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# Whitworth University Catalog 2016-2017

Whitworth University

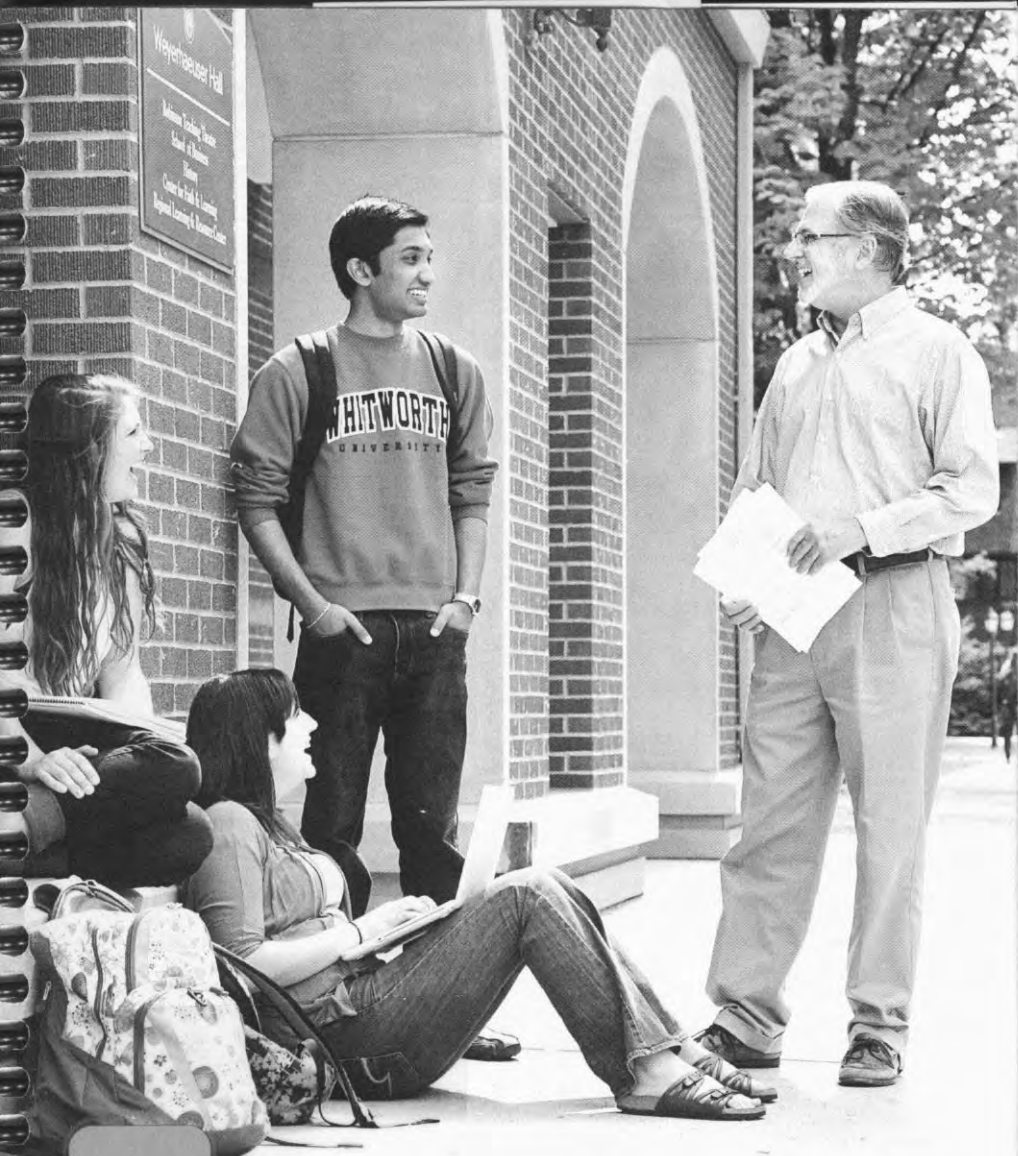
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# CATALOG 2016-2017









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**President's Welcome**

Welcome to Whitworth University! For more than 125 years, Whitworth has committed itself to providing an “education of mind and heart” that combines incredible learning opportunities with an enduring commitment to nurturing the soul. Within these pages, you will learn more about the many and diverse academic opportunities we provide for our students. What cannot be captured here is the true spirit of Whitworth. That enabling spirit equips our students to ask hard questions, allows our professors to seek new knowledge no matter where that search leads them, empowers our campus to form a lasting community characterized by grace and truth, and honors the relationships that we build along the way. When you complete your time at Whitworth, you will be among a privileged few who have been equipped within these hallowed grounds to use your newfound wisdom, gifts, and talents “to honor God, follow Christ, and serve humanity.”

Go, Bucs!

Beck A. Taylor  
President  
Whitworth University

## For Reference

**Not to be taken from this room**

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*This catalog includes information available at the time of publication. However, academic programs, policies, fees, academic calendars and course schedules evolve over time. Therefore, Whitworth University reserves the right to change its programs, fees, academic calendars, course schedules and policies without prior notice. Readers are advised to consult with the appropriate university department concerning revisions. This catalog does not constitute an agreement between Whitworth University and the student.*

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# About Whitworth

## Our Mission

Whitworth University is a private, residential, liberal arts university affiliated with the Presbyterian church. Whitworth's mission is to provide its diverse student body an education of mind and heart, equipping its graduates to honor God, follow Christ, and serve humanity. This mission is carried out by a community of Christian scholars committed to excellent teaching and to the integration of faith and learning.

## Our Core Values

Since 1890, Whitworth University has held fast to its founding mission to provide its students an education of mind and heart characterized by rigorous and open intellectual inquiry and the integration of Christian faith and learning. Anchored in the Reformed tradition and enriched throughout its history by strong evangelical and ecumenical currents, Whitworth's mission is carried out by a diverse community of dedicated Christian scholars and staff members who are called to a variety of vocations to serve and support students. Whitworth believes that the best learning occurs in the context of relationships – inside and outside the classroom — in which professors and staff members alike invest in the lives of students. Whitworth is committed to modeling the highest standards of integrity and fairness and to being a trusted and valued member of the community. As a Christian liberal arts university, Whitworth provides an education that...

- **equips** our diverse student body to honor God, follow Christ and serve humanity, working for reconciliation and healing in a broken world;
- **prepares** undergraduate and graduate students with an interdisciplinary mind-and-heart education firmly rooted in the liberal arts and sciences;
- **develops** students' understanding of personal responsibility, justice, and love of neighbor in a global and inclusive university community; and
- **builds** a community of Christian scholars characterized by shared commitments to Christ, academic excellence, freedom of inquiry, and respect for differences among community members.

## Our Heritage

In 1853, George Whitworth, a minister in the Ohio Valley, set off for the western frontier to establish a college that would provide "learning of the highest grade." Of the 50 families who joined this mission trek to the Northwest, only Whitworth's made it to Oregon. It was 30 years before he was able to revive his dream of establishing a college.

In 1883, Whitworth founded Sumner Academy, in the village of Sumner, in Washington Territory. Seven years later, the school was incorporated as Whitworth College. The catalog from that year further defined George Whitworth's vision: "It [the college] is intended to give both sexes a thorough course of education equal to that of our best eastern colleges, guarding well the moral and religious life of the students, ever directing them in pursuit of that learning and culture of mind and heart that make the finished scholar," he wrote. "This institution is well fitted for this, being under the control and direction of the Presbyterian Church. While [the college] is denominational, it does not aim to be sectarian, opening its doors to all lovers of truth and learning." By 1899, the college had outgrown the rural community of Sumner, and during that year the school moved to Tacoma. Fifteen years later, when Spokane developer Jay P. Graves offered land in his Country Homes Estates, Whitworth moved once more. In September 1914, classes began in Spokane, at the current site of Whitworth University.

Years of uncertainty followed, until President Ward Sullivan brought needed stability in the 1930s. He was succeeded in 1940 by Frank F. Warren, who, during his 23-year presidency, brought Whitworth near to its present-day size and scope. Whitworth's Diamond Jubilee, celebrated in 1965 during the administration of Mark L. Koehler, gave rise to innovative programs — the 4-1-4 calendar, Jan Term and the Core curriculum.

Edward B. Lindaman, president during the 1970s, was a futurist. His leadership team focused on new programs that gained national recognition. Lindaman's successors, Robert H. Mounce and Arthur De Jong, added clarity of mission and an increase in international programs. William P.

Robinson, who led Whitworth from 1993-2010, brought the university to unprecedented strength and prominence, with record levels of enrollment and retention, expanded facilities and financial resources, and national visibility. President Beck A. Taylor, inaugurated in October 2010, launched a bold new strategic plan, *Whitworth 2021: Courage at the Crossroads*, which calls for enhancing the depth and quality of Whitworth's students' academic experience through expanded learning opportunities, new facilities and resources, and a broader base of constituents and supporters.

Throughout its history, Whitworth has held fast to its founding mission: to provide an education of mind and heart through rigorous and open intellectual inquiry guided by dedicated Christian scholars.

## Accreditation

Whitworth University is accredited by the Northwest Commission on Colleges and Universities, the institutional accrediting body in the Northwest.

Whitworth University has formal authority from the state of Washington to offer undergraduate and graduate education programs through the master's degree under Washington Student Achievement Council approval Section 3675, Chapter 36, Title 38, U.S. Code (Eligibility Requirement 2).

The Whitworth Music Department is accredited by the National Association of Schools of Music. Certification programs in the school of Education are approved by the Professional Educators Standard Board of Washington. The College of Nursing of Washington State University, Eastern Washington University, and Whitworth University is approved by the Washington State Board of Nursing and the Commission for Collegiate Nursing Education. The Whitworth Athletic Training Education Program is nationally accredited by the Commission on Accreditation of Athletic Training Education.

Whitworth is also a member of the National Association of Independent Colleges and Universities, the Council of Independent Colleges, the Association of American Colleges, the Association of Presbyterian Colleges and Universities, and the Council for Christian Colleges and Universities.

## The 4-1-4 Calendar

In 1969, Whitworth became one of the first educational institutions in the country to adopt the 4-1-4 academic calendar. This calendar is favored by many liberal arts colleges and universities due to its flexibility and its potential for innovative short-run and off-campus courses.

Whitworth's fall semester begins in early September and ends with Christmas Break. During Jan Term, students take one intensive course. Many students participate in internships, independent studies, or study-abroad programs during this month. Whitworth has also developed a number of tuition-reciprocity agreements with other colleges and universities on the 4-1-4 calendar; these agreements allow students to experience another college or university during January without upsetting tuition or financial aid arrangements. The spring semester begins in early February and ends in mid-May. A 12-week period of summer instruction is also offered in varied formats, from weekend workshops to online and traditional lecture courses.

## Academic Calendar 2016-17

### Fall Semester

Saturday	Sept. 3	Residence Halls Open at 9 a.m. for New Students
Monday	Sept. 5	Residence Halls Open at 10 a.m. for Returning Students
Tuesday	Sept. 6	Advising and Registration
Wednesday	Sept. 7	Day and Evening Classes Begin
Friday-Monday	Oct. 28-Oct. 31	Fall Break
Wednesday-Friday	Nov. 23-25	Thanksgiving Vacation
Monday	Nov. 28	Classes Resume
Tuesday-Friday	Dec. 13-16	Final Examinations

### Jan Term

Monday	Jan. 2	Residence Halls Open at 1 p.m. for Returning Students
Monday	Jan. 2	Residence Halls Open at 3 p.m. for New Students
Tuesday	Jan. 3	Classes Begin
Monday	Jan. 16	Martin Luther King, Jr., Holiday
Wednesday	Jan. 25	Last Class Day



## Spring Semester

Wednesday	Feb. 1	Residence Halls Open at 10 a.m. for New Students
Wednesday	Feb. 1	Advising and Registration
Wednesday	Feb. 1	Evening Classes Begin
Thursday	Feb. 2	Day Classes Begin
Monday-Friday	Mar. 27-31	Spring Break
Tuesday-Friday	May 16-19	Final Examinations
Saturday	May 20	Graduate Commencement
Sunday	May 21	Undergraduate Baccalaureate and Commencement

## Summer school dates

Summer school dates extend from May 22, 2017-Aug. 11, 2017. Whitworth offers three-week, six-week, nine-week, and 12-week course options during this time period.

Note: Whitworth's adult degree and graduate studies in business programs operate on a different academic calendar than does the rest of the university. For the most up-to-date adult-degree-calendar information, see [www.whitworth.edu/evening/classschedule.aspx](http://www.whitworth.edu/evening/classschedule.aspx).

# Academic Majors, Minors and Pre-Professional Programs

All bachelor's degree programs can be completed in four years with careful planning and successful completion of coursework.

## Art Department

- Art, B.A.
  - Two-Dimensional Track: Drawing, Painting, and Printmaking
  - Three-Dimensional Track: Ceramics, Sculpture, Mixed Media
  - Graphic Design Track
  - Art Education Track
- Art Administration, B.A.
- Visual Design in Computing, B.A.
- Art History, B.A.
- Art (minor)
- Art History (minor)
- Community Arts (minor)

## Biology Department

- Biology, B.A.
- Biology, B.S.
- Biology (minor)

## Business & Economics Department

- Accounting Concentration, B.B.A.
- Business Management Concentration, B.B.A.
- Economics Concentration, B.B.A.
- Marketing Concentration, B.B.A.
- Finance Concentration, B.B.A.
- Accounting (minor)
- General Business (minor)

## Chemistry Department

- Chemistry, B.A.
- Chemistry, B.S.
  - Biochemistry Track
  - Physical Chemistry Track
- Chemistry (minor)

## Communication Studies Department

- Communication, B.A.
- Journalism & Mass Communication, B.A.
- Speech Communication, B.A.
- Communication (minor)
- Journalism & Mass Communication (minor)
- Speech Communication (minor)

## Computer Science Department

- Computer Science, B.A.
  - Business Option
  - Network Systems Option
  - International Project-Management Option
- Computer Science, B.S.
- Bioinformatics, B.S.
- Human Computer Interaction, B.A.
- Computer Science (minor)
- Information Technology (minor)



## **School of Education**

- Elementary, B.A.
- Secondary Certification
- Special Education, B.A.
- English Language Learners (minor)
- Reading Instruction (minor)
- Special Education (minor)

## **English Department**

- English, B.A.
  - Literature Track
  - Writing Studies Track
  - English/Language Arts Track
- English (minor)
- English/Language Arts (minor)

## **Health Sciences Department**

- Community Health, B.A.
- Health Science, B.A.
- Health Science, B.S.
- Health Science (Pre-Athletic Training), B.S.

## **History Department**

- American Studies, B.A.
- Cross-Cultural Studies, B.A.
- History, B.A.
- History/Social Studies, B.A.
- International Studies, B.A.
- History (minor)
- Public History (minor)

## **Interdisciplinary Studies Department**

- Asian Studies (minor)
- Community Engagement and Transformation (minor)
- Development Studies (minor)
- Editing and Publishing (minor)
- Environmental Studies (minor)
- Film and Visual Narrative (minor)
- Latin American Studies (minor)
- Medieval and Early Modern Studies (minor)
- TESOL (Teaching English to Speakers of Other Languages) (minor)
- U.S. Cultural Studies (minor)
- Visual Communication (minor)
- Women's and Gender Studies (minor)

## **Kinesiology & Athletics Department**

- Kinesiology, B.A.
- Kinesiology (Pre-Athletic Training), B.A.
- Athletic Coaching (minor)
- Kinesiology (minor)

## **Leadership Studies Program**

- Leadership Studies (minor)

## **Mathematics Department**

- Mathematics, B.A.
- Mathematics, B.S.
- Mathematical Economics, B.A.
- Mathematics (minor)

## **Music Department**

- Music, B.A.
  - Composition Track
  - Instrumental Performance Track
  - Jazz Performance Track
  - Music Ministry Track
  - Piano Pedagogy Track
  - Piano Performance Track
  - Voice Performance Track
- Music Education, B.A.
  - Choral Track
  - Instrumental Track
- Music (minor)

## **School of Nursing**

- Nursing, B.S.

## **Philosophy Department**

- Philosophy, B.A.
- Philosophy (minor)

## **Physics Department**

- Applied Physics, B.A.
- Biophysics, B.S.
- Engineering Physics, B.S.
- Physics, B.A.
- Physics, B.S.
- Physics (minor)

## **Political Science Department**

- Cross-Cultural Studies, B.A.
- International Studies, B.A.
- Peace Studies, B.A.
- Political Science, B.A.
- Law and Justice (minor)
- Peace Studies (minor)
- Political Science (minor)
- Pre-Law Advising

## **Psychology Department**

- Psychology, B.A.
- Psychology (minor)

## Sociology Department

- Sociology, B.A.
  - Criminal Justice Track
  - Global Sociology Track
  - Social Analysis Track
  - Social Service and Community Action Track
- Sociology (minor)

## Theatre Department

- Theatre, B.A.
  - General Track
  - Acting Track
  - Community-Based Theatre Track
  - Production Track
- Theatre (minor)
- Theatre Dance (minor)

## Theology Department

- Theology, B.A.
  - Basic Theology Track
  - Biblical Studies Track
  - Christian Thought Track
  - History and Culture Track
    - Women and Gender Studies Concentration
    - Environmental Studies Concentration
    - Global Christianity Concentration
    - The Public Square Concentration
- Biblical Studies (minor)
- Biblical Languages (minor)
- Christian Thought (minor)
- Global Christianity and Missions (minor)
- Spiritual Formation (minor)
- Theology (minor)
- Theology and Ecology (minor)
- Theology and Gender (minor)
- Theology in the Public Square (minor)

## World Languages and Cultures

- French, B.A.
  - French and Francophone Studies Track
  - French Education Track
- French (minor)
- Spanish, B.A.
  - Spanish Language and Literature Track
  - Spanish Education Track
- Spanish (minor)
- Chinese (minor)
- German (minor)

## Pre-Health Professions Advising

- Pre-Chiropractic
- Pre-Dentistry
- Pre-Medicine
- Pre-Med Tech
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Physician Assistant
- Pre-Veterinary

## Adult Degree Programs

- Criminal Justice, B.L.S.
- Humanities, B.L.S.
- Public Service Administration, B.L.S.
- Social Services, B.L.S.
- Theological Studies, B.A.
- Evening Teacher Certification, B.A.
- Educational Studies, B.A.
- Management and Accounting, B.A.
- Organizational Management, B.A.

## Graduate Programs

### Master in Teaching, MIT Master of Arts in Teaching, M.A.T.

- Gifted and Talented
- Special Education
- Special Education with Board Certified Behavior Analysts (BCBA)

### Master of Education, M.Ed. or Master of Arts

- Administrative Leadership, M.Ed.
- Behavior Analysis, M.A.
- Educational Administration, M.Ed.
- Emphasis in Montessori, M.Ed.
- Social and Behavioral Health, M.Ed. or M.A.
  - Social Emotional Learning
  - Behavioral Health
  - Substance Use Disorders
- School Counseling, M.Ed. or M.A.
- Counseling/Marriage and Family Therapy, M.A.

- Counseling/Marriage and Family Therapy and Chemical Dependency, M.A.
- Teaching and Learning, M.Ed.

### **Master of Business Administration, M.B.A.**

- International Management

### **Master of Arts in Theology, M.A.**

## **Academic Services**

### **Academic Advising**

Each student is assigned a faculty advisor. First-year and transfer students are assigned to a specifically designated advisor who will assist in matters of academic transition. Following the first semester, each student selects an advisor whose academic specialty corresponds with the student's area of academic interest.

Whitworth faculty members help students meet the following goals through academic advising:

- clarification of life and career goals
- creation of suitable educational plans, including selection of courses and other educational experiences
- interpretation of institutional requirements
- increasing student's awareness of educational resources available, including referral to and use of institutional and community support resources
- development of student's decision-making skills
- evaluation of student's progress toward educational goals
- reinforcement of student's self-direction

Students are required to meet with their advisors prior to registering for classes each term. Advisors are available to meet during the semester, as well, to discuss the goals listed above. Faculty advising is a much-valued program, and supporting students' development and academic progress is an institutional priority.

The advisor is the primary link between each student's academic program and other resources of the university. As such, s/he plays an important role in students' personal and academic development. Students are encouraged to discuss educational objectives as well as personal goals and concerns with their advisors. While Whitworth makes every effort to assist students through the academic advising system, students are expected to monitor their own academic progress, to know the graduation requirements pertinent to their programs, to be cognizant of their grade point averages, to make appropriate course selections, to be aware of their final exam schedules, and to add/drop courses as needed to meet their educational goals. Advice and information are also available to each student from both the academic affairs office and the registrar's office.

