus, The 339
Food and Nutrition/Dietetics 182
Food Services (See Dining Services) 342
Foreign Language Requirement 28
French (See Modern Languages and Literatures and Philosophy) 232

G
General Education Requirements 26-28
General Modern Languages (See Modern Languages and Literatures and Philosophy) 232
General Undergraduate Academic Advising 331
Geography 185
Geology 187
George Stahl Planetarium 346
German (See Modern Languages and Literatures and Philosophy) 232
Government 190
Grade Appeals 350
Grading System:
  Grade Appeals and System 351
  Grade Reports 351
  Incomplete Grades 352
  Letter Grades 352
  Ongoing Thesis or Research Work 352
  Numerical Grades 352
  Undergraduate Pass/Fail Grade Option 352
  Undergraduate Pass/No Credit Grade Option 352
Graduate:
  Academic Policies 36
  Admissions 31
  Admissions Exceptions 31
  And Professional Experience 32
  Application Guidelines 35
  Approved Department Comprehensive Exams 39
  Candidacy 37
  Degree Committees and Final Comprehensive Exams 37
  Degree Requirements 32
  Grade Point Average 37
  Graduate Student Summary Guide to Policy and Procedures 40
  Graduation Application 37
  Minimum Dual Degree Requirements 32
  Multiple Graduate Degrees and Programs 37
  Previous Graduate Credits 37
  Probation Policy 37-38
  Residency Requirements 38
  Summary Application Guidelines 33-35
  Summary Guide to Policies and Procedures 40
  Thesis, Research Report, or other Terminal Document Requirements 38
  Graduation Application 37
  Graduation Honors 29
  Graduation Requirements Graduate Undergraduate 26
  Greek Life 338
  Guide to Catalog 8
Health Education (See Physical Education, Health and Recreation) 263
Health Services Administration 196
History 199
History of EWU 4
Helping Ourselves Means Education (H.O.M.E.) 348
Honors Program 332
Honors, University 27, 205, 332
Housing and Residential Life 338
Human Resource Management (See Business Administration) 65
Humanities 207
Identification Cards (EagleCard) 347
Incomplete Grades (See Grading System) 351
Independent Learning (See DIEO) 334
Indian Studies (See American Indian Studies) 47
Inland Northwest Center for Writers 332
Integrative Studies 209
Interdisciplinary Graduate Programs 210
Interdisciplinary Studies 211, 335
International Affairs 212
International Business (See Business Administration) 65
International Education and Services
  International Education Office 335
  International Field Studies 335
  International Students, Admissions 20, 31
  Internship Programs 339
  Intramural and Club Sports 338
Japanese (See Modern Languages and Literatures and Philosophy) 232
John F. Kennedy Library 336
Journalism 214
Libraries, University 336
Library Science (See Education) 143
Linguistics 216
Locations for EWU 6
Major/Minor Requirements 30
Management, General (See Business Administration) 65
Management Information Systems (See Business Administration) 65
Marketing (See Business Administration) 65
Marketing Education (See Business Administration) 65
Maps Inside Back Cover
Mathematics 217
Mathematics Competency and Proficiency Requirements 24, 26
McNair’s Scholar Program 332
Military Science 229
Mission Statement 2
Modern Languages and Literatures and Philosophy 232
Music Program 239, 333
Natural Science 249
New Student Programs & Transitions (NSPT) 343
Nursing 249
Occupational Therapy 255
Operations Management (See Business Administration) 65
Orientation (See FirstSTEP) 347
Outdoor Program (See Epic Adventures) 344
Overloading, Courses 344
Parking 348
Pence Union Building (PUB) 346
Philosophy 260
Phone Numbers 377
Physical Education, Health and Recreation 263
Physical Therapy 278
Physics 283
Placement and Clearance Exams 24
Planetarium, George Stahl 346
Police, University 348
Police Policies 348-352
  Academic Integrity Policy 348
  Access to Academic Records 350, 368
  Credits 350
  Final Exams 350
  Grade Appeals 350
  Grading System 351
  Repeating Courses 36, 66, 344
  Residence 38, 352, 369
  Preprofessional Programs 286
  President’s Welcome 1
  Pre-university Skills Courses 24
  Professional Development and External Programs, Office (OPDEP) 335
  Professional Training and Development (See Business Administration) 65
  Programs of Study Chart 9-13
  Psychology 289
  Public Administration 297