### **Library**

Harriet Cheney Cowles Memorial Library, at the heart of the campus, is home to the Whitworth Division of Information Resources, which encompasses campus information systems and instructional technology and media services as well as library collections and services. The facility houses three general-purpose computer labs and features multiple computer stations throughout; wireless access is also provided for personal computers and mobile devices. The library is also home to Composition Commons, the university's writing center.

Library collections comprise more than 230,000 books, periodical volumes, recordings, and audiovisual or digital media. Archives — extensive collections of original documents — record Whitworth's history and aspects of the history of Protestantism in the Pacific Northwest. Along with its sizable print collection, the library subscribes to a vast array of digital information resources and participates in national and regional consortia of lending libraries. Visit the library's homepage at [www.whitworth.edu/library](http://www.whitworth.edu/library).

### **Instructional Resources**

Whitworth Instructional Resources provides operation and support services for the campus computer labs, the Blackboard course-management system, classroom technology, and instructional technology, and media services. Three library computer labs, plus multiple computer stations, in addition to satellite computer labs located in several departments around campus, provide more than 300 computers for students. The Blackboard course-management system provides students with web-based

access to course materials and resources. Classrooms are equipped with computers and projection equipment, providing faculty and students with access to networked files and the Internet. ITMS provides audiovisual resources for students and faculty, including access to video and audio viewing/listening stations, audio and video duplication services, and instructional technology support and production. The university provides the opportunity for all on-campus residents to connect their personal computers to the campus network from their rooms. Wireless access to the network is also available to students, faculty and staff across the campus. Off-campus students may also connect to the university network via VPN access.

## **Student Success Center**

The Whitworth Student Success Center is located in the Lindaman Center, in Room 206. The staff comprises the director of student success, the assistant director of student success, a student success specialist, and roughly a dozen student success coaches. The coaches are current Whitworth students who are trained to support their peers in an academic and holistic coaching model. Success coaches provide individualized academic support through effective study-skills and time-management instruction. Additionally, the student success staff and coaches connect students to resources on campus such as tutoring, the counseling center, financial aid, and more. To learn more, visit [www.whitworth.edu/studentsuccess](http://www.whitworth.edu/studentsuccess). Success coaching is available for all of the university's matriculated day students.

## **Composition Commons**

Whitworth's Composition Commons offers assistance to any writer (student, staff, or faculty) on any writing-related project (class assignment, poem, short fiction, cover letter, etc.) at any stage of the writing process (brainstorming, development and organization, revising and editing, etc.). The WCC is also equipped to answer questions about design and multi-modal composing. The WCC staff is available seven days a week: Monday-Thursday, 9 a.m. to 8 p.m., with restricted hours Friday through Sunday. Writers may make appointments by going online to <https://whitworth.mywconline.com/> or by stopping in the library (Cowles 242) to set up a drop-in session. Email WCC Director Jessica Clements at [jclements@whitworth.edu](mailto:jclements@whitworth.edu) for more information.

# **Educational Principles**

For more than 125 years, Whitworth's vision has been the pursuit of intellectual and spiritual development. Through decades of change, this fundamental purpose has remained firmly centered in the person of Jesus Christ. Our understanding of Christ is based on Scripture, the inspired and trustworthy record of God's self-disclosure and our final rule for faith and practice. As a university affiliated with the Presbyterian church, Whitworth stands within the historic Reformed tradition. Believing that God is the ultimate source of all truth and is to be loved with "all our mind and heart," Whitworth embraces freedom of inquiry and the unhindered pursuit of truth. Therefore, we equip our diverse student body to honor God, follow Christ and serve humanity, working for redemption and healing in a broken world.

Whitworth's educational principles are grouped broadly into three categories: the knowledge that students will gain, the skills they will need to work effectively in the world, and the faith and values that our community seeks to reflect. These principles are interdependent: Together they reflect an institution-wide commitment to providing a Whitworth education in which faith, learning and living are purposefully integrated.

### **Knowledge**

Whitworth's educational mission is fulfilled through instruction and mentoring by Christian faculty and staff. Informed by their disciplines, which they attempt to view thoughtfully through the eyes of faith, faculty members encourage students to know themselves, the world, and the nature of their responsibility to God and to creation.

Specifically, Whitworth is committed to providing its students with the following:

- **A solid grounding in the liberal arts and sciences**

We promote a knowledge of the methods, assumptions and content areas of at least one discipline, and an understanding of interdisciplinary themes and connections. We are also committed to helping our students to appreciate intellectual and aesthetic traditions throughout the world and to understand challenges to those traditions.

- **An understanding of Christian faith and its implications for liberal arts learning**

As an educational community open to a wide variety of voices, Whitworth is shaped by a theological heritage that examines the implications of faith for what is known and strives to understand the limits as well as the importance of rational knowledge.

### **Skills**

We are committed to preparing students to pursue fulfilling careers and to make an effective contribution to the common good; this is a challenging task in a rapidly changing world that is technologically, culturally, and intellectually complex. We equip students for meaningful vocations by developing the following abilities:

- **Intellectual skills**

We are committed to developing the capacity for critical thinking, ethical decision-making, problem-solving and creative expression. We also aspire to build skills in computation, quantitative analysis, and responsible use of technology.

- **Relational skills**

We encourage reflection, self-understanding, and the ability to relate well within and across cultures. We are also committed to developing in our students the capacity to communicate with empathy and effectiveness through the skills of listening, speaking, and writing.

- **Professional skills**

We equip students with the technological literacy and other skills appropriate to their chosen areas of study and essential to their professional contributions to society. We encourage thoughtful career choices and lives of meaningful service.

### **Faith and Values**

A Whitworth education is grounded in commitment to Christ and His teachings by faculty and staff members who embrace a variety of Christian traditions. We offer Christian perspectives on learning, and we support character development that relates faith to life's most central issues. These include the following:

- **Response to God**

We encourage serious consideration of commitment to Christ, the gospel and the church, and to living as an act of worship and gratitude to God.

- **Relationship to others**

We encourage the development of character virtues (including compassion, humility, honesty and courage) in intellectual pursuit, as in all of life. We want our students to think and to act ethically, and to embrace responsible citizenship and service.

- **Stewardship of creation**

We encourage exploration and appreciation of the complex nature of life, responsible care for the natural world, and commitment to human health and well-being.

## **Student Life and Services**

Taking seriously the vision of George Whitworth to provide "an education of mind and heart," the Whitworth Student Life Division participates in the educational mission of the university by viewing all aspects of life on campus as a laboratory for learning. We continue this tradition because we believe that this commitment to building character and cognitive skills reflects scriptural principles and community values; we also believe that this "whole-person" approach to learning is educationally effective.

The student life division offers numerous services designed to support learning in all areas of life. Health-center and counseling programs are available, as are career/life-advising services and support networks for students from around the world and for multicultural students who represent diverse U.S. ethnic backgrounds. In addition, a vibrant student-activities program is offered to enhance learning, to encourage fun, and to help each student build connections within the Whitworth community.

### **Campus Ministry**

Whitworth enthusiastically embraces its call to equip students to honor God, follow Christ and serve humanity. Campus ministry programs and activities provide opportunities for every student at



Whitworth to draw closer to Jesus. It is the special responsibility of the Whitworth Campus Ministry Office to provide occasions for worship, personal growth, mission, service, and the building of Christian community. Each semester, a student-leadership team of small-group coordinators is trained and equipped to coordinate Bible-based small groups within each residence-hall community. Campus ministry also designs two weekly community worship services with student-led worship teams. The student-led Hosanna is a Tuesday-evening gathering for worship through music, Scripture, reflection, and prayer, and the student-led AWAKE meets on Wednesday evenings to connect in community, hear from speakers, and learn about walking with Jesus as a college student. Campus ministry staff members also provide pastoral counseling and encouragement through one-on-one relationships. These are some of the many opportunities offered to the Whitworth community to encourage a growing commitment to Christ. They are open to all students.

## **Campus Housing**

All students are required to live on campus if it has been less than two years since their high school graduation. Requests for exemptions must be processed using the Residency Requirement Waiver Form, available at [www.whitworth.edu/housingrequirement](http://www.whitworth.edu/housingrequirement).

## **Educational Support Program**

<http://www.whitworth.edu/ess>

Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across the many dimensions of diversity. Whitworth is committed to the fair and equal treatment of all students in its educational programs and activities. The university does not discriminate against students based on race, color, national origin, sex, religion, age or disability; it complies with all applicable federal and state non-discrimination laws in its instructional programs.

If you have a documented condition that affects your learning or performance in the campus environment, contact the Whitworth Educational Support Office (Andrew Pyrc, ext. 4534; [apyrc@whitworth.edu](mailto:apyrc@whitworth.edu)) to identify appropriate accommodations.

Students who have concerns about how they have been treated should contact Associate Provost Randall Michaelis, Ph.D., McEachran Hall 218, ext. 4402, [rmichaelis@whitworth.edu](mailto:rmichaelis@whitworth.edu).

Whitworth is committed to providing equal opportunities to all academically qualified students. Resources are available to assist with learning and physical disabilities. Our policy is to ensure all students reasonable accommodation in the admissions process and in their programs of study and activities.

Academic requirements may be modified as necessary to ensure that Whitworth does not discriminate against students with disabilities, as long as accreditation of classes will not be at risk. These modifications will not affect the substance of the educational programs; nor will they compromise educational standards. Also, they will not intrude upon legitimate academic freedom. Modifications may include changes in length of time permitted for the completion of degree requirements, substitution of specific courses, and other adaptations as needed.

Appropriate documentation of all disabilities is required for services to be rendered. It is the responsibility of each student to request accommodation or auxiliary aids at least eight weeks before classes, programs or activities begin.

Reasonable accommodations and auxiliary educational services that are not precluded by undue hardship to the institution may be requested through the Whitworth Educational Support Office. The use of tape recorders, Braille, guide dogs or other adaptive devices in the classrooms or campus buildings is permitted. Auxiliary services may include, but are not limited to, the following:

- referral to appropriate on- or off-campus resources, services or agencies
- note-taking services
- academic and tutorial services
- testing accommodations
- arrangements for special auxiliary aids, including taped texts, large-print materials and/or interpreters
- disability parking

## **Associated Students of Whitworth University**

Associated Students of Whitworth University is the university's student governance and programming component. All full-time undergraduate students are members of ASWU. Elected leaders represent

students from each living area and from off campus by providing information to, and obtaining information from, students about all university policies and about curricular and extracurricular programming. ASWU student leaders provide a vital communication link between students and faculty, staff and administration.

## **Athletics**

Whitworth Athletics is affiliated with the National Collegiate Athletics Association (NCAA) at the Division III level, and is a member of the Northwest Conference (NWC). Whitworth offers 20 varsity sports. Men can participate in football, tennis, soccer, baseball, cross-country, indoor/outdoor track & field, basketball, swimming, and golf. Women's sports include volleyball, tennis, soccer, softball, cross-country, indoor/outdoor track & field, basketball, swimming, and golf. Whitworth also offers a strong intramurals program, which is available to the entire student body.

A commitment to excellence is the hallmark of Whitworth Athletics. In the last 10 years, more than 30 Whitworth athletes have earned Academic All-America status, and more than 50 have received All-America recognition. Recent Pirate teams have achieved the highest average GPA in NCAA Division III for their respective sports on numerous occasions, and, since 2005, more than 70 teams have captured Northwest Conference championships. The Pirates have also won the Northwest Conference McLroy-Lewis Trophy -- given to the school with the most successful overall athletics program in the very competitive NWC -- eight consecutive times, and nine times since 2005.

Whitworth's mission as a Christian liberal arts university is emphasized in its athletics program. Student-athletes are encouraged to participate fully in the academic, spiritual and social life of the campus, and Whitworth's coaches are chosen for their effectiveness as teachers and mentors as well as for their knowledge and ability in athletics. We at Whitworth take great pride in the accomplishments of our student-athletes, and we strive to equip them to excel in sports, in academics, and in life.

## **Career Services/Student Employment**

The Whitworth Career Services Office assists students in the identification of their unique talents and gifts, in the exploration of vocational interests, and in their preparation for entry into the world of work. The career services staff offers students access to computerized interest inventories, major-choice workshops, career-related seminars, internships, employment/job fairs and individualized career counseling. Extensive Internet and library resources are available for research in majors, career aptitude, employers, job-search strategies and graduate/professional schools. The student-employment office assists Whitworth students in securing part-time employment that will help them meet their expenses. Student job postings are available in the student employment office or at [www.whitworth.edu/careerservices](http://www.whitworth.edu/careerservices). Internship postings are also listed on this site.

## **Behavior Policies**

### **Sexual Misconduct & Title IX**

Whitworth University has a clearly defined policy, which applies to all campus constituencies, prohibiting all forms of sexual harassment. Because Whitworth University is committed to providing an environment that is free from any form of harassment and discrimination, every member of the university community must recognize that harassment and discrimination of any type compromises the integrity of the university's mission.

Title IX of the Education Amendments of 1972 (Title IX) (34.C.F.R. Part 103) prohibits discrimination on the basis of sex in educational programs operated by institutions that receive federal financial assistance. Programs and activities that may be included are admissions, recruitment, financial aid, academic programs, athletics, housing, and employment.

For the purposes of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individuals; or (3) such conduct has the purpose or effect of interfering with an individual's work or academic performance or creates a demoralizing, intimidating, hostile, or offensive working or academic environment.

Sexual harassment of students is a form of sex discrimination prohibited by Title IX and includes acts of sexual violence. Both male and female students are protected from sexual harassment and/or violence in all educational programs and activities operated by Whitworth University.

Students who believe that they have been discriminated against based on their sex or who have been subjected to sexual harassment and/or assault should consult one of the university's Title IX coordinators.

The Title IX coordinators are responsible for coordinating the university's compliance with and responsibilities under Title IX. Major duties include, but are not limited to, the following:

- nbeing available to meet with students who believe sexual harassment or assault has occurred
- ensuring that complaints are handled in accordance with established practices and standards
- personal investigation of the incident or oversight of that investigation

Students who believe that they have been subjected to sexual harassment, including sexual assault, sexual violence or other sexual misconduct, and those who have experienced any other form of gender discrimination prohibited by Title IX should freely and without fear of retaliation report such misconduct or file a complaint under Title IX with one of the following Whitworth administrators:

Rhosetta Rhodes  
Title IX Coordinator/Administrator  
Hixson Union Building 253  
Tel: 509.777.4536  
Email: TitleIXCoordinator@whitworth.edu

Dolores Humiston  
Deputy Title IX Coordinator  
Auld House 102  
Tel: 509.777.4320  
Email: TitleIXCoordinator@whitworth.edu

Craig Chatriand  
Deputy Title IX Coordinator  
Hixson Union Building 264  
Tel: 509.777.4655  
Email: TitleIXCoordinator@whitworth.edu

Lawrence Burnley  
Deputy Title IX Coordinator  
McEachran Hall 220  
Tel: 509.777.4215  
Email: TitleIXCoordinator@whitworth.edu

## **Classroom Behavior**

Students and faculty are expected to demonstrate civility, understanding and mutual respect. The faculty handbook states that faculty should "demonstrate respect for students as individuals and adhere to their proper role as intellectual guides and counselors." By the same token, students should demonstrate respect for faculty and student peers in all academic settings and should contribute positively to the learning environment.

Disruptive classroom behavior will not be tolerated. Disruptive behavior may include, but is not limited to, threatening or abusive language or behavior, making unreasonable demands on faculty for time and attention, erratic and/or irrational behavior, continually speaking without being recognized, other verbal or behavioral expressions that interfere with the classroom environment, bringing unregistered persons to class without the permission of the instructor, and persistent disruptions including inappropriate computer use, ringing of electronic devices, etc. If a student exhibits disruptive classroom behavior, the faculty member should confront the student, clearly identify the disruptive behavior, and require that the behavior cease. A faculty member may at any time remove a student from the classroom for disruptive behavior. A faculty member, in consultation with the department chair or program director, may develop a classroom behavioral contract outlining expectations and consequences for a student who does not meet expectations, or may refer a disruptive student to the associate provost for instruction.

The associate provost will meet with any student who is referred, or who continues to disrupt the learning environment. Students may be placed on behavioral probation or suspension based on the nature of the disruption. Behavioral suspension may include suspension from one or more classes for the duration of the current term or for a longer period.



## **Behavioral Probation and Suspension**

Students may be placed on behavioral probation on the basis of their cumulative record of behavioral policy violations, violations of civil law, or other behavior that has the potential to place any member of the Whitworth community (including the offender) in jeopardy.

Behavioral probation consists of a contract between a student and the university specifying behavioral criteria for continued enrollment. Any violation of these criteria on the part of the student may result in behavioral suspension. The decision to place a student on behavioral probation is made by the dean of students or her/his designee.

Behavioral suspension includes suspension from classes as well as from all other Whitworth facilities and services, and it may be imposed at any time a student's behavior warrants such action.

The decision to suspend a student on behavioral grounds is made by the dean of students or her/his designee. If students feel that there are mitigating circumstances, they have until 5 p.m. of the business day following the notice of the suspension decision to file a written request for appeal with the Educational Review Board, through the board chair.

Implementation of these policies, including the appeal process, is regulated by the Student Bill of Rights, Section V, as printed in the student handbook. Evening-degree-program students should refer to the Whitworth Continuing Studies Student Handbook.

## **Rules and Regulations**

Whitworth expects each student to follow university rules and regulations as stated in the catalog. In instances where no appeal procedure is spelled out and students believe that a special set of circumstances makes appeal reasonable, they may appeal to the provost and vice president for academic affairs or the vice president for student life, depending upon the situation. The appropriate vice president or their designee will either render a decision on the appeal or refer the student to the proper office for a decision.

# Admissions

Our primary goal in the admissions process is to identify students who demonstrate the academic promise and personal traits to succeed at Whitworth University. A college preparatory curriculum is recommended for entrance, though no specific classes are required. The relative strength of each student's academic performance is strongly considered.

Whitworth admits students without regard to age, race, color, religion, national origin, sex, marital status or disability.

## Applying for Admission

### Freshman Application Process

#### Application

You may apply online at [www.whitworth.edu/apply](http://www.whitworth.edu/apply) or through the Common Application at [www.commonapp.org](http://www.commonapp.org). No fee is required.

#### Academic Recommendation Form

Please print this form from our website ([www.whitworth.edu/acadrecform](http://www.whitworth.edu/acadrecform)), and give it to a teacher or to your high school counselor to complete and submit. Your teacher or counselor may choose to submit a letter on school letterhead in lieu of (or in addition to) the recommendation form. Homeschool applicants are required to submit one letter of recommendation from someone other than a parent or guardian who can address the applicant's academic ability.

#### Transcript

We also require an official high school transcript that shows courses taken, grades earned and your current cumulative grade point average.

#### Entrance Exams

Whitworth considers each applicant's SAT or ACT superscore (composite of the highest sub-score of each section of the test — potentially from multiple test dates). There is no preference for one test over the other. Applicants with a cumulative weighted high school GPA of 3.0 or higher (from an accredited high school or homeschool program) may choose to exclude their SAT or ACT scores from consideration in the admissions process. Applicants who choose this option on their application will be contacted by the admissions office to schedule a phone interview. SAT/ACT test scores are considered in awarding Whitworth's Academic Scholarships (<http://www.whitworth.edu/Administration/FinancialAid/ScholarshipOpportunities/FreshmanScholarships.htm>), though several of these scholarships can be earned based on high school GPA alone.

### Transfer Application Process

Students who have completed a full term of coursework at an accredited college or university after graduating from high school should apply with the Whitworth Transfer Application ([www.whitworth.edu/apply](http://www.whitworth.edu/apply)) or Common Application ([www.commonapp.org](http://www.commonapp.org)). Transfer applicants should submit official transcripts from each college attended. In addition, one letter of recommendation or the transfer recommendation form ([www.whitworth.edu/transferrereform](http://www.whitworth.edu/transferrereform)) is required. In some situations, we may contact applicants for transfer admission and request a high school transcript and/or standardized test scores. No application fee is required.

### International Student Application Process

Qualified students who are not citizens or permanent residents of the United States are encouraged to apply for admission. International students should complete either the International Student Application ([www.whitworth.edu/apply](http://www.whitworth.edu/apply)) or the Common Application ([www.commonapp.org](http://www.commonapp.org)). No application fee is required. Students should include with their application a letter of recommendation, certified English translations of all transcripts, and the official results from at least one of the following tests: ACT, SAT, IB Test, A Levels, or TOEFL. Test results must be sent directly to Whitworth by the testing agency. The Test of English as a Foreign Language (TOEFL) is required for applicants whose first language is not English. An Internet-based TOEFL score of at least 79 iBT is required; 88 iBT is preferred. Upon admission to Whitworth, international students are required to provide an official guarantee of funds (in the form of an official letter of sponsorship and an official bank

statement showing funds available). For further information, please visit [www.whitworth.edu/admissions/international](http://www.whitworth.edu/admissions/international) or contact the Whitworth Office of International Admissions.

## **Adult Degree Programs/Continuing Studies**

See Adult Degree Programs. (p. 325)

## **Evaluation and Acceptance**

Each application is carefully reviewed before the admissions committee grants a prospective student admission to the university. Grade point average, course rigor, test scores (if provided), teacher/counselor recommendations, quality of writing sample, extracurricular participation, and leadership are all considered in the decision process.

## **Freshman Early Action Option**

If, after reviewing the possible options, you decide that Whitworth University is one of your top choices, you may apply for early action admission (non-binding). Students who submit all documents prior to the Nov. 30 early action deadline will be notified of Whitworth's admissions decision no later than Dec. 20.

## **Enrollment Deposit**

To accept Whitworth's offer of admission, please submit your \$350 enrollment deposit (\$200 tuition deposit, \$100 housing deposit and \$50 matriculation fee) at [www.whitworth.edu/enrollmentdeposit](http://www.whitworth.edu/enrollmentdeposit). This deposit will hold your place in the new class and is refundable until May 1 for freshmen and until Aug. 1 for transfer students.

## **Preferred Application Dates**

- March 1 (freshmen and international applicants)
- July 1 (transfers)

All admitted students are required to submit a final high school transcript to the admissions office upon completion of high school. Official transcripts are also required for coursework completed at any college or university.

## **Returning Whitworth Students**

Students applying to return to Whitworth after an absence may do so online at [www.whitworth.edu/](http://www.whitworth.edu/) apply. Use the transfer application and type "Returning Student" in each essay prompt. Submit to the admissions office official college transcripts from each college attended during your absence from Whitworth. Students with an academic restriction (probation or suspension) should contact the Whitworth Academic Affairs Office (509.777.3203), and students with financial holds on their accounts should get in touch with Whitworth Student Accounts (509.777.3209).

## **Alternative Credit**

A maximum of 32 alternative semester credits (48 quarter credits) may be counted toward graduation. Alternative credit includes Advanced Placement (AP), International Baccalaureate (IB) degree courses, College Level Examination Program (CLEP) credit, and DANTES credit, based on completion of advanced work, portfolios, and credit for military service and schools. Alternative course credit is calculated as part of the transfer-credit limit of 94. Contact the registrar's office for further information.

## **Running Start Policy**

Dual-enrollment credits are college credits that have been earned prior to graduation from high school, either on the campus of a college or on a high school campus (in partnership with a sponsoring college or university). Running Start is an example of a dual-enrollment program, though similar programs have different names in many states. High school students with dual-enrollment credits are considered first-time freshmen as long as they attempt no university-level coursework after high school graduation. Students with dual-enrollment credits must meet freshman application deadlines and Whitworth's freshman admissions requirements, and qualified students will be eligible to receive one of Whitworth's freshman academic scholarships (<http://www.whitworth.edu/Administration/FinancialAid/ScholarshipOpportunities/FreshmanScholarships.htm>). Dual-enrollment and Running Start credits are accepted as transfer credits based on receipt of official academic transcripts from the college attended or the college sponsoring the course. Courses in which a student has received a grade lower than "C," vocational/technical courses, non-college-level courses, and incomplete courses are not transferable. A maximum of 64 semester credits (96 quarter credits) may be transferred from dual-enrollment credits.

## Deferred Admission

Students may apply for admission during any academic year, and, if admitted, may defer their admission and attendance at Whitworth for two semesters. If students delay longer than the two semesters, they must submit a new application for admission. Deferment is granted on a case-by-case basis. If you attend another institution and earn college credit during your deferment period, you must reapply to Whitworth with the Whitworth Transfer Student Application or the Common Application.

## Admission of Part-Time Students

Students enrolled for fewer than 12 semester credits (undergraduate) or six semester credits (graduate) are considered part time. The part-time-student classification can be on a credit or audit basis. Students seeking a graduate degree or planning to complete an undergraduate degree on a part-time basis (usually through courses taken in the evening) should contact the Whitworth Graduate and Continuing Studies Office for information on degree options and admission procedures. Part-time undergraduate students not seeking a degree from Whitworth may not be required to complete the formal admission process; please contact the registrar's office to be directed to the appropriate department.

## Campus Visits

There's no better way to discover whether Whitworth is the right place for you than to experience campus for yourself. Visitors have the opportunity to tour the campus, sit in on classes, attend an admissions/financial aid presentation, spend a night in a residence hall, and connect with faculty, students and coaches. Whitworth offers a variety of one-day and overnight visit options; learn more about visiting campus and register for your visit at [www.whitworth.edu/visit](http://www.whitworth.edu/visit).

## Financial Aid

Whitworth is committed to assisting students and their families in obtaining the necessary resources for each student to attend the university. Many students and families qualify for financial assistance through our programs. More than 90 percent of our full-time undergraduate students receive financial assistance. Awards often include grants and/or scholarships, as well as student loans and work-study. Funding is provided by Whitworth University, the federal government, the state of Washington and private donors.

To be considered for financial aid at Whitworth, a student must take the following steps:

1. Apply for admission. A financial aid award will be prepared only after a student has been admitted to the university.
2. Submit the Free Application for Federal Student Aid (FAFSA) to the federal processor. The form is available online at the FAFSA website (<http://www.fafsa.ed.gov>). Students should designate on the FAFSA that they want their application information sent to Whitworth (Code No. 003804).
3. Receive valid processed FAFSA results. Once these results are received and students have been admitted, the Whitworth Financial Aid Office will review the application and will send a financial aid award notifying students of the types and amounts of aid they will be eligible to receive. The award may be estimated if additional information is needed to determine a student's exact eligibility. Therefore, estimated awards are subject to change.
4. Respond promptly to requests for additional information required to complete the financial aid process. Requests may include tax transcripts of the document (i.e. 1040, 1040A, 1040EZ) filed with the IRS.
5. Notify the Whitworth Financial Aid Office of any scholarships received by using our online scholarship-reporting form.
6. Maintain satisfactory academic progress.
7. Check his or her Whitworth e-mail account, Pirate Port and the financial aid office website regularly for important communications.
8. Review important consumer information related to Whitworth at [www.whitworth.edu/consumerinformation](http://www.whitworth.edu/consumerinformation).

## Maintaining Satisfactory Progress for Financial Aid

The normal courseload for full-time undergraduate students is 12 to 17 semester credits in the fall and spring semesters and three to five semester credits in Jan Term. Registration for less than a full-time

load will prevent a student from receiving certain forms of Whitworth-sponsored financial aid. Some federal and state-sponsored aid may be available to students who are enrolled less than half time.

A student must average 31.5 credits per academic year in order to graduate in four years. The total number of semester credits required for graduation is 126, with the exception of the Management and Accounting Program, which requires 150 credits. Students must finish 66.67 percent of their cumulative attempted credits, and they must maintain a cumulative grade-point average of 2.0. Students are eligible to receive financial aid until they have completed the requirements for their degree or until they have attempted a maximum of 150 percent of the minimum number of credits required for the degree or certificate, whichever is less.

More information on satisfactory academic progress and financial aid is available from the Whitworth Financial Aid Office or at [www.whitworth.edu/financialaid](http://www.whitworth.edu/financialaid). If you would like a brochure, or if you have questions about financial aid, please call 509.777.3215.

## Financial Information

### Costs and Fees

Whitworth University is an independent institution, and, like most such institutions, it receives minimal support from public funds. Each student is charged tuition and fees that cover approximately three-fourths of what it costs the university to provide its services. The balance of these costs is met by income from the endowment and by gifts from trustees, alumni and other friends of the university. All details for payment of current charges must be finalized before students enroll for classes. Payment in full is due at the beginning of each semester. Students and their parents may also choose to use the monthly payment option that spreads payments over a four-month period each semester (September-December for fall, February-May for spring). An annual plan with a nine-month, 10-month or 12-month payment option is also available to cover charges for the entire school year (June-May).

### Costs for the 2016-17 academic year

Tuition	\$39,600
Room and Board	\$11,170
Associated Student Body Fee	\$240
Campus Facility Fee	\$418
Student Mandatory Accident Insurance	\$114
Health & Wellness Fee	\$190
Total	\$51,732

A full-time academic courseload is 12 to 17 semester credits in the fall and spring semesters and three to five semester credits in Jan Term.

Room-and-board charges do not cover regular university vacation periods. In addition, only students registered for on-campus classes may utilize room and board during Jan Term. The above rate provides for a double room and 21 meals per week. Several other meals-per-term plans are available. Students in private rooms pay approximately 36 percent additional room rent.

The university no longer offers health insurance to our domestic full-time day students. However, we feel it is important to continue to operate our student health center. Services at the health center include no-fee consultation visits and basic labs and x-rays. All international students, regardless of academic program, are required to participate in the university's health-insurance plan. All international students, undergraduate and graduate, must have insurance to meet visa requirements.

Additional expenses for books, supplies, personal items and transportation will vary with each student and are a necessary consideration when planning total costs. Since financial aid disbursements will arrive after the term has begun, they should not be included in a student's plan for initial expenses.

Since fees are published several months in advance of the academic year, the Whitworth University Board of Trustees reserves the right to change this fee structure as necessary from year to year.

### Miscellaneous Costs (2016-17)

#### Part-Time Day School

For students enrolling in less than a full-time academic load, tuition is charged by semester credit

Per semester credit

\$1,650



## Excess Semester Credits

For semester credits in excess of 17 for fall and spring semesters, five for Jan Term

Per semester credit	\$1074
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## Audit Fee

Per semester credit	\$825
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## Whitworth in the Evening Programs

Evening traditional semester courses, per semester credit	\$540
Audit only, per semester credit (permission required)	\$285
Accelerated-format courses, per semester credit (includes books and course materials; not available for audit)	\$540

## Bachelor of Liberal Studies Degree Program

Per semester credit	\$540
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Graduate program rates are included in each program's bulletins.

## Special Courses/Fees

Several courses (in art, physical education and music, among others) carry special fees to cover extra costs. These classes and their fees are listed in the course schedule for each semester.

## Graduation fee

Matriculated day	\$75
Master of Business Administration	\$50
Master of Arts in Theology	\$50
Continuing Studies and Graduate Studies in Education - see advisor	

## Transcript Fee

- Official: \$5
  - After the fifth copy in a single order, each additional transcript is \$3.
  - There is an optional \$5 rush fee if a request is submitted before 11 a.m. for same-day processing.
- Unofficial: Free

## Online Transcript Fee

- Official: \$5
  - Additional \$3 processing fee (per recipient)
  - There is an optional \$5 rush fee (per recipient) if a request is submitted before 11 a.m. for same-day processing.

Contact the registrar's office for expedited-shipping charges. Transcripts and diplomas are released only when financial accounts are current and all holds on a student's record have been removed.

## Miscellaneous Fees

A more detailed list of miscellaneous fees is available from the Whitworth Student Accounting Services Office. All are subject to change without notice.

Fees for off-campus and international-study programs vary according to the program. For additional information, check with the Whitworth Off-Campus Programs Office.

*Please note: Class fees are subject to change without notice.*

## Tuition and Fees Refund Policy

All refunds must be claimed through proper application to the Whitworth Student Accounting Services Office. Students must secure the forms for class drops and withdrawals from the registrar's office. The refund/withdrawal date will be established by the form's receipt date, recorded by the registrar's office.

The published refund schedule is available in the student accounting services office. Withdrawal and refund schedules for graduate and nontraditional undergraduate degree programs are available in the student accounting services office.

A student who officially drops or withdraws from classes during the course of the term is eligible for an adjustment of charges as follows:

<b>Withdrawal/Drop</b>	<b>Refund</b>	<b>Applicable to</b>
First week	100 percent	Tuition and fees, room and board
Second week	90 percent	Tuition and fees, room and board
Third week	80 percent	Tuition, no fees, room and board
Fourth week	60 percent	Tuition, no fees, room and board
Fifth week	40 percent	Tuition, no fees, room and board
Sixth and seventh week	25 percent	Tuition, no fees, room and board
Eighth week and after	0 percent	

## **Withdrawal from Whitworth University**

In order to avoid charges to his or her account, a student must notify the registrar's office regarding withdrawal or cancellation of enrollment from Whitworth University before the beginning of the term. All withdrawals and cancellations made after the beginning of the term must follow the withdrawal process in the registrar's office. Refund calculations will be made as outlined above.

# Academic Information

## Academic Policies

### Academic Honesty

Just as the faculty, staff, and administration at Whitworth strive to be forthright, direct and honest, and to value integrity in all their dealings, the university expects all students to function in like manner. Students are expected to adhere to the highest standards of academic honesty and to refrain from any dishonest or unethical action. In all academic exercises, examinations, papers and reports, students are expected to submit their own work. The use of the words or ideas of others is always to be indicated through an acceptable form of citation. This policy will be specified in the syllabus for each course.

**Definition of plagiarism:** Plagiarism occurs whenever students attempt to pass off as their own work, either verbally or in writing, the words and ideas of others. Plagiarism most often occurs in projects that require independent preparation (outside of class); although it can occur in essay examinations, this is not generally the case. Plagiarism can be either inadvertent (a failure to understand the responsibility for acknowledgment or the means by which acknowledgment should be made) or willful (with a conscious intent to deceive).

**Definition of cheating and dry-labbing:** Cheating is any academic activity in which students submit for grade or credit work that is not their own and/or work that has not been done within the structure and context established by the assignment. Students may plagiarize in a variety of ways: copying another student's homework, copying answers from another student's test, bringing unauthorized notes or materials to an exam, copying another student's lab notes, or making up fictitious lab results (also known as "dry-labbing"). All cheating is regarded as willful deception.

#### *Consequences of violations of the policy on academic honesty:*

- The faculty member will confront the student(s) in cases of suspected violations of the policy on academic honesty and will keep a written record of the incident.
- The faculty member will assess the gravity of the violation and determine the consequences, which may range from a failing grade on a specific assignment to a failing grade in the course.
- The faculty member will submit a written report of policy violations, with their consequences, to the associate provost for instruction in the academic affairs office.
- The student has a right to appeal any faculty member's decision by submitting a written appeal to the associate provost for instruction.
- The associate provost for instruction may then review the appeal in consultation with the Academic Policies & Appeals Committee, if such review is deemed necessary. All decisions of the associate provost for instruction and the Academic Policies & Appeals Committee will be final.
- The student will receive a warning after the first violation.
- If a student violates the academic honesty policy a second time, depending on the nature of the violations, s/he may be suspended for the remainder of the current term or for a longer period.

### Academic Grievances

Grade challenges must be initiated by the student in writing within 30 days after a grade is posted. Challenges on grades go to the professor first, then to the department chair, and then to the appropriate area dean, or her/his designee, who will issue a final decision.

Academic grievances other than grade challenges should begin with a conversation between the student and his/her professor or within the department involved. In cases where resolution is not easily achieved, the procedures are as follows:

- The student must first seek resolution of the conflict in consultation with the professor.
- If a satisfactory resolution is not possible in the first phase, the student may appeal for further adjudication by submitting a written appeal to the associate provost for instruction. This appeal will be the final step in the grievance process. The associate provost's decision is final.

### Academic Warning, Probation and Suspension

#### Academic Warning



A student receives an academic warning when, during any fall or spring semester, his or her semester GPA falls below 2.0 while the cumulative grade-point average is 2.0 or above. The academic record of a student who receives an academic warning for two or more consecutive semesters will be reviewed by the Whitworth Educational Review Board, and the student may be placed on probation. Extracurricular activities are not limited by an academic warning.

### **Academic Probation**

Students are placed on academic probation at the end of any semester or term in which their cumulative grade point average falls below 2.0 and/or they have received two consecutive warnings. Students remain on probation until their cumulative GPA reaches the minimum 2.0 standard. Since probation removes a person from good academic standing, students on probation will be limited in their opportunities to participate in off-campus study programs and extracurricular activities (varsity sports, student government, student publications, radio broadcasting, and cheer squad, for example).

### **Academic Suspension**

Students may face academic suspension at the end of any semester or term in which their semester GPA falls below 1.0, or if, after being placed on probation, they fail to earn at least a 2.0 GPA for the succeeding semester or term. Academic suspension will be noted on the transcript.

### **Appeal Process**

If there are mitigating reasons for unsatisfactory progress that results in suspension, students may appeal in writing to the Educational Review Board through the associate provost for instruction in the academic affairs office. Reinstatement after any semester or sequence on suspension is dependent upon the student's written application to the Educational Review Board through the associate provost for instruction. If the student is reinstated, a notation of reinstatement will be noted on the transcript. Students who are receiving financial aid should refer to satisfactory academic progress policies and appeal processes.

## **Academic Petitions**

The Whitworth registrar has the delegated authority to see that students adhere to the university's academic policies and requirements. The petition process provides students and faculty with the possibility of a response outside the normal bounds of policy when extenuating circumstances are judged to warrant such a response. Extenuating circumstances include, but are not limited to, illness, injury, death in the family, problems with immigration, and matters in which established policies are unclear or in conflict. Holds that are unresolved by the deadline do not constitute an extenuating circumstance and are not grounds for petition.

Petition Process:

1. Petitions should be generated by an individual current or potential student on the standard Petition for Exception form. They must be signed by the student's advisor and department/program chair. A petition must not only voice the request, but must also substantiate its validity.
2. Submit the petition to the registrar's office, which will rule on the petition; in the case of a denial, written reasons will be supplied to the petitioner.
3. If the petition is denied, and if extenuating circumstances exist, the student may ask the registrar to have the denial reviewed by the Appeals and Policy Committee.

All decisions of the Appeals and Policy Committee are final and binding.

## **Declaring or Changing Academic Program**

Declaration deadline policies apply as follows:

- Students with AA/AS degrees: by second semester
- Students with transfer credit: by second semester or by Spring Term of their sophomore year
- Freshmen: by Spring Term of their sophomore year

Note: Failure to declare a major by the appropriate deadline will result in a registration hold being placed on the student's record.

Students may elect to change their major, area of concentration, or second field, but they are advised to evaluate possible increases in the length of time required to graduate. Any changes of program or academic advisor must be requested in writing, signed by the advisor, and submitted to the registrar's office.

# FERPA

## Directory Information

At its discretion, the university may provide directory information in accordance with the provisions of FERPA to include a student's name, address, telephone number, email address, date and place of birth, major field of study, dates of attendance, class standing, full- or part-time status, degrees and awards received, photos, most recent previous educational agency or institution attended, denominational affiliation, participation in officially recognized activities and sports, and weight and height of members of varsity athletics teams. Students may withhold directory information by notifying the registrar's office in writing within two weeks after the first day of class for each semester. This request for non-disclosure will be honored until it is revoked. A request to withhold directory information will prevent the student's name and degree from being published on the Provost's Honor Roll. If non-directory information is required during an emergency, and if the university deems that information necessary to protect the health or safety of the student or of other individuals, Whitworth may release that information.

Students may allow the release of academic and/or financial information to designated individuals by completing the online Records Access Authorization form; this form is available on WhitNet in the Communication section.

### Changes to Directory Information

**Name-change policy:** Current or former students of Whitworth University may change any component of their name with proper documentation and the submission of a completed name-change request form. Types of changes may include first, middle, and last-name replacements; converting an initial to the actual name; replacing a nickname; returning to a birth name, or any other documented name-change variation. Acceptable documentation will include a copy of a legal document, such as a marriage certificate, birth certificate, divorce decree or court order. In addition, one supporting piece of identification reflecting the change must be presented. Forms of identification include a driver's license, Social Security card, or other identifying documentation deemed acceptable by the registrar. After the proper identification and a completed request form are received by the registrar's office (300 W. Hawthorne Road, Spokane, WA 99251), the change will be reflected on the student's university records.

**Address change:** Please notify the registrar's office of any address changes by supplying your name, your student I.D. number, your old address, your new address and your phone number to the registrar's office at the address above.

## Equal Opportunity Policy

It is the policy of Whitworth University to provide equal educational opportunity without regard to age, race, color, religion, national origin, sex, marital status or disability as defined by law, in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, Sections 799A and 845 of the Public Health Services Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1991. In addition, Whitworth University is committed to the fair and equal treatment of all people regardless of race, color, national origin, sex, age or disability in its programs and activities. As a religious educational institution affiliated with the Presbyterian church, Whitworth University reserves the right to hire employees who share a commitment to the Christian faith.

## Confidentiality

Each academic year the university informs students of their rights under the Family Educational Rights and Privacy Act of 1974, as amended. This act is designed to protect the privacy of education records, to establish the right of students to inspect and review their academic records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings. Students have the right to file complaints with the FERPA office concerning any alleged failure by Whitworth University to comply with this act. The complete institutional policy statement related to the Family Educational Rights and Privacy Act of 1974 is available through the registrar's office.