www.ewu.edu
# INDEX

<table>
<thead>
<tr>
<th>R</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio-Television (See Electronic Media, Theatre and Film)</td>
<td>155</td>
</tr>
<tr>
<td>Repeating Courses</td>
<td>36, 66, 344</td>
</tr>
<tr>
<td>Records and Registration Office: Classification of Students</td>
<td>343</td>
</tr>
<tr>
<td>Course Numbers</td>
<td>8, 345</td>
</tr>
<tr>
<td>Enrollment and Registration Process</td>
<td>345</td>
</tr>
<tr>
<td>Dropping Courses</td>
<td>344</td>
</tr>
<tr>
<td>Overloading Courses</td>
<td>344</td>
</tr>
<tr>
<td>Repeating Courses</td>
<td>36, 66, 344</td>
</tr>
<tr>
<td>Registration, Changes to</td>
<td>344</td>
</tr>
<tr>
<td>Withdrawing from Courses</td>
<td>344</td>
</tr>
<tr>
<td>Withdrawing from the University</td>
<td>344</td>
</tr>
<tr>
<td>Enrollment Verification Process</td>
<td>345</td>
</tr>
<tr>
<td>Grading and Transcripts</td>
<td>345</td>
</tr>
<tr>
<td>Reporting Grades</td>
<td>345</td>
</tr>
<tr>
<td>Transcript Request</td>
<td>345</td>
</tr>
<tr>
<td>Recreation and Leisure Services (See Physical Education, Health and Recreation)</td>
<td>263</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>18</td>
</tr>
<tr>
<td>Registration Process</td>
<td>345</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>301</td>
</tr>
<tr>
<td>Residence Halls</td>
<td>342</td>
</tr>
<tr>
<td>Residential Life</td>
<td>338</td>
</tr>
<tr>
<td>Residency Status (Washington State)</td>
<td>352, 369</td>
</tr>
<tr>
<td>Riverpoint Campus Library</td>
<td>336</td>
</tr>
<tr>
<td>Ronald E. McNair’s Scholars Program (See McNair’s Scholars)</td>
<td>352</td>
</tr>
<tr>
<td>Running Start</td>
<td>21, 356</td>
</tr>
<tr>
<td>Russian (See Modern Languages and Literatures and Philosophy)</td>
<td>232</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>341</td>
</tr>
<tr>
<td>Science Education (See Biology)</td>
<td>57</td>
</tr>
<tr>
<td>Second Degree Policy (See Degree)</td>
<td>30</td>
</tr>
<tr>
<td>Sexual Harassment Policy</td>
<td>372</td>
</tr>
<tr>
<td>Social and Behavioral Sciences Courses</td>
<td>302</td>
</tr>
<tr>
<td>Social Studies</td>
<td>303</td>
</tr>
<tr>
<td>Social Work</td>
<td>305</td>
</tr>
<tr>
<td>Sociology</td>
<td>314</td>
</tr>
<tr>
<td>Sources of Credit Chart</td>
<td>23</td>
</tr>
<tr>
<td>Spanish (See Modern Languages and Literatures and Philosophy)</td>
<td>232</td>
</tr>
<tr>
<td>Student Conduct Code</td>
<td>365</td>
</tr>
<tr>
<td>Student Directory Information</td>
<td>350</td>
</tr>
<tr>
<td>Student Employment</td>
<td>340</td>
</tr>
<tr>
<td>Student Financial Services</td>
<td>346</td>
</tr>
<tr>
<td>Student Government</td>
<td>336</td>
</tr>
<tr>
<td>Student Health (See Comprehensive Health and Wellness)</td>
<td>347</td>
</tr>
<tr>
<td>Student Life: Associated Students of Eastern Washington University (ASEWU)</td>
<td>336</td>
</tr>
<tr>
<td>Athletics at Eastern</td>
<td>337</td>
</tr>
<tr>
<td>Clubs and Organizations</td>
<td>337</td>
</tr>
<tr>
<td>Dean of Student/Associate Vice President for Student Life</td>
<td>337</td>
</tr>
<tr>
<td>Epic Adventures</td>
<td>337</td>
</tr>
<tr>
<td>Greek Life (Fraternity/Sorority System)</td>
<td>338</td>
</tr>
<tr>
<td>Intramural and Club Sports</td>
<td>338</td>
</tr>
<tr>
<td>Office of Student Rights and Responsibilities</td>
<td>338</td>
</tr>
<tr>
<td>Residential Life</td>