# Grading

## Grade Reports

### Midterm Grades

On the date designated as midterm in the academic calendar, student grades of C- or lower are reported to the registrar's office. Students and their advisors are then notified of the grade so that there is opportunity for the students to improve their performance before the end of the semester.

### Final Grades

Final grades are reported to the registrar's office on the designated date specified in the academic calendar. Final grades may be viewed on WhitNet. The date the grades can be viewed on WhitNet is dependent on the student's completion of course evaluations.

### Incomplete Grades

Incomplete ("I") grades are granted to students who, because of special circumstances, merit an extension of time to complete a course. For cases in which an incomplete grade is appropriate, the work must be completed no later than six weeks into the next long semester. If, at the end of that time, no grade is submitted, a default grade of "F" will be recorded. To request an extension for an "I" grade, the faculty member is required to fill out a grade-change form noting the grade's change from "I" to "IE" (incomplete extended). All signatures are still required for requesting an extension. "I" grades may also be assigned in courses which, by design, extend beyond the end of the term.

After one year, an incomplete grade cannot be extended without permission from the associate provost of instruction.

Note to faculty: Accurate evaluation of students and maintenance of records are important professional duties of faculty members. Computational errors and failure to take into account a significant amount of student work may be reasons for a student's request for a change of grade. **The completion or revision of additional work after the end of a term is *not* an acceptable basis for a grade change.**

## Grades and Quality Points

A	Superior: 4 points
A-	3.7 points
B+	3.3 points
B	Good: 3 points
B-	2.7 points
C+	2.3 points
C	Fair: 2 points
C-	1.7 points
D+	1.3 points
D	Poor: 1 point
D-	0.7 points
F	Failure: 0 points
W	Official Withdrawal; does not affect GPA
WA	Administrative Withdrawal; does not affect GPA
WF	Withdrawal While Failing (or past the acceptable time limit for a "W" grade), computed as an "F" in the GPA
WW	Withdrawal Without Permission (stopped attending or never attended the course), computed as an "F" in the GPA
AU	Audit; does not affect GPA
I	Incomplete; to be made up by six weeks into the next fall or spring semester; after the deadline, the grade computes as an "F"; see incomplete grades policy above for more information
IE	Incomplete; time to finish work is extended until six weeks into the next fall or spring semester; after the deadline, the grade computes as an "F"; see incomplete grades policy above for more information

S	Satisfactory; given upon completion of a Satisfactory/Not Satisfactory course; does not affect GPA; commonly used for grading internships, study abroad programs and specific non-graded courses
NS	Not Satisfactory; given for unsatisfactory work in a Satisfactory/Non Satisfactory course; does not affect GPA
P/F	P/F Pass for a grade of "C" or higher; grades of "C-," "D+," "D," "D-," or "F" will result in an "F" grade
P/NC	For class taken with P/NC option, Pass for a grade of "C" or higher; No Credit is given for grades of "C-," "D+," "D," "D-," or "F"; grade of P/NC does not affect GPA and is irreversible

## Calculation of the Grade Point Average

Current and cumulative grade point averages are calculated on the basis of grades earned at Whitworth only. Credits from other institutions count toward the total required for graduation, but the grades for those courses do not affect the Whitworth GPA. The grade point average is computed by dividing the quality points total by the total number of graded (A-F) credits attempted during any given grading period. Quality points for a course are determined by multiplying the numerical equivalent of the letter grade by the credit attempted. Pass/No Credit and Satisfactory/Not Satisfactory grades are not used in computing the GPA.

## Academic Forgiveness

A student who has been withdrawn from Whitworth for two years can, upon return, petition to have one semester of academic grades and credits forgiven. All grades remain on the transcript, but grade points and credits are removed so that they are no longer calculated in the GPA. A notation indicating academic forgiveness is then indicated on the student transcript.

## Honors

### Provost's Honor Roll

At the end of each fall and spring semester, full-time undergraduate students with a 3.75 GPA for the semester who have a course load of 12 semester credits for which A-F grades are given will be listed on the Provost's Honor Roll for that semester once grades have been processed.

### President's Cup Award

President's Cup awards are given at commencement to students who, at six weeks into the spring term prior to completing their degree, have earned a 4.0 GPA and completed 126 credits in residence at Whitworth. Residence credits for this award can include Whitworth courses, AP, IB, and FS-392 study-abroad courses.

### Latin Honors

cum laude (with honors)	3.50 GPA
magna cum laude (with high honors)	3.75 GPA
summa cum laude (with highest honors)	3.90 GPA

Note: Honors are calculated and awarded when degrees are posted.

## George Whitworth Honors

### GEORGE WHITWORTH HONORS PROGRAM PHILOSOPHY AND VALUES

The Whitworth Honors Program is rooted in the following principles that shape the program and reflect Whitworth's core values:

- **Academic excellence:** Requirements for credit granted in honors-program learning experiences will exceed the academic expectations of most Whitworth courses.
- **Active and collaborative learning:** Learning experiences are characterized by joint intellectual effort among students, and/or between students and faculty, in pursuit of deeper knowledge and understanding. Learning experiences in the honors curriculum are designed to require active participation and a high degree of self-direction from students.
- **Christian mission:** The honors program includes experiences with a faith-learning-integration component.

- **Community:** Registration for honors program offerings is elective and is open to all Whitworth students. When space is limited, priority will be given to honors students, assuming their timely registration.
- **Educational breadth:** Honors graduates must complete academic enrichment experiences across the curriculum (not just in proximity to their major).
- **Preparation for vocation:** Honors experiences are designed to provide a high level of preparation for post-baccalaureate educational and/or career opportunities.

The primary aim of the program is to provide academic benefits by deepening student engagement, defined as learning that adds "depth, complexity, and novelty."

1. Depth is referred to as the level of mastery and understanding of the material presented. Students in the honors program will study course content more extensively and in greater depth. This leads toward the student's greater insight through the discovery of detail, patterns and trends.
2. Complexity is the level of thought and processing involved in an activity. Dealing with complexity helps students to understand concepts at a higher level and to see the inter-relationship of concepts.
3. Novelty refers to the student's unique personal experience within the program. Each student may study something that is not a part of the regular curriculum but that may be of special interest to him or her. Self-directed study leads toward heightened individuality and expansion of personal belief systems.

A secondary aim of the program is to provide students a range of experiences that will enhance their preparation for post-baccalaureate study and vocations.

### GEORGE WHITWORTH HONORS PROGRAM

The George Whitworth Honors Program allows high-achieving, motivated students who are admitted with honors to be eligible for a menu of challenging academic-enrichment experiences over the course of their four years at Whitworth. Program components benefit students differently, depending upon their particular interests and learning styles. The strength of the program is that the student directs himself/herself through a diverse set of learning experiences across multiple disciplines. These experiences may include honors general education or interdisciplinary courses, honors courses within a major, advanced seminars, honors creative projects, honors research, honors study abroad, and honors internships. Eligibility for priority enrollment in many honors courses is dependent upon the student's GPA. Eligibility to participate in certain types of honors experiences (e.g., research, internships, performance opportunities) is by faculty approval, based on applications that demonstrate preparation related to the honors area.

For George Whitworth Honors Program requirements, see the George Whitworth Honors Page (p. 172).

## Student Information

### Graduate Students

Graduate students are master's candidates. Admission to master's programs is by application only.

### Matriculated Students

Matriculated students are those who have met the requirements for admission and have registered for courses in their program of choice.

### Non-Matriculated Students

Students who do not wish to seek a degree, and who want to attend only specific courses, are classified as non-matriculated students. These students are not required to submit the credentials required for admission as a matriculated student.

### Veterans

Whitworth is approved for veteran training as an institution of higher education by the Washington Student Achievement Council. Selected programs of study at Whitworth University are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those who are eligible to receive benefits under Title 38 and Title 10, USC. Whitworth is committed to upholding and complying with the intent of Veterans Administration regulations. The university does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons



or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance. Benefit recipients must meet satisfactory-progress standards in order to continue receiving benefits for study. VA benefit recipients are held to the same academic standards as are other Whitworth students. Records that permit monitoring of progress are kept in the registrar's office. Termination of benefits will be initiated upon receipt of a withdrawal form. It is the responsibility of the benefit recipient to submit a withdrawal form to the registrar and to notify the veterans coordinator immediately upon ceasing to attend any course. Contact Anna McNulty, assistant registrar and Veterans Administration certifying official, at [amcnulty@whitworth.edu](mailto:amcnulty@whitworth.edu) or 509.777.3798 for additional information.

## Class Standing

Freshman	0-29 semester credits
Sophomore	30-59 semester credits
Junior	60-89 semester credits
Senior	90 and above semester credits
126	minimum credits to graduate

## Consumer Information

For more information please contact:

Wendy Olson, [wolson@whitworth.edu](mailto:wolson@whitworth.edu), Institutional Research  
 Traci Stensland, [tstensland@whitworth.edu](mailto:tstensland@whitworth.edu), Financial Aid  
 Beverly Kleeman, [bkleeman@whitworth.edu](mailto:bkleeman@whitworth.edu), Registrar's Office

## Student Right-To-Know Information

In compliance with the Higher Education Act of 1965, as amended, Whitworth is pleased to provide the following information concerning its graduation rates. The rates reflect the graduation status of students for whom 150 percent of the normal time to completion has elapsed.

### First- to Second-Year Retention Rates

	2012 Cohort	2013 Cohort	2014 Cohort
Total	89%	85%	86%

### Six-Year Graduation Rates

	2007 Cohort	2008 Cohort	2009 Cohort
Total	74%	75%	75%
Gender			
Female	76%	77%	77%
Male	71%	71%	72%
Race/ Ethnicity			
American Indian/Alaskan Native	75%	100%	33%
Asian	63%	92%	57%
Black/African American	75%	64%	50%
Hispanic/Latino	71%	59%	74%
Hawaiian/Pacific Islander	n/a	100%	n/a
Two or More	86%	78%	67%
White	75%	76%	78%
Race/Ethnicity Unknown	83%	70%	75%
Non-Resident Alien	40%	69%	33%
Financial Aid Type			
Pell Grant	78%	68%	65%
Stafford Loan	74%	73%	72%
All Others	73%	78%	76%

### Matriculated day, full-time, student body diversity for fall 2015

Female	61%
Male	39%
American Indian/Alaskan	<1%

Asian	5%
Black	2%
Hawaiian	<1%
Two or More	6%
White	75%
Unknown	1%
Non-Resident Alien	2%
Pell Grant Recipients	25%

## Normal Full-Time Courseload

Fall and spring semesters: The normal load for full-time undergraduate students is 12 to 17 semester credits, including up to five semester credits in Jan Term. *Permission to enroll in more than 17 credits must be approved in writing by the advisor for any student whose cumulative grade point average is lower than 3.0, and by the advisor and/or registrar for any student who requests enrollment in more than 19 credits.*

Summer Term: The maximum allowable load is three semester credits in a three-week session and six semester credits in a six-week session.

A student must average 31.5 semester credits per year to graduate in four years. In order to remain under the catalog requirements in effect at the time of their initial enrollment, students must complete a degree within six years from the time of matriculation. Because graduate programs vary in format, students should check with their respective graduate schools to determine the normal courseload.

If students enroll in more than 17 credits, they may incur additional tuition charges. Students should check with the student accounts office to see if overload tuition charges are waived for a particular course. Jan Term is considered part of the spring semester and is free to students who were enrolled full time as matriculated day students in the fall semester or who are enrolled full time as matriculated day students for the spring semester.

*Please note: Class fees are subject to change without notice.*

## Normal Progress and Financial Aid

A student is eligible to receive aid while s/he is working toward his or her degree until s/he reaches 150 percent of the number of credits required to earn the degree. Registration for less than a full-time load (12-17 semester credits) may prevent a student from receiving some forms of Whitworth financial aid. More information on satisfactory progress requirements for recipients of financial aid is available at the Whitworth Financial Aid website or office.

# Student Registration

## Registration

Whitworth University students register for classes through WhitNet. Students register for their next classes during their assigned registration period each semester. The registrar's office will assist students who are away from campus on study-abroad trips with registration for their next semester's or term's classes.

Students can adjust their class schedules via WhitNet through the first week of classes. Beginning with the second week of classes, students must complete an add/drop form, including the instructor and advisor's signature, and submit it to the registrar's office for processing. It is the university's policy to deny requests for registration in any course after the close of the term in which registration was required.

Registration for teaching assistantships, research assistantships, field studies, readings, independent studies, and internships are processed in the registrar's office. Continuing studies students and graduate students should check with their programs for registration dates. Registration for study abroad is coordinated by the Whitworth International Education Center.

Deadlines for adding or withdrawing from classes are published in the academic calendar each semester. It is the student's responsibility to check his or her registration information and to discuss any needed corrections with the registrar's office.

No person other than a faculty member attending informally with the approval of the professor may attend a Whitworth class in which that person has not been officially registered. A professor may allow students to attend his or her class only if the students' names appear on the official class roster.

In order for the university to provide the best classroom learning environment for all students, children may not attend any Whitworth class. No child may, under any circumstances, be left unattended in a university building while a parent is attending class. Safety is our main concern; we cannot ensure children's safety when they are left unattended.

## **Waitlisting For Closed Classes**

Students may waitlist themselves via WhitNet for most closed classes. As space becomes available in such classes, waitlisted students will be sent an email notifying them that they have 24 hours (48 hours during summer term) to register for the course on WhitNet. If a waitlisted student does not register within 24 hours (48 hours during summer term), s/he will be dropped from the waitlist.

## **Changes in Registration**

### **Class Attendance**

Class attendance is expected and may be included in the calculation of the grade for the class. Students who register for courses they do not attend are responsible for dropping the courses officially through the registrar's office. The consequence of not officially dropping a course is a "WW" (withdrew without permission) grade, which calculates as an "F" in the GPA. A student should contact the professor of a class if s/he (the student) plans to be absent any day during the first week of the semester/term.

### **Add/Drop Policy**

Students are required to be registered for all of their courses before the end of the add/drop period. While it is recommended that registration for independent studies, field studies and internships be completed before the end of the 10th day of the semester, it is understood that those registrations can occur later.

Students who must change their schedule after the fifth day of the semester must do so by completing an Add/Drop form and returning it to the registrar's office with signatures from the course instructor and the students' advisor. After the 10th day of the semester, a grade of "W" will be given for any full-semester course that is dropped. A grade of "WF" will be given for full-semester courses dropped after the ninth week of the semester. See the academic calendar for applicable dates for half-semester courses. The last day to drop a course is the final day of regular instruction before final exams.

### **Repeat/Delete Policy**

A course taken at Whitworth may be repeated at Whitworth. Courses cannot be taken under the repeat/delete policy except at Whitworth. Check the section on financial aid to determine if/how your level of aid will be affected if you repeat courses in which you received a passing grade.

1. In order for a student to repeat a course, s/he must have received a grade no higher than a "C" in the class.
2. Grades for all courses taken at Whitworth will appear on the permanent record.
3. When computing the grade point average and total hours earned, the student repeating a course will be credited with the highest grade earned for all attempts and with course credits for only one attempt.
4. If the credit level for a course has changed (for instance, from 4 to 3 hours), the residual credit not covered by the repeat will be reflected on the transcript at the grade originally awarded; this grade will be computed as part of the grade point average unless extended credit is earned and awarded.
5. The GPA will reflect the credits and quality points in the term during which the student earns the best grade unless the credits have expired, which can happen in graduate programs.
6. There is no limit on the number of times a student can repeat a course.

### **Course Withdrawals**

Accelerated classes and graduate-level classes are sometimes offered in a nontraditional term. Check with your department to determine the withdrawal policy for your program.

**Traditional semester programs have the following course-withdrawal policy:**



- A withdrawal from a course during the first two weeks of the term will not appear on the transcript.
- A withdrawal after the first two weeks through the ninth week of the term will be noted with a "W" (withdrawal) grade on the transcript.
- A withdrawal after the ninth week and before final exams will be noted with a "WF" (withdraw failing) grade on the transcript.
- If a student stops attending a course or never attends but does not officially withdraw from the course by completing a drop form and submitting it to the registrar's office, a grade of "WW" (withdrew without permission) will be noted on the transcript. The student will still be bound by any financial obligations s/he has assumed.

### **Hardship Withdrawal**

In rare circumstances, a withdrawing student may be granted a hardship withdrawal, given when a debilitating medical or psychological condition makes it necessary for him or her to withdraw from all of his or her non-graded courses and get the off-campus support/help necessary to his or her return as a student. To be considered, the student should apply to the dean of students or her/his designee within a week of the anticipated withdrawal, providing written documentation of the condition. Under hardship-withdrawal status, the student will receive a "W" in all non-graded classes for the term, and financial officers will determine charges to be paid, based on the number of weeks that university services were utilized. A hold will be placed on the withdrawing students' account until reinstatement criteria are met and reinstatement is approved by the dean of students or her/his designee.

### **Reinstatement Process following a Hardship Withdrawal**

Students should contact the dean of students or her/his designee when they are ready to request reinstatement. Students must provide documentation that demonstrates their readiness to return to academic work and, if applicable, a residential environment. The student will also create a reinstatement plan outlining strategies and/or support systems that will provide the best possible opportunity for success. The student will be restricted from enrolling in courses until these materials are provided and reinstatement is approved by the dean of students or her/his designee.

### **Official Withdrawal from Whitworth University**

To withdraw officially from Whitworth University, a student must complete the withdrawal form, obtain all necessary signatures, and submit the withdrawal form to the registrar's office for processing. In the event that the student is no longer in the Spokane area, or if, due to extenuating circumstances, s/he is unable to complete the withdrawal form and get signatures, s/he must notify the registrar's office by phone, email or written correspondence to request withdrawal from the university.

### **Hiatus Policy**

Students who have completed at least one semester at Whitworth are eligible to take a leave of absence for up to one academic year and to return without reapplying for admission. This leave, known as a hiatus, allows students to maintain their access to WhitNet and to their Whitworth email accounts while they are away.

### **Pass/No Credit Option**

This option is designed to encourage students to explore areas of study outside their majors. Students may choose to take one P/NC course each academic year at Whitworth. Core/Worldview Studies courses, courses in the student's major or area of concentration, and education courses are excluded from this option. Students may elect to take PE activity courses Pass/No Credit. A grade of Pass will be assigned in a P/NC course on the basis of a grade of "C" or higher. A grade of No Credit will be assigned in a P/NC course on the basis of a grade of "C-" or lower. Once a P/NC has been declared, it is irreversible. Check the academic calendar for the deadline to declare P/NC. NOTE: If students never attend or stop attending a class in which they have declared a P/NC, they will receive a "WW" grade and *not* the No Credit grade; the "WW" grade equates to unofficial withdrawal from the class.

### **Step-Up Policy**

In order to ensure that students are ready for the academic work involved, this option is available only to those who have senior standing. An undergraduate student may take up to six credit hours of MBA, THG or School of Education graduate classes (if they have met the prerequisites), which will later be waived if the student pursues the MBA, the M.A. in theology, or School of Education graduate degrees. These six credits will count towards the student's undergraduate degree. They will not be counted again for graduate credit once a student is admitted to any of the above-mentioned

graduate programs. However, a student's graduate program's total credit requirement will be reduced by the number of credits s/he completes in Step Up, up to six credits, and the course requirement for the completed Step-Up classes will be waived. Note: P/NC grading is not allowed for graduate level courses even when they apply to an undergraduate program.

## Class Schedules - Guest Access

Class schedules are available through Pirate Port, Whitworth's web portal. Guest visitors (parents, prospective students, etc.) can access Pirate Port by visiting this web address: [www.whitworth.edu/administration/informationssystemspirateport/guestaccess.htm](http://www.whitworth.edu/administration/informationssystemspirateport/guestaccess.htm).

## Student Holds

Circumstances may cause a hold to be placed on a student's account. Each hold prevents the student from participating in a university privilege such as registration, adding/dropping classes, receiving official transcripts, and participating in campus activities. The list below shows the types of holds and the offices to contact regarding these holds.

Type of Hold	Department
Academic Suspension	Registrar's Office
Business Office Hold	Student Accounts Office
Loan Office Hold	Student Accounts Office
Financial Aid Hold	Financial Aid Office
Registrar's Hold	Registrar's Office
Student Life Hold	Student Life Office
Compliance Hold	International Education Center
Health Center Hold	Health Center

## General Course Numbers

### Lower-Division Courses

100-199: Primarily for freshmen. May not be taken for graduate credit.

200-299: Primarily for sophomores. May not be taken for graduate credit.

### Upper-Division Courses

300-399: Primarily for juniors/seniors. Graduate students may count a limited number of credits.

400-499: Primarily for seniors. Graduate students may count a limited number of credits.

500-599: Graduate level. Undergraduates may enroll only with special permission.

### Special Course Numbers

At undergraduate and graduate levels, course numbers ending in 80, 86, 90, 91, 95 or 96 indicate special courses. Subject matter in these courses varies.

All departments may offer these types of courses, but because not all may be listed in this catalog, students are urged to ask individual department offices about the availability of courses of the type and level desired. Their designations are as follows:

80 Field Study

86 Readings

90 Internship

91 Independent Study

95 Teaching Assistantship/Research Assistantship

96 Special Topics (offered at the 100, 200, 300, and 400 levels)

## Transfer and Alternative Credit

### Academic Credit and Evaluation

Academic credit is awarded on the basis of semester credits. One semester credit is equivalent to 14 contact hours and two hours of work outside of class for each contact hour. Evaluation of coursework is accomplished in a variety of ways, depending upon the nature of the course.

### Acceptance of Transfer Credits

Whitworth will accept applicable undergraduate and graduate work transferred from regionally accredited institutions. In the case of graduate theological credit, this includes institutions accredited by the Association of Theological Schools (ATS) in the United States and Canada. For institutions

without regional accreditation, the transfer of credit will be considered if the credibility of the institution can be supported by the "three-letter rule," which states that it is the responsibility of the student to provide letters from three regionally accredited institutions certifying that they will accept credit from the institution from which the student is seeking credit. A total of two-thirds credit will be awarded for coursework completed at non-regionally accredited Bible schools that hold an ABHE accreditation.

If transfer credit is taken from an institution using quarter credits, Whitworth University will use a two-thirds conversion calculation to convert the credits to semester credits.

### Conversion of Quarter Credits to Semester Credits

Quarter Credits	Conversion	Semester Credits
1	x 2/3	.67
2	x 2/3	1.33
3	x 2/3	2
4	x 2/3	2.67
5	x 2/3	3.33

A maximum of 64 semester credits may be transferred from a two-year college; a total of 94 semester credits may be transferred from a four-year college or combination of two and four-year colleges. Credits earned more than 15 years prior to matriculation at Whitworth will require department approval if they are to fulfill a requirement in the major. Courses in which the student received a grade lower than "C," vocational-technical courses, non-college-level courses, credit earned by exam at another institution, and incomplete courses are not transferable. Official transcripts must be received by the registrar's office from the transferring institution in order to have credit evaluated for final acceptance.

Exception: A total of 118 credits may be accepted in transfer for students pursuing the management and accounting major in the Whitworth School of Continuing Studies. This exception to policy is made due to 150 credits being required for completion of the management and accounting degree program.

#### Transfer Policies for Students Holding Associate of Arts Degrees

A student transferring to Whitworth with an associate of arts (A.A.) degree from a community college in Washington (approved by the Intercollege Relations Commission for the State of Washington), Colorado, Idaho, Oregon, Montana, or with an associate of science (A.S.) degree from a community college in Washington or North Idaho College (excludes AST-Track I & II), will receive the following:

- Junior standing (60 semester credits)
- Transfer credit of a maximum of 96 quarter credits or 64 semester credits
- Waiver of all general requirements, with the following exceptions:
  - A choice of one of the following: Core 150, Western Civilization I: Christian Worldview Perspectives; Core 250, Western Civilization II: The Rationalist Worldview; or Core 350: Applied Ethics, Public Policy and Worldviews. Note: Continuing Studies students take either Core 150, Core 250, or Core 300.
  - Biblical literature: Three semester credits in the Old Testament, New Testament, or one or more books of the Bible
  - World language: Eight semester credits, 15 quarter credits, or a full year of college credit in foreign language (including American Sign Language)

In order for transfer students to meet the general education requirements, they must earn an approved associate degree prior to initial enrollment at Whitworth. Students who transfer from other institutions or states not mentioned above and who hold A.A. or A.S. degrees will be evaluated on a course-by-course basis.

Transfer students are encouraged to contact the registrar's office to determine the applicability of their coursework to specific bachelor's degrees. General information can be given over the telephone (toll-free at 800.533.4668). To obtain a complete transcript evaluation, send the request with an official copy of college transcripts to the Whitworth University Registrar's Office, 300 W. Hawthorne Road, Spokane, WA 99251.

## Policy on Credit Transfer for Exchange Students

When a student studies abroad on an approved, non-faculty-led program, the credit he/she receives will be based solely on the transcript issued by the host institution or program.\* When applying credit from exchange partner universities, Whitworth will use widely-accepted credit conversion rates for academic systems around the world.

\*Approved programs are listed in the Whitworth Catalog under Exchanges and Study-Abroad Opportunities. (p. 182)

### Washington 45

Students who transfer Washington 45 courses must still meet Whitworth's admission requirements and satisfy all general education and degree requirements. A student who completes courses from within the general education categories in the Washington 45, and earns a C or better for each course, will be able to transfer up to 45 quarter credits to Whitworth. The ratio of quarter hours to semester hours is 2/3. So for every quarter-credit earned, Whitworth will award 0.67 semester credit in transfer. A total of 30 semester hours is awarded for 45 quarter-credit hours; this is equivalent to sophomore standing at Whitworth.

Although the courses in the Washington 45 are listed under various categories, the actual course may satisfy a different general education requirement at Whitworth. Whitworth, like many institutions, has its own general education requirements, so students should check with the registrar's office regarding how these courses will transfer.

## Alternative Course Credit

A maximum of 32 alternative semester credits (48 quarter credits) may be counted toward graduation. Alternative credit includes Advanced Placement (AP), International Baccalaureate (IB) degree courses, College Level Examination Program (CLEP) credit, and DANTES credit, portfolios, and credit for military service and schools. Alternative course credit is calculated as part of the transfer-credit limit of 94. Contact the registrar's office for further information.

## Advanced Placement (AP)

Whitworth is an active participant in the College Entrance Examination Board Advanced Placement program. A score of four or above on an AP test is accepted for credit in some disciplines at Whitworth. In many cases, this score will also satisfy a general graduation requirement and/or a requirement for an academic major. Refer to Whitworth's website for details.

Test Name	Test Score	Credits Given at Whitworth	Course Equivalency	General Ed. Requirements
Art - Studio or History	4-5	3	Art Elec	Fine Art
Biology	4	3	Biol Elec	Natural Science
Biology	5	4	BI 140 or BI 141	Natural Science
Chemistry	4	4	CH 161	Natural Science
Chemistry	5	8	CH 161 & CH 181	Natural Science
Chinese Lang/Culture	4-5	4	Chinese Elec	World Language
Computer Science A	4	3	CS 171	none
Computer Science A	5	6	CS 171 & CS 172	none
Macroeconomics	4-5	3	EC 211	Social Science
Microeconomics	4-5	3	EC 210	Social Science
English Lang/Comp	4	3	EL 196	none
English Lang/Comp	5	6	EL 196	none
English Comp/Lit	4	3	EL-196	none
English Comp/Lit	5	6	EL-196	none
Environmental Science	4-5	3	Elec	Natural Science
French Lang	4-5	4	FR 111	World Language
German Lang or Cult	4-5	4	Ger Elec	World Language
Government and Politics	4-5	3	PO 196	Social Science
Government and Politics Comp	4-5	3	PO 196	Social Science
History, American	4	3	HI 196	Social Science
History, American	5	6	HI 196	Social Science

History, European	5	3	HI 101	Humanities
History, World	5	3	HI 101 or HI 102	Humanities, Global Perspective
Human Geography	4-5	3	PO 196	Social Science
Italian, Lang and Culture	4-5	4	Elec	World Language
Japanese, Lang and Culture	4-5	4	JA Elec	World Language
Math, Calculus AB	4-5	4	MA 171	Mathematics
Math, Calculus BC	4-5	8	MA 171 & MA 172	Mathematics
Music Theory	4-5	3	MU 110	Fine Art
Physics 1	4	3	PS-121	Natural Science
Physics 1	5	3	PS-151	Natural Science
Physics 2	4	3	PS-121	Natural Science
Physics 2	5	3	PS-153	Natural Science
Physics C (Mechanics)	4-5	3	PS 151	Natural Science
Physics C (Electricity & Magnetism)	4-5	3	PS 153	none
Psychology	4-5	3	PY 101	Social Science
Spanish Lang or Lit	4-5	4	SN 111	World Language
Statistics	4-5	3	MA 256	Mathematics

1. Maximum credit given is 32 semester credits.
2. If a department name is listed, general department credit is given. If not, general elective credit (non-departmental) is given. A course number indicates a specific course at Whitworth that has received credit.
3. If a score of 5 is earned in biology, the students would receive credit for either BI 140 or BI 141. If the student needs to take BI-140 or 141 at WU, s/he then earns BI-196.
4. In chemistry, documentation of lab experience is required for the fourth credit. In music, ear training is required.
5. Both of the computer science A exams are in the Java Language. The student must learn C++ for further classes.
6. A student must petition the physics department for PS 151; default course equivalency is PS 121.
7. Students can petition departments for lab credit.
8. HI 101 will fulfill only HU; HI 102 will fulfill only GP.
9. If a student is a declared education major who earned a five on the Government & Politics exam, PO-102 will be awarded.

**Note: Students cannot receive AP credit if they're taking the equivalent course at Whitworth. Nursing students cannot count AP test toward any courses for a nursing major.**

## International Baccalaureate (IB)

Whitworth recognizes the international baccalaureate diploma and subject examinations; the university awards credit on a course-by-course basis for only high-level courses passed with a score of five or higher. Refer to the table below or to Whitworth's website for details.

Test Name	Test Score	Credits Given at Whitworth	Course Equivalency	General Ed. Requirements
Biology	5	4	BI-196	Natural Science
Business Management	5	3	BU-110	none
Chemistry	5, 6, or 7	3	5=CH-196, 6=CH-161 & L, 7=CH-161 & CH-181 & Labs	Natural Science
Classical Languages: Greek	5		Elective credit only	none
Classical Languages: Latin	5		Elective credit only	none



Computer Science	5	3	CS-171	none
Dance	5	3	TA-381	none
Design Technology	5	3	CS-196	none
Economics	5	6	EC-210, EC-211	Social Science
Film	5	2	FVNS-196	none
Further Mathematics	5	3	MA-196	Mathematics
Geography	5	3	SO-275	none
Global Politics	5	3	PO-196	none
History: 20th Century World History	5		HI-196	none
History: Europe and the Islamic World	5		HI-196	none
Information Technology in a Global Society	5	3	CS-274	none
Language A: Language and Literature	5	0	No Credit	none
Language A: Literature	5	3	EL-196	none
Language B	5	4	SN/FR-202	World Language
Mathematics	5	8	MA-171/172	Mathematics
Music	5	6	MU-196	Fine Arts
Philosophy	5		PH-110	none
Physics	5, 6, or 7	3	5=PS-121, 6 & 7=PS-151 & PS-153 & Labs	Natural Science
Psychology	5 or 6	3 or 6	PY-101	Social Science
Social and Cultural Anthropology	5	3	SO-200	none
Theater	5	3	TA-100	Fine Arts
Theory of Knowledge	5 (must have received IB diploma)	3	PH-196	none
Visual Arts	5			See Art Department

## College Level Examination Program (CLEP)

Whitworth grants academic credit for sufficiently high scores on CLEP general exams and selected CLEP subject examinations. These cutoff scores are listed in the College Entrance Examination Board publication *College Placement and Credit by Examination*, which is available at most high schools and colleges. Information regarding taking CLEP exams may be obtained on our website or by contacting the Whitworth Continuing Studies Office at 509.777.3222. Credit for general CLEP exams will be awarded only if the exam is taken within one year of matriculation. Credit for CLEP subject exams will be awarded only if the exam is taken before higher-level coursework in the same discipline is completed. Students must complete an application to take a CLEP exam and have it approved by the registrar's office prior to taking the exam. The College Board allows an exam to be taken only once every six months.

### General Exams

Will be accepted for credit only during the first year of matriculation.

Test Name	Test Score	Credits Given at Whitworth	Course Equivalency	General Ed. Requirements
College Composition	50	3	EL 196	none
Humanities	50	6	Elective	Humanities
College Mathematics	50	3	MA 107	Mathematics

Natural Sciences	50	6	Elective	Natural Sciences
Social Sciences & History	50	6	Elective	Social Sciences

## Subject Exams

Test Name	Test Score	Credits Given at Whitworth	Course Equivalency	General Ed. Requirements
American Literature	50	3	EL 196	none
Analysis & Interpretation of Lit	50	3	EL 196	none
English Literature	50	3	EL 196	none
College French (Level 1)	50	6	FR 111	World Language
College French (Level 2)	59	12	FR 202	World Language
College German (Level 1)	50	6	GR 102	World Language
College German (Level 2)	60	12	GR 202	World Language
College Spanish (Level 1)	50	6	SN 111	World Language
College Spanish (Level 2)	63	12	SN 202	World Language
American Government	50	3	PO 196	Social Science
American History I	50	3	HI 196	Social Science
American History II	50	3	HI 196	Social Science
Intro to Educational Psychology	50	3	EDU Elective	none
Principles of Macroeconomics	50	3	EC 211	Social Science
Principles of Microeconomics	50	3	EC 210	Social Science
Introductory Psychology	50	3	PY 101	Social Science
Introductory Sociology	50	3	SO 120	Social Science
Western Civilization I	50	3	Elective	Humanities
Western Civilization II	50	3	Elective	Humanities
Biology	50	6	BI 102	Natural Science
Calculus	50	4	MA 171	Mathematics
Chemistry	50	6	CH 101	Natural Science
Pre-Calculus	50	3	MA 150	Mathematics
Financial Accounting	50	3	BU 230	none
Info Systems and Computer App	50	3	CS 196	none
Intro Business Law	50	3	BU 240	none
Principles of Management	50	3	BU 274	none
Principles of Marketing	50	3	BU 218	none

## DANTES Exam (DSST)

Whitworth awards academic credit for DANTE exams. Students must complete an application to take a DANTE exam and have it approved by the registrar's office prior to taking the exam. The exam must be completed before students complete higher-level coursework in the same discipline. In order for any credit to be awarded, the minimum score must be obtained. Contact the registrar's office for questions regarding DANTE exams.

Test Name	Test Score	Credits Given at Whitworth	Course Equivalency	General Ed. Requirements
A History of the Vietnam War	44	3	HI-196	none
An Introduction to the Modern Middle East	47	3	SO-238	none
Art of the Western World	48	3	AR-196	none
Astronomy	48	3	PS-141	none
Business Ethics and Society	400	3	BU-196	none
Business Law II	44	3	BU-196	none
Business Mathematics	400	3	MA-108	none

Criminal Justice	49/400	3	SO-283	none
Environment and Humanity: The Race to Save the Planet	46	3	BI-196	none
Ethics in America	46/400	3	PH-221	none
Foundations of Education	46	3	EDU-196	none
Fundamentals of College Algebra	400	3	MA-196	none
Fundamentals of Counseling	400	3	PY-296	none
Fundamentals of Cybersecurity	400	3	CS-196	none
General Anthropology	47	3	SO-200	none
Health and Human Development	48/400	3	HS-196	none
Human Resource Management	46	3	BU-196	none
Human/Cultural Geography	48	3	SO-196	none
Introduction to Business	46/400	3	BU-196	none
Introduction to Computing	400	3	CS-110	none
Introduction to Law Enforcement			SO-196	none
Introduction to World Religions	48/400	3	TH-296	none
Lifespan Developmental Psychology	46	3	PY-210	none
Management Information Systems	46/400	3	CS-196	none
Money and Banking	48	3	EC-296	none
Organizational Behavior	48	3	BU-196	none
Personal Finance	46/400	3	BU-196	none
Physical Geology	46	3	GL-131	none
Principles of Finance	46/400	3	BU-296	none
Principles of Financial Accounting	47	3	BU-230	none
Principles of Physical Science I	47	3	PS-121	none
Principles of Public Speaking	400	3	SP-196	none
Principles of Statistics	400	3	MA-256	none
Principles of Supervision	46/400	3	BU-196	none
History of the Soviet Union	47	3	HI-196	none
Substance Abuse	49/400	3	HS-196	none
Technical Writing	46	3	EL-196	none
The Civil War and Reconstruction	47	3	HI-196	none
Western Europe Since 1945	45	3	HI-196	none

## Transcripts and Diplomas

### Transcript Requests

Transcript requests may be made 1) in person, at the registrar's office, 2) by submitting (mail, email, or fax) a signed Whitworth Transcript Request Form (<http://www.whitworth.edu/Administration/RegistrarsOffice/Forms>) or 3) by using the online order system – Transcripts on Demand, by Scrip-Safe (<https://iwantmytranscript.com/whitworth>). The availability to request a transcript online can also be accessed through PiratePort. (<http://www.whitworth.edu/pirateport>) Please visit [www.whitworth.edu/transcript](http://www.whitworth.edu/transcript) for more information about how to request a transcript. Transcript requests cannot be handled by phone. Transcripts may be purchased with a VISA or MasterCard (include card number, expiration date and security code), a check made payable to Whitworth University, or cash.

### Transcript Request Form

- Official: \$5
  - after fifth copy in a single order, \$3 for each additional transcript
  - \$5 rush fee if request is submitted before 11 a.m. for same-day processing
- Unofficial: free

## Online Transcript Request

- Official: \$5
  - additional \$3 processing fee per recipient
  - \$5 rush fee per recipient if request is submitted before 11 a.m. for same-day processing

Contact the registrar's office for expedited shipping charges. Please allow at least one week of processing time during the term and two weeks at the beginning or end of a term (September, December, February and May).

Rush orders must be paid by cash or credit card to avoid a four-day check-clearance delay. The fax number for the registrar's office is 509.777.3296. The mailing address is Registrar's Office, Whitworth University, 300 W. Hawthorne Road, Spokane, WA 99251.

Note: Transcripts and diplomas are released only when financial accounts are current and all holds on a student's record have been removed.

## Diploma Reorder

Replacement diplomas are available through the registrar's office for a \$20 fee. The replacement will be issued in the current format and with current signatures.

If the student's name has been legally changed, a new diploma may be issued upon written request with legal proof of the name change and payment of the fee.

## Directed Studies

### Independent Study (numbered 191, 291, 391, 491, 591)

Special projects may be undertaken on a tutorial basis by qualified students. Department approval of proposals is based upon the following criteria:

- The student has demonstrated readiness for independent work.
- The project topics/materials are not covered in a regular course.
- A regular full-time faculty member agrees to supervise the study.
- Students should take no more than 12 credits of independent study – and, generally, no more than three per semester – during their total university career.

Students are to submit proposals that include the signatures of the faculty supervisor and the department chair to the registrar's office in order to register for an independent study.

### Readings (numbered 386, 486)

If the study is primarily a review of literature, the "readings" designation may be given. This type of study could be preparatory work for a research paper, particularly at the graduate level.

### Teaching Assistantship (numbered 395, 495)

This type of course is for the advanced major in a discipline (junior standing required). If a faculty member believes that a student has sufficient maturity in his or her field, the student may be offered the opportunity to assist in the teaching process. Responsibilities vary and may include the following: grading of papers and examinations; preparation of lectures, exams or experiments; tutorial assistance and discussion-group leadership; occasional lecture responsibility for the very mature student. TA enrollment per semester is limited to three credits. Students must complete the FERPA agreement.

### Research Assistantship (numbered 395, 495)

This type of course is for the advanced major in a discipline (junior standing required). If a faculty member believes that a student has sufficient maturity in his or her field, the student may be offered the opportunity to assist in research. Responsibilities vary. RA enrollment per semester is limited to three credits. Students must complete the FERPA agreement. The psychology department uses PY394 for research assistantships.

## Internships and Field Studies

A vital part of any liberal arts education is the integration of classroom studies with working environments off campus. All Whitworth students are encouraged to prepare for later employment through training in the professional community. Through these programs, students earn academic credit and/or pay by integrating classroom studies with actual work experience and build job-search skills that prepare them for future employment. Internship and field-study placements are available in all departments of the university. The Whitworth Career Services Office provides information and

guidance. A mandatory orientation and contract must be completed prior to beginning the internship or field experience. Students should take no more than 12 credits of internships during their total university career, and, generally, no more than three credits per semester.

### **Internships (numbered 290, 390, 490 or 590)**

Internships are work-based learning experiences that integrate students' academic coursework with career-related work experience in the major field. Sophomores, juniors and seniors are eligible for credit. Credit is typically limited to no more than three credits in a semester. Students must attend an orientation through the Whitworth Career Services Office to learn about site possibilities and how to enroll in the class. Fall and spring semesters, Jan Term and Summer Term.

### **Field Study (numbered 280, 480)**

This program provides students with the opportunity to explore a particular career area in any field of interest. The program is an observational, exploratory, hands-on experience. Students may participate at any time from the second freshman semester through the senior year.