<td>338</td>
</tr>
<tr>
<td>Washington Student Lobby</td>
<td>338</td>
</tr>
<tr>
<td>Student Publications: Campus Planners</td>
<td>339</td>
</tr>
<tr>
<td>The Easterner</td>
<td>339</td>
</tr>
<tr>
<td>The Focus</td>
<td>339</td>
</tr>
<tr>
<td>Student Rights and Responsibilities</td>
<td>338</td>
</tr>
<tr>
<td>Student Services: Career Services</td>
<td>339</td>
</tr>
<tr>
<td>Financial Aid Scholarships</td>
<td>339</td>
</tr>
<tr>
<td>Housing and Residential Life</td>
<td>342</td>
</tr>
<tr>
<td>Orientation</td>
<td>343</td>
</tr>
<tr>
<td>New Student Programs &amp; Transitions (NSPT)</td>
<td>343</td>
</tr>
<tr>
<td>Records and Registration</td>
<td>343</td>
</tr>
<tr>
<td>Student Financial Services (SFS)</td>
<td>346</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>332</td>
</tr>
<tr>
<td>Study Abroad Program (See International Education and Services)</td>
<td>335</td>
</tr>
<tr>
<td>Subject Codes</td>
<td>14</td>
</tr>
<tr>
<td>Summer Session</td>
<td>336</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Technology (See Engineering and Design)</td>
<td>157</td>
</tr>
<tr>
<td>Theatre</td>
<td>317</td>
</tr>
<tr>
<td>Transcripts, Requests For</td>
<td>345</td>
</tr>
<tr>
<td>Transfer Admissions</td>
<td>21</td>
</tr>
<tr>
<td>Tuition, Fees and Refunds</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate: Academic Policies</td>
<td>29</td>
</tr>
<tr>
<td>Admissions</td>
<td>19-22</td>
</tr>
<tr>
<td>Degree Chart</td>
<td>25</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>26-28</td>
</tr>
<tr>
<td>Graduation Application</td>
<td>29</td>
</tr>
<tr>
<td>University Administration</td>
<td>353</td>
</tr>
<tr>
<td>University Facilities: Fine Arts and Music</td>
<td>346</td>
</tr>
<tr>
<td>George Stahl Planetarium</td>
<td>346</td>
</tr>
<tr>
<td>Pence Union Building</td>
<td>346</td>
</tr>
<tr>
<td>University Organization</td>
<td>14</td>
</tr>
<tr>
<td>University Recreation Center</td>
<td>346</td>
</tr>
<tr>
<td>University Phone Numbers</td>
<td>377</td>
</tr>
<tr>
<td>University Services: Book Store</td>
<td>347</td>
</tr>
<tr>
<td>Childcare</td>
<td>347</td>
</tr>
<tr>
<td>Comprehensive Health and Wellness Program</td>
<td>347</td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>347</td>
</tr>
<tr>
<td>Disability Support Services</td>
<td>347</td>
</tr>
<tr>
<td>HOME (helping Ourselves Means Education)</td>
<td>348</td>
</tr>
<tr>
<td>Identification Cards (EagleCard)</td>
<td>347</td>
</tr>
<tr>
<td>Parking</td>
<td>348</td>
</tr>
<tr>
<td>University Police</td>
<td>348</td>
</tr>
<tr>
<td>Veteran’s Services</td>
<td>348</td>
</tr>
<tr>
<td>Urban and Regional Planning</td>
<td>320</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Verification of Enrollment</td>
<td>345</td>
</tr>
<tr>
<td>Veteran’s Services</td>
<td>348</td>
</tr>
<tr>
<td>Vocational Education (See Business Administration)</td>
<td>65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington Student Lobby</td>
<td>338</td>
</tr>
<tr>
<td>Withdrawal, Course</td>
<td>344</td>
</tr>
<tr>
<td>Withdrawal, University</td>
<td>344</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>326</td>
</tr>
<tr>
<td>Women’s and Gender Studies Programs</td>
<td>333</td>
</tr>
<tr>
<td>Writers’ Center</td>
<td>332</td>
</tr>
</tbody>
</table>
## INDEX—UNDERGRADUATE MAJORS AND OPTIONS