## **Graduation Requirements**

### **Requirements for Graduation**

#### **General Degree Requirements:**

- Complete all general education requirements.
- Complete all requirements and performance standards for the major or area of concentration and one writing-intensive course in the major, as set forth in the catalog effective at time of matriculation. (Major requirements are presented in the catalog under the appropriate discipline.) Students may change to a subsequent catalog governing their degree requirements, but must meet all requirements of that catalog.
- Complete a minimum of 36 credits at the junior/senior level (courses numbered 300 or above).
- Degree-seeking students must earn a minimum of 32 credits in residence.
- Complete a minimum of 126 credit hours with a minimum cumulative grade point average of 2.0.
- Thirty-two of the last 40 credits required for graduation must be taken at Whitworth.
- Complete all degree requirements within six years of matriculation.
- Students must declare their intent to graduate by completing an application for graduation by Nov. 1 of their senior year or the year prior to completing all degree requirements. In order to participate in commencement, students who will not be completing all degree requirements by the end of the spring term must submit a petition that outlines their course plan, showing that all requirements will be complete by Jan. 31 of the year following commencement.

Note: The management and accounting degree offered in the School of Continuing Studies requires 150 credits to graduate.

#### **I. Requirements for Major or Area of Concentration**

Complete all requirements and performance standards for the major or area of concentration and one writing-intensive course as set forth in the catalog effective at time of matriculation (major requirements are presented in the catalog under the appropriate discipline). Students may change to a subsequent catalog governing their degree requirements, but must meet all requirements of that catalog.

#### **II. Upper-Division Requirements**

Students must complete a minimum of 36 credits at the junior/senior level (courses numbered 300 or above).

#### **III. Residency**

At least 32 semester credits must be completed in residence at Whitworth for each program level (undergraduate or graduate) that the student pursues.



## IV. Grade Point Average

A student must earn a 2.0 average in 1) all Whitworth courses and 2) all courses in the declared major or area of concentration. Education and athletic training students, see School of Education and athletic training department for GPA requirements.

## V. Degree-Completion Requirements

Thirty-two of the last 40 credits needed for the degree must be taken at Whitworth. Students must complete all degree requirements within six years from the time of matriculation. Part-time students may petition this policy. Students who withdraw from Whitworth and return after an absence of more than two years must meet the graduation requirements in effect at the time of their return and must complete all degree requirements within six years of the time of their return (matriculation). Students must complete a minimum of one course if the above-mentioned requirements have been met. Additional information may be obtained from the registrar's office.

## VI. Application for Graduation

Students must apply for graduation by Nov. 1 in the fall semester of their senior year. Application for Graduation forms are available on WhitNet and in the registrar's office. In order to participate in the May ceremony if it is possible that a student's requirements will not be completed by the end of spring semester, the student **must submit a petition that outlines his or her course plan and shows that all requirements will be completed by Jan. 31** of the year following commencement.

Students who are unable for any reason to complete their degree requirements by their anticipated graduation date must complete a second Application for Graduation if all their degree requirements are not met within one year of their original anticipated graduation date.

Detailed graduation information will be sent to all students who have applied to graduate.

## Double Majors

A student may graduate with more than one major if all requirements are met for each major. Some departments restrict double majors within their department. Talk with your advisor regarding your department's policy.

## Requirements for a Second Baccalaureate Degree

A Whitworth graduate seeking a second bachelor's degree must meet the major requirements of the second major, must satisfy the general education requirements (under the DTA agreement) in place at the time the second degree is initiated, and must complete 30 credits of work beyond the first degree. A second degree will not be awarded unless the graduate re-enrolls at Whitworth and completes a minimum of one course (if the above-mentioned requirements have been met). A Whitworth student seeking a second baccalaureate degree must seek the approval of his or her advisor(s) and the registrar.

Students with a bachelor's degree from another institution who pursue a B.A. or B.S. at Whitworth will be expected to meet all the major and degree requirements, including the residency requirement (32 credits) and the general education requirements (under the DTA agreement) in place at the time the second degree is initiated; they must also earn a degree in a field other than the field of the first degree.

# Undergraduate Programs

## General Education Requirements

Students must complete all general education requirements, as outlined below. Courses designated on WhitNet as fulfilling a general education requirement are valid for that semester only. The list of courses fulfilling general education requirements evolves and changes over time; therefore, it is important for students to check the listings on WhitNet when planning their class schedules. An approved general education list can be found on the registrar's office page (Whitworth login required) at [https://www.whitworth.edu/Administration/RegistrarsOffice/Forms/PDF\\_SSL/ApprovedGenedList.pdf](https://www.whitworth.edu/Administration/RegistrarsOffice/Forms/PDF_SSL/ApprovedGenedList.pdf).

*Note: A student may not use the same course to satisfy more than one of the general education requirements.*

### A. First-Year Program (1 credit)

The first-year program (GE 125/GE 325) is designed to assist students in connecting quickly with the Whitworth community. This program will facilitate the formation of faculty-student relationships that are centered primarily in academic context (in class and beyond the classroom) and in the advising function (academic and vocational).

### B. Worldview Studies (12 credits)

A worldview is a personal set of basic assumptions about humanity, God, the nature of material reality, and the place of humans in that reality. A person's worldview also includes assumptions about how humans gain knowledge as well as prescriptions regarding all forms of human activity: political, social, creative, economic, religious, and otherwise. A person's worldview is the way in which s/he makes sense of life experiences. Everyone holds this set of basic assumptions whether or not each of us is consciously aware of what the assumptions *are*.

The worldview studies curriculum at Whitworth exists to engage the student in the active examination of presuppositional thinking that forms the basis of all human meaning. Its intent is to explore the origins of human thinking at this foundational level, particularly emphasizing the Western way of answering questions of meaning.

CO 150	Western Civilization I: Christian Worldview Perspective
CO 250	Western Civilization II: The Rationalist Worldview
CO 350	Western Civilization III: Applied Ethics, Public Policy and Worldviews

Note: The Whitworth Adult Degree Program requires each student to take CO 150, CO 250, or CO 300. Please see the Undergraduate Adult Degree Programs (p. 325) requirements for more information.

### C. Biblical Literature: Biblical Foundations for Faith and Practice (3 credits)

Courses in this area emphasize understanding the scriptures and their theological teachings from the perspective of the Reformed and evangelical traditions. Courses also focus on understanding the implications of scripture, as well as the hermeneutics of interpretation. Courses that satisfy this requirement will be found in the theology department.

### D. World Languages, American Diversity Studies, Global Perspectives: Community, Diversity and Justice (10 credits)

Courses in this area introduce students to domestic and international diversity, including linguistic, political, religious, racial, ethnic, gender, and other differences. They emphasize the role of diversity in determining perspective and communication patterns, as well as in applying this understanding to community living in an increasingly diverse U.S. and world. To satisfy this requirement, students must complete 3-4 credits in each of three areas:

- **World Language — 4 credits**

Students must demonstrate proficiency through the first-year level. They may accomplish this by passing a proctored proficiency exam in a language (tests are available in French, German, Russian, and Spanish and, by special arrangement, Chinese and Japanese), completing the 101-102 sequence in a language, or completing a one-semester intensive course (e.g. SN 111

or FR 111). Note: School of Continuing Studies students, see Undergraduate Adult Degree Programs (p. 325) for more details about this requirement.

• **American Diversity Studies – 3 credits**

Courses that meet this requirement include substantial work that reflects thoughtfully on diverse viewpoints within American society. These courses emphasize the role of diversity in an increasingly diverse U.S. Students completing education certification will meet this requirement by fulfilling the requirements in the education program. Students who take ASL 102 may apply it to the American diversity requirement.

• **Global Perspective – 3 credits**

Courses that meet this requirement include substantial work that reflects thoughtfully on viewpoints developed beyond American society. Students who take the 102 course in a world language may apply that course to this requirement, as 102 courses provide extensive content in cultural differences. Off-campus study is highly recommended.

**E. The Fine Arts: Creative Expression and Appreciation (3 credits)**

Courses in this area provide opportunities for students to understand aesthetic traditions and to develop the capacity for artistic expression. Courses that satisfy this requirement will usually be found in the departments of art, English, music and theatre.

**F. Oral and Written Communication Studies: Effective Communication and Social Responsibility (6 credits)**

Courses in this area equip students to create, organize, share and receive clear oral and written messages.

**Oral Communication – 3 credits**

Courses that satisfy this requirement will usually be found in the areas of speech communication and theatre. Students completing education certification will meet this requirement by fulfilling the requirements of the education program.

**Written Communication – 3 credits**

Courses that satisfy this requirement will usually be found in the areas of English and journalism. Each student is also required to complete one designated writing-intensive course that must be taken within the major program. Courses labeled with a "W" after the number meet the writing-intensive requirement, but not necessarily the written communication requirement.

**G. Fitness and Wellness for Life (3 credits)**

Courses in this area emphasize responsible stewardship of God's creation through maintenance of personal health; students develop skills and establish habits that prepare them for a lifetime of healthy living and physical well-being. Courses that satisfy this requirement will be found in kinesiology. Three activity courses (FW or PE) are required, one of which must be from among the following: FW 118 (for students with physical disability), FW 132, FW 134, FW 141, FW 149, FW 166, FW 175 (for continuing studies students only), or FW 219.

*Note: A maximum of eight semester credits of physical education/fitness wellness/varsity athletics (ATH) courses may be counted toward the total credits required (126).*

**H. The Social Sciences: Human Nature and Civic Responsibility (3 credits)**

Courses in this area seek to describe, primarily from the perspective of human sciences, how and why humans behave as they do individually and corporately. Courses that satisfy this requirement will usually be found in the areas of economics, history, political science, psychology and sociology, although courses in other disciplines may also be included.

**I. The Humanities: Human Thought and Values (3 credits)**

Courses in this area introduce students to the rich tradition of the humanities. Study focuses on the embodiment of human experience, thought, and values through the scrutiny of text and symbol. Courses that satisfy this requirement will usually be found in the departments of art, English, history, world languages & cultures, music, philosophy, theology, and theatre.

**J. Mathematics and Statistics: Mathematical Reasoning and Social Applications (3-4 credits)**

Courses in this area provide an overview of topics in quantitative thinking, analysis and problem-solving. Special attention is devoted to mathematical concepts reflecting broader social concerns,

patterns of occurrence and behavior and related issues. Courses satisfying the requirement are MA 107, MA 108, MA 150, MA 158, MA 171, MA 221, and MA 256. A few courses, such as SO 338, found in other disciplines, may apply toward fulfilling this requirement.

Initial placement is based on SAT/ACT scores.

\* MA 107: Basic Concepts in Modern Math: Any SAT or ACT score is acceptable, or student is a social science major (history, political science or sociology) major or a philosophy, theology or music major.

\* MA 108: Finite Math for Social Sciences: SAT 500-599, ACT 21-26, or student is a business, communication, English or kinesiology major.

\* MA 150: Calculus I: SAT 500-599, ACT 21-26, or students who have not had Pre-Calculus or want a refresher

\* MA 158: Calculus for Social Sciences: SAT 550 in math who are considering going into the business major, ACT 23 and higher

\* MA 171: Calculus 1: Students with an SAT of 600 or higher or and ACT of 27 or higher are strongly encouraged to take Calculus 1, assuming they have had Pre-Calculus.

\* MA 221: Mathematics for Elementary Teachers I: This class is for elementary education majors. Any SAT or ACT score is acceptable.

### **K. The Natural Sciences: The Natural World and Human Responsibility (3-4 credits)**

Courses in this area provide opportunities for students to understand and apply the scientific method as an analytical, problem-solving tool via coursework that emphasizes both theoretical and experiential components. They expose students to the strengths and weaknesses of scientific methodology and the relationship between scientific inquiry and faith. Courses that satisfy this requirement will usually be found in the areas of astronomy, biology, chemistry, geology, and physics.

Faculty members in the Whitworth University Art Department are committed to excellent teaching. The department's mission is to provide students who are enrolled in art courses with a rigorous intellectual environment in which students may gain knowledge and skills that will enable their creative progress in the visual arts. Art core courses provide a solid foundation in artistic form and content. Upper-division offerings expand each student's personal artistic vision and the conceptual foundation for the content of their work. All courses encourage the development of a lifelong passion for making and appreciating art. The program presents a number of options for the integration of a Christian worldview, and all students are encouraged to investigate the relationship between their worldview and their work.



Learning outcomes of this major prepare the student in the following areas:

### Knowledge

- Develop proficiency in comprehending and interpreting works of art.
- Explore the history of art: artists, processes, and artworks in all forms of art media.
- Recognize the standards for quality in students' given disciplines and apply those standards to their own artwork and the work of others.
- Demonstrate comprehension of art theory, and communicate how students' work relates to contemporary art practice.
- Understand the requirements necessary to enter into a vocation in each student's field.

### Skills

- Master the processes and techniques of the discipline.
- Develop the capacity for critical analysis in relation to art.
- Be able to communicate clearly the connections between students' personal worldviews and the work they create.

### Faith, Values, and Ethics

- Gain an understanding of diversity by studying artworks and artists from a variety of cultures and backgrounds.
- Develop an awareness of the ethical and spiritual issues that exist in their discipline and be able to respond in a manner consistent with their worldview.

### Admission Process for Art Majors

Submit an application to the major by spring of the sophomore year. The application form is available in the art office, Lied 202, and includes the following:

- a portfolio of work
- a statement of rationale for admittance and intent to commit to the art major

Application for art department scholarships and talent awards can be made using the same form. Department faculty will consider each applicant for full admittance or conditional admittance to the art major. The junior exhibition will serve as a review of admittance. Admittance prior to the spring semester of the sophomore year is possible, but it does not eliminate the review process.



## Requirements for an Art Major, B.A.

All tracks require the following core courses (26)

AR 101	Drawing I	3
AR 120	2-D Design	3
One of the following:		3
AR 124	Adobe Creative Suite And Indesign	
AR 231	Digital Photography I	
AR 220	3-D Design	3
AR 259	Seminar I	1
AR 261	History of Renaissance and Baroque Art *	3
AR 263	History of Modern Art *	3
AR 365W	Contemporary Art Seminar	3
AR 399	Junior Exhibition Project	1
AR 460	Seminar	3

\* Also offered at the upper division level.

### Track I: Two-Dimensional (Drawing/Painting and Printmaking) (49)

Required core courses		26
AR 210	Painting I	3
AR 221	Introduction to Printmaking I: Relief and Intaglio	3
AR 499	Senior Exhibition Project	2
Two of the following:		6
AR 201	Drawing II	
AR 231	Digital Photography I	
AR 302	Figure Drawing I	
Three of the following in drawing, painting or printmaking:		9
Drawing		
AR 301	Drawing III	
AR 401	Drawing IV	
AR 402	Figure Drawing II	
AR 491	Independent Study (in advanced drawing)	
Painting		
AR 211	Watercolor I	
AR 310	Painting II	
AR 311	Watercolor II	
AR 410	Painting III	
AR 411	Watercolor III	
AR 491	Independent Study (in advanced painting)	
Printmaking		
AR 321	Intermediate Printmaking	
AR 421	Advanced Printmaking	
AR 491	Independent Study (in advanced printmaking)	

### Track II: Graphic Design (49)

Required core courses		26
AR 210	Painting I	3
AR 221	Introduction to Printmaking I: Relief and Intaglio	3
AR 499	Senior Exhibition Project	2
Two of the following:		6

AR 201	Drawing II	
AR 231	Digital Photography I	
AR 302	Figure Drawing I	

Three of the following: 9

AR 227	Introduction to Time-Based Art Making	
AR 323	Typography I	
AR 324	Graphic Design I	
AR 326	Web Design I	
AR 327	Intermediate Time-Based Art Making	
AR 331	Digital Photography II	
AR 424	Graphic Design II	
AR 423	Typography II	
AR 426	Web Design II	
AR 427	Advanced Time-Based Art Making	
AR 431	Digital Photography III	

### Track III: Three-Dimensional (Ceramics, Sculpture, Glass) (49)

Required core courses 26

AR 143	Glass I	3
AR 240	Ceramics (Wheelwork) I	3
or AR 241	Ceramics (Hand Building) I	
AR 355	Sculpture I	3
AR 455	Sculpture II	3
AR 499	Senior Exhibition Project	2

Three of the following: 9

AR 227	Introduction to Time-Based Art Making	
AR 243	Glass II	
AR 315	Community Arts in Practice	
AR 327	Intermediate Time-Based Art Making	
AR 340	Ceramics (Wheelwork) II	
AR 341	Ceramics (Handbuilding) II	
AR 343	Glass III	
AR 427	Advanced Time-Based Art Making	
AR 440	Ceramics (Wheelwork) III	
AR 441	Ceramics (Handbuilding) III	
AR 443	Glass IV	

Note: AR-196/396 will apply toward this requirement. See advisor for details.

### Track IV: Art Education (47)

(K-12 endorsement) \*\* All endorsements subject to change; see School of Education for updated requirements.

Required core courses 26

AR 124	Adobe Creative Suite And Indesign	3
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One of the following: 3

AR 220	3-D Design	
AR 355	Sculpture I	
AR 344	Elementary Art: Curriculum and Methods	1
AR 444	Secondary Art: Curriculum and Methods	2

One course in painting 3

One course in ceramics	3
Two studio courses	6

\*\* Art education track: Other professional courses must also be taken from the School of Education. Please refer to the School of Education section in this catalog.

## Requirements for an Arts Administration Major - Art Emphasis, B.A. (44-47)

AR 120	2-D Design	3
One of the following:		3
AR 124	Adobe Creative Suite And Indesign	
AR 231	Digital Photography I	
One of the following:		3
AR 101	Drawing I	
AR 220	3-D Design	
AR 355	Sculpture I	
AR 259	Seminar I	1
Two of the following:		6
AR 261	History of Renaissance and Baroque Art *	
AR 263	History of Modern Art *	
AR 266	History of Art of the United States	
AR 315	Community Arts in Practice	3
AR 365W	Contemporary Art Seminar	3
AR 390	Internship (or AR 490 Approved Internship)	1-4
AR 435	Arts Administration	3
AR 460	Seminar	3
CS 110	Introduction to Computer Information Systems	3
LS 250	Principles of Service and Leadership	3
Three of the following:		9
AR 260	History of Ancient Art *	
AR 264	History of Medieval Art *	
AR 267	Precolumbian Art and Architecture	
AR 268	History of Photography	
AR 269	Modern Latin American Art	
BU 231	Managerial Accounting	
BU 301	Consumer Behavior	
BU 331	Project Management	
JMC 244	Publicity and Public Relations	
SO 315	Funding and Grant Writing	

\*Also offered at the upper division level

## Requirements for a Visual Design in Computing Major, B.A. (53-54)

Art Requirements		18
AR 101	Drawing I	
AR 120	2-D Design	
AR 124	Adobe Creative Suite And Indesign	
AR 323	Typography I	
AR 324	Graphic Design I	
AR 326	Web Design I	

Art Electives

Choose 2 of the following:		6
AR 210	Painting I	
AR 220	3-D Design	
AR 227	Introduction to Time-Based Art Making	
AR 231	Digital Photography I	
AR 426	Web Design II	
Computer Science Requirements		12
CS 171	Computer Science I	
CS 172	Computer Science II	
CS 274	Ethical, Social & Legal Issues in Computer Science	
CS 344	Human Computer Interaction	
Computer Science Electives		
Choose 3 of the following:		9
CS 273	Data Structures	
CS 301	Internet Applications Development	
CS 320	Quality Assurance in Software Development	
CS 371	Windows Applications Development	
CS 372	Java Applications Development	
CS 376	Technology Management	
NOTE: With a CS Advisor's approval, CS 396 courses may also count as electives.		
Recommended to take one or more of the following:		
CS 313	Networks	
CS 314	Microsoft Networks	
CS 357	Computer Graphics	
CS 360	Technology & Culture: Study Abroad Program	
Writing Intensive Requirement		
Choose one of the following:		3
AR 365W	Contemporary Art Seminar	
CS 374W	Database Management	
CS 499W	Research Methods	
CS 475W	Operating Systems	
Internship Requirement		
Choose one of the following:		3
AR 390	Internship	
CS 390	Internship	
Senior Capstone Project Requirement		
Choose one of the following:		2-3
AR 499	Senior Exhibition Project	
CS 472	Software Engineering	

## Requirements for Art History Major, B.A. (49-52)

AR 261	History of Renaissance and Baroque Art *	3
or AR 361	History of Renaissance/Baroque Art	
AR 263	History of Modern Art *	3
or AR 363	History of Modern Art	
AR 266	History of Art of the United States	3
AR 268	History of Photography	3
AR 365W	Contemporary Art Seminar	3
AR 491	Independent Study (Historiography and Methods of Art History)	3
HI 101	The Mediterranean World	3

HI 102	The Pacific World	3
or HI 181	The Atlantic World	
HI 212	American Popular Culture	3
HI 210	Becoming a Historian	3
HI 498W	Senior Seminar in History	3
AR 390	Internship	1-4
or HI 494	Research Assistantship	
Two approved additional art history courses (one non-Western)		6
Three approved additional upper division history courses (one non-Western)		9

\* These two courses are offered at the upper division level. Students in the major would need to complete one of these at the upper division level.

## Requirements for an Art Minor (21)

All endorsements subject to change; see School of Education for updated requirements

AR 101	Drawing I	3
AR 120	2-D Design	3
Two of the following:		6
AR 260	History of Ancient Art *	
AR 261	History of Renaissance and Baroque Art *	
AR 263	History of Modern Art *	
AR 264	History of Medieval Art *	
AR 365W	Contemporary Art Seminar	
Three studio classes		9
For Washington state endorsement in the art, the following is also required:		
AR344/444 Curriculum and Methods: Elementary/Secondary (1-2)		

\* Also offered at the upper division level.

## Requirements for a Minor in Art History (21-23)

At least two courses must be upper-division level

AR 261	History of Renaissance and Baroque Art *	3
AR 263	History of Modern Art *	3
Three of the following:		9
AR 260	History of Ancient Art *	
AR 264	History of Medieval Art *	
AR 266	History of Art of the United States	
AR 267	Precolonian Art and Architecture	
AR 268	History of Photography	
AR 269	Modern Latin American Art	
AR 365W	Contemporary Art Seminar	3
One of the following:		3-5
AR 120	2-D Design	
AR 381	Art in France	
AR 382	British Isles Arts & Crafts	
AR 491	Independent Study	
FA 300	British Culture through the Arts	
Recommended: a teaching assistantship in art history and an internship		

\* Also offered at the upper-division level.



## Requirements for a Minor in Community Arts (16-19)

AR 120	2-D Design	3
AR 220	3-D Design	3
AR 315	Community Arts in Practice	3
AR 390	Internship	1-4
AR 435	Arts Administration	3
Three advisor-approved credits		3
(May include internships and/or community engagement courses from other departments)		

### Art Courses

- AR 101 Drawing I** 3  
Beginning-level drawing course. Emphasis on the development of perception and drawing skills using a variety of media and techniques. Fall, Jan and spring semesters. Fee.
- AR 114 Chinese Gardens and Temples** 3  
As part of the Whitworth in China program, Chinese Gardens and Temples is an art history survey of Chinese scholar gardens and traditional temple design and symbolism for students of all levels regardless of previous exposure to art history or Chinese culture. In addition to Chinese art and architectural history, related topics such as philosophy, religion, and intellectual history, will be studied from early history to the present day as they relate to the history of Chinese art, gardens and architecture within a social and political setting. The course will be taught in the English language on location in China. Also listed as AS 114.
- AR 116 Theatre in Community** 3  
An introduction to theatre in a community context. Includes study of at-risk student populations, urban poverty, and playwriting as a tool for social change. Practical application of skills and knowledge in Spokane public school. Jan Term, even years. Meets American Diversity requirement.
- AR 120 2-D Design** 3  
Studio problems involving the creative application of design elements and principles. Emphasis is on two-dimensional experiences involving line, space, shape, texture, color, etc. Also listed as VC 120. Fall, Jan and spring semesters. Fee.
- AR 124 Adobe Creative Suite And Indesign** 3  
A beginning level course using basic graphic design applications. Students will learn to use Adobe Photoshop, Illustrator and InDesign. They will gain experience in manipulating images digitally. Provides a foundation for the study of advanced art and design topics. AR 120 recommended but not required. Also listed as FVNS/VC 124. Fall and spring semesters. Fee.
- AR 143 Glass I** 3  
Glass as an artist's material. Techniques include 3-D sculpture, fusing, slumping, integration of materials and installation. Fee.
- AR 191 Independent Study** 1-4
- AR 201 Drawing II** 3  
Intermediate course. Traditional and contemporary approaches to drawings that record, symbolize and/or visualize. Development of personal drawing style and content. Use of the human figure. Prerequisite: AR-101. Periodic offering. Fee.
- AR 210 Painting I** 3  
Beginning-level course in painting, emphasizing observation, composition, color theory, content and basic painting skills. Variety of problems and subject matter. Prerequisite: AR 101 or 120. Fall and spring semesters. Fee.

**AR 211 Watercolor I**

3

Beginning course in transparent watercolor. Traditional and contemporary techniques. Emphasis on observation, composition and content. Some art experience recommended. Periodic offering. Fee.

**AR 220 3-D Design**

3

Studio problems designed to allow students to explore the visual elements and principles of three-dimensional design. Variety of media and approaches for creating form using traditional and contemporary subject matter. Fall semester. Fee.

**AR 221 Introduction to Printmaking I: Relief and Intaglio**

3

An introductory printmaking course emphasizing relief and intaglio processes. Students will gain experience in the technical aspects of matrix-based art making. Aesthetic and theoretical issues related to printmaking will also be addressed. AR 101 or 120 recommended. Also listed as EP 221. Fall semester. Fee.

**AR 227 Introduction to Time-Based Art Making**

3

An introductory course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installation, motion pictures, and animation. Also addresses aesthetic and theoretical issues related to filmmaking. A camera capable of creating video is required. Also listed as AR 227. Fee.

**AR 231 Digital Photography I**

3

Beginning level course in digital photography. A variety of problems address camera and computer techniques. Form and content as well as computer manipulation of the photograph are explored. Digital SLR camera required. Also listed as FVNS 231. Fall and Jan Term Semesters. Fee.

**AR 240 Ceramics (Wheelwork) I**

3

Use of the potter's wheel to create three-dimensional forms, both sculptural and functional. Emphasis on design, glazing, and firing techniques. Fall and Jan Term. Fee.

**AR 241 Ceramics (Hand Building) I**

3

Off-wheel techniques to create ceramic forms. Emphasis on expressive potential of clay, glazing and firing techniques. Spring semester. Fee.

**AR 243 Glass II**

3

Exploration of contemporary topics and techniques in glass. Assignments encourage individual expression and technical exploration. Prerequisite: AR 143. Periodic offering. Fee.

**AR 250 History of Chinese Art**

3

The History of Chinese Art course is a broad survey of Chinese art history for students of all levels regardless of previous exposure to art history or Chinese culture. In addition to Chinese art and architectural history, related topics such as philosophy, religion, and intellectual history, will be studied from prehistory to present day as they relate to the history of Chinese art within its social and political setting.

**AR 251 Mixed Media I**

3

Explore a variety of materials while creating three-dimensional artworks. Emphasis on integrating materials with ideas. Materials include paper, wood, glass, found objects, recycled material, lost wax casting, soft sculpture, paper mache, digital media, collage, etc. AR 101, AR 120, or AR 210 recommended. Fee.

**AR 259 Seminar I**

1

Introduction to art theory, philosophy and aesthetics. Focuses on contemporary artists, imagery, techniques, and media. Visits by artists and art professionals, art-related businesses, galleries and museums. Sophomore art majors and other students interested in art. Spring semester. Fee.

**AR 260 History of Ancient Art**

3

A survey of the development of the visual arts - architecture, sculpture, painting and minor arts - in the Western world, from prehistory through the Roman periods. Explores works of art within their historical, social, economic, political and religious contexts, as well as from the perspective of a formal analysis. Also listed as AR 360. Periodic offering. Fee.

**AR 261 History of Renaissance and Baroque Art**

3

The development of artistic expression from the early 14th century through the 19th century, including Northern and Italian Renaissance, Mannerism, Rococo, Neoclassicism and Romanticism. Architecture, sculpture, painting and the minor arts will be considered within both their cultural and visual contexts. Also listed as AR 361. Also listed as EMS 261. Fall semester. Fee.

**AR 263 History of Modern Art**

3

A survey tracing the roots of contemporary art, beginning with the modern works produced in the mid-19th century. Discussion and analysis focus on a wide range of traditional, non-traditional, and experimental media and techniques employed by modern artists to create unique visual expressions. Also listed as AR 363. Spring semester. Fee.

**AR 264 History of Medieval Art**

3

A survey course designed to investigate the artistic developments - architecture, sculpture, painting and the minor arts (tapestry, jewelry, goldsmithing, costumes) - significant to the Early Christian through Gothic periods. Considers artistic expression within the context of the culture that created it. Also listed as AR 364. Also listed as EMS 264. AR 260 recommended. Periodic offering. Fee.

**AR 266 History of Art of the United States**

3

A survey course tracing the history of artistic expression in the United States from the pre-Revolutionary period to postmodernism. Painting, architecture, and sculpture will be considered. Particular emphasis will be placed on issues of identity-national, ethnic, geographic, and gendered. Periodic offering. Fee.

**AR 267 Precolumbian Art and Architecture**

3

A survey of the major cultural traditions in Mesoamerica and the Andes before European contact, including the Maya, Inca, and Aztec cultures. Prominent forms of artistic production-architecture, sculpture, pottery, textiles-will be considered with particular emphasis on their cultural and political function within society. Also listed as LAS 267. Periodic offering. Fee.

**AR 268 History of Photography**

3

A survey of the history of photography from its invention in the 1830s to current practices. Considers various forms, functions, and movements in photography throughout history, while exploring the changing conceptualization and reception of the medium. Examines the relationship of photography to aspects of culture in both Europe and America. Periodic offering. Fee.

**AR 269 Modern Latin American Art**

3

A survey of the artistic production in Central and South America during the 20th century. Prominent avant-garde movements will be considered, such as muralism, neofiguration, and conceptualism. Explore how artists challenged politics and society in their own countries and influenced artistic practice around the world. Also listed as LAS 269. Periodic offering. Fee.

**AR 278 Scenography I**

3

A project based course introducing the principles of theatrical design and the historical development, continuum, and evolution of the values, methods, and theories of scenography. Emphasis will be on exploring the theatre design process, play analysis, visual arts analysis, research skills, and the application of principles and elements. The format of the course includes demonstrations of various design tools & methods, project lab sessions, discussion of scenographic theory and practices, and group critiques of the process and projects. Fall semester, even years.

**AR 301 Drawing III**

3

Advanced course. Student assumes greater responsibility for design of drawing problems, appropriate media and technique. Continued development of personal style, content and use of series or serial work. Prerequisite: AR 201. Periodic offering. Fee.

- AR 302 Figure Drawing I** 3  
Intermediate course using the human figure as subject. Variety of problems, media and techniques using the live model. Emphasis on observation, composition and content. Prerequisite AR 101. Periodic offering. Fee.
- AR 310 Painting II** 3  
Intermediate course. Mastery of painting technique. Development of personal style, content and imagery. Prerequisite: AR 210. Fall and spring semesters. Fee.
- AR 311 Watercolor II** 3  
Intermediate course. Development of personal imagery, style and content. Prerequisite: AR 211. Periodic offering. Fee.
- AR 314W Chinese Gardens and Temples** 3  
As part of the Whitworth in China program, Chinese Gardens and Temples is an art history survey of Chinese scholar gardens and traditional temple design and symbolism for students of all levels regardless of previous exposure to art history or Chinese culture. In addition to Chinese art and architectural history, related topics such as philosophy, religion, and intellectual history, will be studied from early history to the present day as they relate to the history of Chinese art, gardens and architecture within a social and political setting. The course will be taught in the English language on location in China.
- AR 315 Community Arts in Practice** 3  
An in-depth study of how the arts are practiced within a community setting. Explores the disciplines of art, theater, and music; students will study a variety of models of how each is used in the context of community development. Emphasis on the practical knowledge needed to execute a public art project. No prerequisites; however, some background in art is recommended. Periodic Offering.
- AR 321 Intermediate Printmaking** 3  
Further exploration of technical and aesthetic aspects of matrix-based art making. Individually directed projects emphasizing mixed- process printing. Prerequisite: AR 221. Fall Semester. Fee.
- AR 323 Typography I** 3  
Introduction to typography for designers. Covers the fundamentals of letter forms, spacing, and layout. Emphasis is on typesetting as well as creative and expressive use of lettering. Projects will be completed digitally and by hand. Prerequisite: AR 124. Also listed as EP 323. Spring semesters. Fee.
- AR 324 Graphic Design I** 3  
An introduction to the techniques and aesthetic approaches to digital art making. Students will be given the chance to develop and execute design and fine art ideas using digital image-making software programs. A beginning class for those considering the graphic and web design fields as well as those interested in using the computer as a fine art tool. Prerequisite: AR 120 and AR 124. Also listed as EP/VC 324. Spring Semester. Fee.
- AR 326 Web Design I** 3  
An introductory course in designing websites. Students will gain experience in creating and editing images for use on the web; organizing information and directory structures; building and maintaining webpages; applying design theory and page layout to create professional websites. Emphasis will be placed on overcoming the technical challenges associated with building webpages. Prerequisite: AR 120 and AR 124. Also listed as EP/VC 326. Periodic offering. Fee.
- AR 327 Intermediate Time-Based Art Making** 3  
An intermediate course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installations, motion pictures, or animation. Also addresses aesthetic and theoretical issues related to film making. Individually directed projects emphasizing editing and directing. A camera capable of creating video is required. Prerequisites: AR 227. Also listed as FVNS 327. Periodic offering. Fee.

- AR 331 Digital Photography II** 3  
Intermediate problems in digital photography/ computer manipulation of photographs. Digital SLR camera required. Prerequisite: AR 231. Fee.
- AR 340 Ceramics (Wheelwork) II** 3  
Studies will be directed toward specific individual needs as determined by experiences in previous ceramic courses. Students will exhibit work publicly. Prerequisite: AR 240 or AR 241. Fall and Jan Term. Fee.
- AR 341 Ceramics (Handbuilding) II** 3  
Studies will be directed toward specific individual needs as determined by experiences in previous ceramics courses. Students will exhibit work publicly. Prerequisite: AR 240 or AR 241. Spring semester. Fee.
- AR 343 Glass III** 3  
Projects in glass will be individually directed. Prerequisite: AR 243. Fee.
- AR 344 Elementary Art: Curriculum and Methods** 1  
A hands-on workshop course that emphasizes helping the elementary-education student become comfortable with the art experience and knowledgeable about the variety of media and techniques, safety information, stages of a child's artistic development, and methods of aesthetic evaluation. Emphasizes the art process rather than the product. The goal of the course is to help the future teacher gain an appreciation for children's art and an enthusiasm for art in general. Fall and spring semesters. Fee.
- AR 355 Sculpture I** 3  
Techniques and fundamentals of three-dimensional composition. Figurative and abstract problems using a variety of media: clay, wood, stone and found objects. Spring semester. Fee.
- AR 360 History of Ancient Art** 3  
A survey of the development of the visual arts-architecture, sculpture, painting, and minor arts-in the Western world, from prehistory through the Roman periods. Works of art will be studied within their historical, social, economic, political, and religious contexts, as well as from the perspective of a formal analysis. Students in this upper-division section will complete additional assignments. Periodic offering. Fee.
- AR 361 History of Renaissance/Baroque Art** 3  
The development of artistic expression from the early 14th century through the 19th century, including Northern and Italian Renaissance, Mannerism, Rococo, Neoclassicism and Romanticism. Architecture, sculpture, painting and the minor arts will be considered within both their cultural and visual contexts. Students in this upper-division section will complete additional assignments. Fall semester. Fee.
- AR 363 History of Modern Art** 3  
A survey tracing the roots of contemporary art, beginning with the modern works produced in the mid-19th century. Discussion and analysis focus on a wide range of traditional, non-traditional, and experimental media and techniques employed by modern artists to create unique visual expressions. Students in this upper-division section will write additional papers. Spring semester. Fee.
- AR 364 History of Medieval Art** 3  
A survey course designed to investigate the artistic developments-architecture, sculpture, painting and the minor arts (tapestry, jewelry, goldsmithing, costumes) significant to the Early Christian through Gothic periods. Artistic expression within the context of the culture that created it is considered. Students in this upper-division section will complete additional assignments. Periodic offering. Fee.
- AR 365W Contemporary Art Seminar** 3  
A survey of contemporary art and the elements that contribute to the practice of current visual culture. The history of art after 1940. Special attention to understanding the controversy and scandal associated with the beginning of the 21st century. Spring semester.



- AR 368 History of Photography** 3  
A survey of the history of photography from its invention in the 1830s to current practices. Considers various forms, functions, and movements in photography throughout history, while exploring the changing conceptualization and reception of the medium. Examines the relationship of photography to aspects of culture in both Europe and the US. Students in this upper-division section will complete assignments that require in-depth analysis and critical thinking.
- AR 378 Aesthetics** 3  
The nature of art, including purposes and theories, connections to beauty and truth and practical life, and moral implications of artworks. Recommended prerequisite: PH 110 or any of AR 260-264. Also listed as PH 368. Spring semester, odd years.
- AR 381 Art in France** 4  
Approximate 3-week study abroad with emphasis on visual art of the 20th century--major art movements, artists, visual elements and design principles. Venues in Paris and South of France: Museums, galleries, artist studios (as available). Class presentations, Journal entries incorporating concepts course concepts. Offered only in conjunction with full-semester Whitworth in France Study Program. Spring semester, every third year (2019,2022).
- AR 382 British Isles Arts & Crafts** 4  
A study of the visual arts - architecture, sculpture, painting, and decorative arts - in England, Scotland, Wales and Ireland. Museums, galleries, cathedrals, castles and other on-site artistic expressions will offer the student an opportunity to study firsthand the works of art in historical, cultural, and artistic contexts. Fee. Offered only in conjunction with the full-semester Whitworth British Isles Study Program. Fall semester, every third year. Fee.
- AR 383 Art and Architecture in Chicago** 3  
This course explores art and architecture in Chicago. The city is our classroom. Students will learn about the history of modern architecture by walking the streets and touring buildings. Inside museums and galleries, students will learn about art history and contemporary art. May Term study tour.
- AR 390 Internship** 1-4
- AR 399 Junior Exhibition Project** 1  
Students experience all the steps necessary to organize and install a group exhibition of artworks as preparation for the senior exhibition. Spring semester. Fee.
- AR 401 Drawing IV** 3  
Advanced course. Students assume responsibility for the design of one or more series of drawings employing their choice of media, technique, and imagery. Prerequisite: AR 301 or AR 302. Periodic offering. Fee.
- AR 402 Figure Drawing II** 3  
Advanced course in life drawing. Student assumes major responsibility for design of problems, including choice of media. Use of series to develop personal style, imagery, content, and refinement in drawings using the human figure as subject. Prerequisite: AR 302. Periodic offering. Fee.
- AR 410 Painting III** 3  
Advanced course. Student works in series. Refinement of technique and style to advance imagery and content. Prerequisite: AR 310. Fall and spring semesters. Fee.
- AR 411 Watercolor III** 3  
Advanced course in watercolor. Refinement of technique, personal visual statements. Prerequisite: AR 311. Periodic offering. Fee.
- AR 421 Advanced Printmaking** 3  
Individually directed projects. Prerequisite: AR 321. Periodic offering. Fee.

- AR 423 Typography II** 3  
Advanced work in typography for designers. Students will continue research into page layout and the aesthetics of letterforms. Projects will be completed digitally. Prerequisite: AR 101 and AR 323. Fall Semester. Fee.
- AR 424 Graphic Design II** 3  
Advanced work in design graphics. Students will continue research into the technical and aesthetic issues related to computer-generated artwork. Exploration of object-based, page-layout software and multimedia applications. Prerequisites: AR 101 and AR 324. Also listed as VC 424. Fall Semester. Fee.
- AR 426 Web Design II** 3  
Advanced work in designing webpages. Students will continue research into information and aesthetics on the web. Prerequisite: AR 326. Fee.
- AR 427 Advanced Time-Based Art Making** 3  
An advanced course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installation, motion pictures, or animation. Also addresses aesthetic and theoretical issues related to filmmaking. Individually directed projects emphasizing editing and directing. A camera capable of creating video is required. Prerequisite: AR-327. Also listed as FVNS 427. Fee.
- AR 431 Digital Photography III** 3  
Self-directed problems in digital photography/ computer manipulation. Digital SLR required. Fall semester. Prerequisite: AR 331. Fee.
- AR 435 Arts Administration** 3  
An in-depth study of the administration of community art projects. Topics include grant-writing, business plans, safety/liability, marketing and public relations. Emphasizes laying the groundwork for successful community art projects within the disciplines of fine arts, music and theater. No prerequisites; however, some background in art is recommended. Also listed as TA 435. Periodic offering. Fee.
- AR 440 Ceramics (Wheelwork) III** 3  
Students will design projects to meet their individual needs in specific areas. Ceramic works created as a series will be the focus. Prerequisite: AR 340 or AR 341. Fall and Jan Term. Fee.
- AR 441 Ceramics (Handbuilding) III** 3  
Students will design projects to meet their individual needs in specific areas. Ceramic works created as a series will be the focus. Prerequisite: AR 340 or AR 341. Spring semester. Fee.
- AR 443 Glass IV** 3  
Projects in glass will be individually directed. Fee. Periodic offering. Prerequisite: AR-343.
- AR 444 Secondary Art: Curriculum and Methods** 2  
Available for art-education majors/minors. Observation and analysis of middle (junior high) and high school teachers in a classroom setting. Includes teaching methods, curriculum objectives and evaluation, classroom organization.
- AR 455 Sculpture II** 3  
Prerequisite: AR 355
- AR 460 Seminar** 3  
This capstone course is designed as a transition for the art major between art in the college setting and art beyond college. Discussion and investigation will help the student gain a clearer understanding of the nature of art and the artist. Visits to artists' studios, art-related business, galleries and museums. Through an exchange of information, ideas and methodology with both peers and professionals, the student will have the opportunity to formulate personal ideas, opinions, and goals for a future in art. Prerequisite: Art major with senior standing. Fall semester.