### A
- Anthropology Major 48
- Art History Major (BA) 51
- Studio Art Major (BA)/(BFA) 51, 53
- Visual Arts/Elementary Major (BFA) 52
- Visual Arts/Secondary Major (BFA) 52
- Visual Communication Design (BFA) 54

### B
- Biology
  - Biology Major (BS) 57-58
  - Biochemistry/Biotechnology Option (BS) 58
  - Biology Secondary Major (BAE) 57
  - Pre-Medicine/Pre-Dentistry Option (BS) 58
- Business Administration
  - Business Education/Secondary Major (BAC) 69
  - Business Administration Major (BAB) 66
  - Finance Major (BAB) 67
  - General Business Option 67
- Human Resource Management Option 67
- Management Major (BAB) 67
- MIS Major (BAB) 68
- Marketing Major (BAB) 68
- Operations Management Option 68
- Professional Accounting Major (BAB) 69

### C
- Mathematics
  - Mathematics Major (BA) 81
- Economics Option (BA) 81
- Mathematics Option (BA) 81
- Economics Major (BA) 140
- Mathematics Major (BA) 140
- Economics Major (BAE) 140

### D
- Dentistry
- Dental Hygiene Major (BS) 135

### E
- Earth Science
  - Earth Science Major (BAE) 139
- Economics
  - Economics Major (BA) 140
- Mathematics Major (BAE) 140

### F
- Finance Major (BAB) 67
- General Business Option 67
- Human Resource Management Option 67
- Management Major (BAB) 67
- MIS Major (BAB) 68
- Marketing Major (BAB) 68
- Operations Management Option 68
- Professional Accounting Major (BAB) 69

### G
- Geography
  - Geography Major (BA) 183
- Geology
  - Geology Major (BA) 187
  - Geology Major (BS) 187
- Government
  - Government Major (BA) 191
  - Pre-Law Option (BA) 192

### H
- Health Services Administration
  - Health Services Administration Major (BA) 196
- History
  - History Major (BA) 199
- Humanities
  - Humanities Major (BA) 207

### I
- Interdisciplinary Studies
  - Interdisciplinary Option (BA) 211
- Liberal Arts Option (BA) 211
- Occupational Therapy Track (BA) 255
- Philological Studies Track (BA) 255
- Prior Learning Option (BA) 211

### J
- Journalism
  - Computer Science Option (BA) 214
  - News Editorial Option (BA) 214
  - Public Relations Option (BS) 215
  - Technology Option (BA) 214

## Degree Legend:
- BA: Bachelor of Arts
- BAB: Bachelor of Arts in Business Administration
- BAE: Bachelor of Arts in Education
- BFA: Bachelor of Fine Arts
- BM: Bachelor of Music
- BS: Bachelor of Science
- BSN: Bachelor of Science, Nursing

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### General Telephone Numbers at Eastern:

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising (Undergraduate)</td>
<td>359.2345</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>359.2487</td>
</tr>
<tr>
<td>Accounting</td>
<td>358.2334</td>
</tr>
<tr>
<td>Admissions (Undergraduate)</td>
<td>359.2397</td>
</tr>
<tr>
<td>Africana Studies</td>
<td>359.2205</td>
</tr>
<tr>
<td>Alcohol/Drug Studies Program</td>
<td>359.6265</td>
</tr>
<tr>
<td>Alumni Advancement</td>
<td>359.4550</td>
</tr>
<tr>
<td>American Indian Studies Program</td>
<td>359.2441</td>
</tr>
<tr>
<td>Anthropology</td>
<td>359.2433</td>
</tr>
<tr>
<td>Art</td>
<td>359.2494</td>
</tr>
<tr>
<td>Associated Students</td>
<td>359.2514</td>
</tr>
<tr>
<td>Athletics</td>
<td>359.2463</td>
</tr>
<tr>
<td>Baldy’s</td>
<td>359.2339</td>
</tr>
<tr>
<td>Biology</td>
<td>359.3952</td>
</tr>
<tr>
<td>Bookstore-Cheney</td>
<td>359.2800</td>
</tr>
<tr>
<td>Bookstore-Spokane</td>
<td>359.2800</td>
</tr>
<tr>
<td>Business and Public Administration (Cheney)</td>
<td>359.4245</td>
</tr>
<tr>
<td>Business and Public Administration (Riverpoint)</td>
<td>359.2200</td>
</tr>
<tr>
<td>Campus Hairstyling</td>
<td>359.7840</td>
</tr>
<tr>
<td>Campus Operator</td>
<td>359.6200</td>
</tr>
<tr>
<td>Campus Security (University Police)</td>
<td>359.6300</td>
</tr>
<tr>
<td>Career Services</td>
<td>359.6365</td>
</tr>
<tr>
<td>Center for Entrepreneurial Activity</td>
<td>359.2524</td>
</tr>
<tr>
<td>Chemistry/Biochemistry</td>
<td>359.2447</td>
</tr>
<tr>
<td>Chicano Education Program</td>
<td>359.2404</td>
</tr>
<tr>
<td>College Instruction Program</td>
<td>359.7021</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>368.6790</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>359.2313</td>
</tr>
<tr>
<td>Computer Lab PUB</td>
<td>359.6650</td>
</tr>
<tr>
<td>Computer Lab Riverpoint</td>
<td>358.2286</td>
</tr>
<tr>
<td>Computer Science</td>
<td>359.6260</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>359.2366</td>
</tr>
<tr>
<td>Counseling Educ. and Dev. Psychology</td>
<td>359.2827</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>359.2355 or 359.2309</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>359.2292</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>368.6510</td>
</tr>
<tr>
<td>DIEO (Division of International and Educational Outreach)</td>
<td>359.7380</td>
</tr>
<tr>
<td>Disability Studies (Academic)</td>
<td>359.4384</td>
</tr>
<tr>
<td>Disability Support Services</td>
<td>359.6871</td>
</tr>
<tr>
<td>Eastern</td>
<td>359.6270</td>
</tr>
<tr>
<td>Economics</td>
<td>359.2281</td>
</tr>
<tr>
<td>Education</td>
<td>359.2322</td>
</tr>
<tr>
<td>Electronic Media, Theatre and Film</td>
<td>359.6390</td>
</tr>
<tr>
<td>Engineering and Design</td>
<td>359.2436</td>
</tr>
<tr>
<td>English</td>
<td>359.2401</td>
</tr>
<tr>
<td>English as a Second Language/Teaching</td>
<td>359.7359</td>
</tr>
<tr>
<td>English Language Institute</td>
<td>359.2482</td>
</tr>
<tr>
<td>Financial Aid and Scholarships</td>
<td>359.2314</td>
</tr>
<tr>
<td>Focus</td>
<td>359.2514</td>
</tr>
<tr>
<td>Geography</td>
<td>359.2433</td>
</tr>
<tr>
<td>Geology</td>
<td>359.2716</td>
</tr>
<tr>
<td>Government</td>
<td>359.2362</td>
</tr>
<tr>
<td>Graduate Studies Office</td>
<td>359.6297</td>
</tr>
<tr>
<td>Health Services Administration (HSAD)</td>
<td>358.2230</td>
</tr>
<tr>
<td>Health, Wellness, and Prevention Services</td>
<td>359.4279</td>
</tr>
<tr>
<td>History</td>
<td>359.2333</td>
</tr>
<tr>
<td>Honors Program</td>
<td>359.2822</td>
</tr>
<tr>
<td>Housing/Residential Life</td>
<td>359.2451</td>
</tr>
<tr>
<td>Humanities</td>
<td>359.2401</td>
</tr>
<tr>
<td>Inland Northwest Center For Writers (Creative Writing)</td>
<td>359.4956</td>
</tr>
<tr>
<td>Internship Office</td>
<td>359.4637</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>359.2402</td>
</tr>
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<td>Library-Riverpoint</td>
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<tr>
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<td>Outdoor Program Office (Epic Adventures)</td>
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<td>PUB (Pence Union Building)</td>
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<td>Rockwood Clinic-Cheney</td>
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<tr>
<td>Tawanka Business Office (EagleCard/ Dining Services)</td>
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<td>Urban and Regional Planning</td>
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<td>Veteran’s Services</td>
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<td>Women’s Studies</td>
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<td>Writers’ Center</td>
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# Academic/Holiday Calendar

## Fall Quarter 2008 through Summer 2010

<table>
<thead>
<tr>
<th>FALL QUARTER</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
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</thead>
<tbody>
<tr>
<td>Labor Day Holiday</td>
<td>Monday</td>
<td>Sept. 1</td>
</tr>
<tr>
<td>Instruction Begins</td>
<td>Wednesday</td>
<td>Sept. 24</td>
</tr>
<tr>
<td>Veterans Day Holiday</td>
<td>Nov. 11 (Tuesday)</td>
<td>Nov. 11 (Wednesday)</td>
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<tr>
<td>No Classes (Not a University Holiday)</td>
<td>Wednesday</td>
<td>Nov. 26</td>
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<tr>
<td>Thanksgiving Holiday</td>
<td>Thursday–Friday</td>
<td>Nov. 27-28</td>
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<tr>
<td>Last Day of Instruction</td>
<td>Friday</td>
<td>Dec. 5</td>
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<tr>
<td>Final Exams Week</td>
<td>Monday–Thursday</td>
<td>Dec. 8-11</td>
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<tr>
<td>Last Day of Quarter</td>
<td>Friday</td>
<td>Dec. 12</td>
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<tr>
<td>Christmas Day Holiday</td>
<td>Dec. 25 (Thursday)</td>
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<table>
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<tr>
<th>WINTER QUARTER</th>
<th>WINTER 2009</th>
<th>WINTER 2010</th>
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<tbody>
<tr>
<td>New Year’s Day Holiday</td>
<td>Jan. 1 (Thursday)</td>
<td>Jan. 1 (Friday)</td>
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<tr>
<td>Instruction Begins</td>
<td>Monday</td>
<td>Jan. 5</td>
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<tr>
<td>ML King Jr. Day Holiday</td>
<td>Monday</td>
<td>Jan. 19</td>
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<tr>
<td>Presidents Day Holiday</td>
<td>Monday</td>
<td>Feb. 16</td>
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<tr>
<td>Last Day of Instruction</td>
<td>Monday</td>
<td>Mar. 16</td>
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<tr>
<td>Final Exams Week</td>
<td>Tuesday–Friday</td>
<td>Mar. 17-20</td>
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<tr>
<td>Last Day of Quarter</td>
<td>Friday</td>
<td>Mar. 20</td>
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<thead>
<tr>
<th>SPRING QUARTER</th>
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<th>SPRING 2010</th>
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<tbody>
<tr>
<td>Instruction Begins</td>
<td>Monday</td>
<td>Mar. 30</td>
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<tr>
<td>Memorial Day Holiday</td>
<td>Monday</td>
<td>May 25</td>
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<tr>
<td>Last Day of Instruction</td>
<td>Friday</td>
<td>June 5</td>
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<tr>
<td>Final Exams Week</td>
<td>Monday–Thursday</td>
<td>June 8-11</td>
</tr>
<tr>
<td>Last Day of Quarter</td>
<td>Friday</td>
<td>June 12</td>
</tr>
<tr>
<td>Commencement</td>
<td>Saturday</td>
<td>June 13</td>
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<table>
<thead>
<tr>
<th>SUMMER QUARTER</th>
<th>SUMMER 2009</th>
<th>SUMMER 2010</th>
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<tbody>
<tr>
<td>Instruction Begins</td>
<td>Monday</td>
<td>June 22</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 3 (Friday)</td>
<td>July 5 (Monday)</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>Wednesday</td>
<td>Aug. 12</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Thursday–Friday</td>
<td>Aug. 13-14</td>
</tr>
<tr>
<td>Last Day of Quarter</td>
<td>Friday</td>
<td>Aug. 14</td>
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</table>
### Fall Quarter
- Labor Day Holiday: Sept 1
- Instruction Begins: Sept 24
- Veterans Day: Nov 11
- No Classes (not a University holiday): Nov 26
- Thanksgiving Holiday: Nov 27-28
- Last Day of Instruction: Dec 5
- Final Exams Week: Dec 8-11
- Last Day of Quarter: Dec 12
- Grades available on EagleNET: Dec 17
- Christmas Holiday: Dec 22

### Winter Quarter
- New Year’s Holiday: Jan 3
- ML King Holiday: Jan 19
- President’s Day Holiday: Feb 16
- Last Day of Instruction: March 16
- Final Exams Week: March 17-20
- Last Day of Quarter: March 25

### Spring Quarter
- Instruction Begins: March 30
- Memorial Day Holiday: May 25
- Last Day of Quarter: June 12
- Commencement: May 17
- Grades available on EagleNET: May 27

### Summer Quarter
- Instruction Begins: June 22
- Independence Day Holiday: July 3
- Last Day of Instruction: Aug 12
- Final Exams: Aug 13-14
- Last Day of Quarter: Aug 19
- Grades available on EagleNET: Aug 24