**AR 478 Scenography II**

3

A project based course in theatrical design and the values, methods, and theories of scenography. Emphasis will be on the theatre design process, play analysis, visual arts analysis, research skills, and the application of principles and elements. The format of the course includes project lab sessions, discussion of scenographic theory and practices, group critiques of the process and projects, and creation of a professional design portfolio. Prerequisite: TA 278, AR 120, AR 124, or AR 220. Spring semester, odd years.

**AR 491 Independent Study**

1-4

**AR 499 Senior Exhibition Project**

2

Required of all majors in painting/drawing, printmaking, graphic design, and three dimensional ceramics, sculpture, mixed media) art tracks. Students complete and exhibit original artworks. Review by all faculty. Spring semester. Fee.

**Fine Arts Courses**

**FA 101 Introduction to the Fine Arts**

3

Integrates the disciplines of art, music, theatre and dance into an examination of the fine-arts experience. Examines elements, media, expressiveness. Periodic offering.

**FA 300 British Culture through the Arts**

3

Experience various aspects of English theatre and British culture through three weeks in London. Students are required to visit museums, art galleries, cathedrals, universities and other places of historical and cultural significance, as well as multiple chosen theatre and music events. Priority will be given to junior/senior students. Graded S/NS. Periodic Jan Term.

**FA 301 Power and Politics of Art: Italy/Germany**

3

Exploration of the arts (primarily visual arts and music) in Rome, Florence, and Berlin, with emphasis on the arts in relation to history, culture, and political systems. Jan Term, odd years.

**FA 304 The Arts in Christian Worship**

3

Explore the ways that the arts have shaped and been shaped by Christian worship practice from the early church to the present, through study in Rome, Taize, and London. Students will visit cathedrals, museums, and other places of historical and cultural significance. Jan Term, even years.

**FA 305 Christianity and the Arts in Italy**

3

This course will lead students to the following Italian cities: Milan, Venice, Florence, Siena, Assisi and Rome. The goals of this program are to study and analyze historical and religious developments of Christianity in Italy with an additional emphasis on Christian fine arts. Students will face important political, religious and artistic issues that have shaped Italian Christianity and culture in the past and present. Periodic offering.

**FA 309 Power and Politics of Art Prep Course**

1

A survey of European art, history, and culture for students enrolled in the Jan Term Power and Politics of Art study program. Fall semester, even years. Must be accepted for Jan Term Power and Politics of Art study program.

**FA 365 Fine Arts Culture in Britain**

3

Taught when a faculty member from the Whitworth Theatre, Music or Art Department is part of the study program to the British Isles. Periodic offering.

**Humanities Courses**

**HU 200 Introduction to Culture British Isles - Abroad**

1

This course will provide a survey of the art, history, and literature of England, Ireland, Scotland, and Wales. Required for and exclusive to students participating in the British Isles Study Program. Jan Term, every third year.

**HU 201 International Films**

1

Professors from different disciplines present seven international films; students view films together and react to them through short papers. Learn about international cinematic traditions and film history. Also listed as FVNS 201. Fall semester.

**HU 226H Arthurian Legends in French Literature**

3

This course will examine Arthurian legends as recorded in the literary oeuvre of Chretien de Troyes of France. Students will read the original unfinished version of the quest of the Holy Grail and devise and film their own unique ending to this enduring legend. Also listed as EMS 226H. Fall semester. Periodic offering.

**HU 302 French Civilization - Abroad Program Preparation**

2

A survey of French history from the Gauls and Romans through the 19th century, with emphasis on contemporary French culture. Required for and exclusive to students participating in the France Study Program. Fall semester, every third year preceding the program.

**HU 314 Tanzania Study Program: Preparation Course**

1

This course is designed to equip you with the academic and logistical background you need to thrive on the Tanzania Study Program. The preparation course will prepare you to live in east Africa for a semester, and will include a primer for the courses you will take while in Tanzania.

**HU 349 Introduction to Thailand Studies**

2

Preparation for Jan Term in Thailand.

**HU 350 Thailand Study Program**

3

See WGS 350.

asianstudies@whitworth.edu

The Asian studies minor was created out of recognition that the vast region labeled “Asia” has greatly influenced, and continues to influence, human experience throughout the world. Whether Asia is viewed as a source of world religions, half the earth’s population, and much of the economic growth of the last few decades, or as a microcosm of the diversity of political and economic policies, it is clear that gaining a better understanding of Asia requires an interdisciplinary approach. The Asian studies minor builds upon the strengths of courses in the social sciences and humanities that focus on Asia or on particular Asian countries. The confluence of these courses allows students to develop an integrated understanding of the region, to read difficult texts, to understand and formulate abstract ideas, and to make informed judgments about a world of many cultures. This focus on the “other” is fundamental to all students’ understanding of their own culture and to the values that shape their worldview. From this understanding, it is hoped that students can begin to construct bridges across cultures.

The learning outcomes of the Asian studies minor prepare the student to do the following:

- Use an interdisciplinary framework to understand a foreign culture.
- Understand and reflect on the cultures of Asia in relation to the student’s own culture.
- Read and speak Japanese or Chinese at a level sufficient to begin study in either country.
- Augment a student’s major coursework with a concentration in Asia.
- Understand the role that Asia plays in shaping the contemporary world, as well as the ways in which outside forces have shaped Asia.

## Requirements for an Asian Studies Minor (18)

Language: proficiency at the 202 level in Japanese or Chinese (no more than six language credits can count toward the minor)

Additional courses (must take courses in at least two disciplines):

AS/AR 114	Chinese Gardens and Temples
AS/HI 102	The Pacific World
AS/HI 104	Political History of Beijing
AS/HI 105	Cultural Odyssey of China
AS/HI 304W	Political History of Beijing
AS/HI 305W	Cultural Odyssey of China
AS/HI 345	Cultural History of China and Japan
AS/PH 256	Asian Philosophy
AS/PO 247	Contemporary Korea
AS/HI 346	Modern China and East Asia
AS 344	Contemporary China and East Asia (Cross-listed as PO 346)
AS/PO 347	Globalization in Southeast Asia
AS/WGS 350	Thailand Study Program

See advisor for current applicable courses.

Foreign study: Students pursuing an Asian studies minor must complete at least three of their credits through a foreign study experience in an Asian country.

## Courses

AS 102	The Pacific World (Cross-listed as HI 102)	3
AS 104	Political History of Beijing (Cross-listed as HI 104)	3
AS 105	Cultural Odyssey of China (Cross-listed as HI 105)	3
AS 114	Chinese Gardens and Temples (Cross-listed as AR 114)	3
AS 247	Contemporary Korea (Cross-listed as PO 247)	3
AS 256	Asian Philosophy (Cross-listed as PH 256)	3
AS 300W	Christianity in Asia (Cross-listed as HI 300W)	3
AS 304W	Political History of Beijing (Cross-listed as HI 304W)	3
AS 305W	Cultural Odyssey of China (Cross-listed as HI 305W)	3



AS 307W	History of Chinese Literature (Cross-listed as HI 307W)	3
AS 344	Contemporary China and East Asia (Cross-listed as PO 346)	3
AS 345	Cultural History of China and Japan (Cross-listed as HI 345)	3
AS 346	Modern China and East Asia (Cross-listed as HI 346)	3
AS 347	Globalization in Southeast Asia (Cross-listed as PO 347)	3
AS 350	Thailand Study Program (Cross-listed as WGS 350)	3
AS 359	Introduction to Technology & Culture: Study Abroad Program Preparation (Cross-listed as CS 359)	1
AS 381	International Business Abroad (Cross-listed as BU 381)	3

# Biology

The Whitworth Biology department desires to broadly educate students in the fundamentals of biological processes and organismal diversity, to train students in the practice of science, and to instill an ethic of scientific responsibility in a complex world. Ultimately, this experience will inform their worldview, their understanding of God, and their role in society.



The learning outcomes of this major prepare students in the following areas:

## Content

Graduates should have a broad base of factual information and principles in biology, including basic knowledge of all major organismic groups, biochemistry and metabolism, as well as the structural and functional components at all levels of biological organization. In addition, they should have reasonable depth in one sub-discipline of biology.

**Synthesis:** Graduates should be able to integrate and synthesize material from different sub-disciplines of biology. This goes beyond simply having knowledge of different areas, and should integrate sub-disciplines of biology, relating biological processes at various levels of organization.

## Communication

Biology graduates should be able to communicate with professional and lay audiences about biology. This skill includes the ability to communicate coherently in both oral and written forms, in plain language, about biological matters, and the ability to use discipline-specific formats, as appropriate, for professional audiences.

## Critical Thinking

Graduates should be able to interpret biological research reports and journal articles and to analyze data. They should have the ability to design a useful, workable experiment to address a particular biological question and should be able to use problem-solving skills to modify a planned experimental approach.

## Technical Proficiencies

Graduates should demonstrate basic laboratory “bench” skills common to the discipline (e.g., using a microscope, performing dilutions, operating a spectrophotometer); be familiar with field techniques such as sampling, habitat analysis, and collecting and preserving samples; follow and use experimental protocols, including recording and maintaining accurate data records; and understand the factors involved in maintaining and handling organisms – plants, animals and microbes – for study.

## Research

The ability to conduct a research experiment incorporates many of the goals the faculty would like students to achieve – knowledge of content, synthesis, technical proficiencies and communication skills.

## Requirements for a Biology Major, B.A. (45)

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
One of the following:		3

BI 311	General Biochemistry	
CH 401	Biochemistry I	
Approved upper-division biology electives *		24
(For teacher certification, 4-12 endorsement, BI 333, 363 and 345 must be included.)		
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 271	Organic Chemistry I	3

(No more than four credits of internships, independent study or cooperative studies, no more than two credits of teaching assistantships, no more than four credits of BI 400 – Biological Research, and no more than 6 total credits for any combination of the above will apply to the degree program.)

\* One writing-intensive biology course is required.

For teacher certification (4-12 endorsement), the following additional courses are also required:

MA 256	Elementary Probability and Statistics	3
EDU 455	Science in Secondary School	2

All endorsements subject to change; see School of Education for updated requirements.

### Requirements for a Biology Major, B.S. (58-59)

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4

One of the following: 4

BI 345 Ecology

or BI 396 Global Change Ecology

One of the following: 4

BI 363 Genetics

BI 399 Molecular Genetics (\*)

One of the following: 4

BI 323 Animal Physiology

BI 331 Plant Physiology

BI 447 Microbial Physiology

One of the following: 3-4

BI 354 Developmental Biology

BI 399 Molecular Genetics (\*)

BI 412 Cell Physiology

One of the following: 3

BI 311 General Biochemistry

CH 401 Biochemistry I

May be used to fulfill only one of the requirements, not both.\*

Approved upper-division biology electives 12

(For teacher certification, 4-12 endorsement, BI 333, 363 and 345 must be included.)

CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
PS 151	General Physics I ***	3
PS 151L	General Physics I Lab	1

PS 153	General Physics II ***	3
PS 153L	General Physics II Lab	1

(No more than four credits of internships, independent study or cooperative studies, no more than two credits of teaching assistantships, no more than four credits of BI 400 – Biological Research, and no more than 6 total credits for any combination of the above will apply to the degree program.)

- \* If used to meet this requirement, cannot be used to meet the physiology or upper division elective requirements
- \*\* One writing-intensive biology course required.
- \*\*\* PS 151 has a prerequisite of MA 171 (Calculus I) and PS 153 has a prerequisite of MA 172 (Calculus II).

For teacher certification (4-12 endorsement) the following courses are also required:

EDU 455	Science in Secondary School	2
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All endorsements subject to change; see School of Education for updated requirements.

## Requirements for a Biology Minor (20)

All endorsements subject to change; see School Education for updated requirements.

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
Approved upper-division biology electives		12

For Washington state endorsement in biology, BI 333, BI 363 and BI 345 must be included and the following additional courses are required:

* If used to meet this requirement, cannot be used to meet upper division elective requirement.		
MA 256	Elementary Probability and Statistics	3
EDU 455	Science in Secondary School	2

## Environmental Studies Minor (21-23)

Requirements for the Environmental Studies minor are listed in the Environmental Studies page (p. 143).

### Au Sable Institute

The Au Sable Institute is a Christian environmental-stewardship institute whose mission is to work to bring healing and wholeness to the biosphere and the whole creation through academic programs, research projects and educational outreach. Whitworth is a participating member of the institute. Coursework taken through the institute can be counted as elective credit toward completion of a biology degree. The following courses (this is a partial list) are offered during the summer at the Au Sable Pacific Rim campus (on Puget Sound, near Seattle). Other courses are offered at the following campuses: Au Sable Great Lakes (in the Great Lakes Forest, Mich.), Au Sable East (on the Chesapeake Bay, in Virginia), Au Sable Africa (near Nairobi, Kenya), and Au Sable India (in Tamil Nadu, South India). A full listing of Au Sable courses is available in the biology department.

#### BIO 266 Natural History of the Pacific Northwest (3)

Biology and environment of plants and animals, nature of the physical environment, and biogeography of the Pacific Rim, from a stewardship perspective.

#### BIO 311 Field Botany (4)

Field identification and ecology of vascular plants as components of natural communities. Emphasis is placed upon on-site examination of plants in communities of the region. Ecological features such as community stratification and plant zonation along ecological gradients are examined. Prerequisite: one year of introductory biology or one semester of botany.

#### BIO 324 Natural Resources Practicum (4)

Environmental analysis and natural resources in relation to people and policy in the Pacific Rim. The focus is on local and regional environmental issues and policy in the context of environmental stewardship. It deals with the topics of old-growth forests, endangered species, fisheries issues,

conservation of wild nature, international environmental issues in the Pacific Rim, land tenure and environmental stewardship.

#### **BIO 359 Marine Mammals (4)**

Biology, behavior, ecology, identification, and conservation of the marine mammals of the Pacific Rim. Work covers some of the major habitats in Puget Sound, with particular attention to the diving physiology, social behavior, and communications of whales and seals. Prerequisite: one year of general biology or one semester of zoology.

#### **BIO 417 Marine Stewardship (4)**

Stewardship of marine habitats and marine organisms in the context of environmental issues and policy. Includes developing an understanding of the structure, function, and conservation issues regarding biotic communities and ecosystems of coastal zone, estuaries, islands and the sea. Prerequisite: one year of general biology.

#### **BIO 477 Plant Ecology (4)**

Interrelationships between plants and their physical and biotic environments; plant-animal interactions; plant community composition and development; and modern methods of ordination and quantitative analysis with applications to conservation and stewardship. Prerequisite: one year of biology and one course in ecology.

#### **BIO 499 Biological Research (1-6)**

Participation in an ongoing research project of the institute, or a research project conducted concurrently with an advanced course. Prerequisite: permission of professor or concurrent enrollment in an advanced course.

### **Interdisciplinary Courses**

#### **STEM 115 Preparing for a STEM Career**

1

Students will learn about the type of scientific work they would enjoy, explore scientific careers, hear guest speakers, and understand the preparation necessary at the undergraduate level in order to succeed in their chosen career. Spring semesters. Recommended standing: Freshman.

#### **STEM 151 Seminar for Health Professions**

1

A seminar to introduce students to the pre-health fields. Visiting speakers will represent medical, dental and veterinary fields. Course will also cover specifics of courses, majors, and other issues related to pre-health fields. Spring semester.

#### **STEM 351 Preparatory Seminar: Health Professions**

1

A cross-disciplinary course focusing on synthesis of general biology, general chemistry, general physics, organic chemistry, physiology, NMR and IR spectroscopy. Strategic course for learning to apply introductory science/math knowledge to questions involving higher-order content. Intended for students planning to take the Medical College Admissions Test, Dental Aptitude Test, or veterinary-school entrance exams. Intended primarily for students in their junior or senior year. Students will prepare for health professions both in terms of the entrance exams and by researching each school's focus and prerequisites. Prerequisites: BI 140, BI 141, CH 161, CH 181, CH 271, CH 278, PS 151, and PS 153.

### **Courses**

#### **BI 102 Introductory Biology**

3

Contemporary understanding of the basic organization and function of biological systems and the nature and interdependence of living organisms. Emphasis on cell structure, the diversity of organisms, and physiology. Lab. Meets natural science requirement. Also listed as ENS 102.

#### **BI 102L Lab: Introductory Biology**

0



- BI 104 Human Ecology** 3  
Nature, dynamics and interdependence of ecosystems in relation to the human biological and cultural niche. The ecological principles of energy flow, nutrient cycling, succession, limiting factors, species diversity and symbioses are utilized to diagnose global environmental problems such as global warming, acid precipitation, ozone depletion, desertification, species extinction, deforestation and resource depletion. No lab. For non-science majors. Periodic offering.
- BI 105 Plants in Culture** 3  
Basic structures and life processes in plants. Survey of historical and contemporary uses of plants. Focus on ways in which human life is physically dependent on plants, and on the many ways in which human cultures reflect the specific plants available to them. No lab. For non-science majors. Meets natural science requirement. Also listed as ENS 105. Periodic offering.
- BI 107 Infectious Diseases** 3  
Introduction to the structure, function and diversity of microorganisms that cause human disease. Microbial infections that complicate exposure to vacation climates, pets, recreational activities and exotic cuisine will be emphasized. For non-science majors. Meets natural science requirement. Periodic offering.
- BI 108 Biology of Sex & Gender** 3  
Investigation of the biological basis of gender variation, sexual identity, reproduction and sexual development. Emphasis given to the developmental biology, neurobiology, endocrinology and physiology underlying human male and female form and function. No lab. For non-science majors. Meets natural science general requirement. Also listed as WGS 108. Periodic Jan Term offering.
- BI 110 Introduction to Human Genetics** 3  
Mechanisms of inheritance which account for the vast genetic diversity within the human species, hereditary disease and genetic therapy, human genome project. No lab. For non-science majors. Periodic offering. Meets natural science requirement.
- BI 111 Marine Biology** 3  
Introduction to life in the sea. Emphasis on the diversity of marine organisms and adaptations to marine habitats, marine ecosystems and food webs. No lab. For non-science majors. Meets natural science requirement. Also listed as ENS 111. Jan Term. Periodic offering.
- BI 112 Biology of Northwest Agriculture** 3  
The biological concepts that underlie current topics in agriculture of the Northwest will be discussed. Popular views of the biological factors thought to play a role in agriculturally related issues will be compared to established hypothesis and theories. Meets natural science requirement. Jan Term. Periodic offering.
- BI 113 Biological Evolution** 3  
Introduces major principles of evolutionary biology, including concepts of evolutionary genetics, adaptation and natural selection, and speciation and macroevolution. Contemporary controversies surrounding the teaching of evolution are also discussed. No lab. For non-science majors. Meets natural science requirement. Jan Term. Periodic offering.
- BI 114 Resurrection Science** 3  
This course will cover basic topics such as: how the genome (DNA) instructs cells to become a living organism, genome editing (mutations), de-extinction (bringing back extinct species), as well as the interdependence of organisms world-wide. We will also examine the possibility of a major human extinction event, and the potential to re-build our global society if one was to occur. An important aspect of the course will address the ethical decisions we face regarding the use of genome editing technologies and how they should be regulated. In connection with this we will examine how we can cooperate on a global scale to rebuild from major extinction events, which may or may not be related to consequences of our actions!
- BI 115 Conservation & Human Rights** 3  
Conservation of natural resources occurs in cultural contexts. Overview of the science behind conservation efforts. Consideration of costs and benefits for particular human groups.

- BI 120 Introduction to Environmental Science** 3  
 Overview of how science informs our approach to environmental concerns, with application to specific current environmental challenges, including water resources, energy, land use, biodiversity, and global change. Also discussed how faith integrates with science to shape our approach to the environment. Meets natural science requirement. Also listed as ENS 120. Spring semester.
- BI 120H Introduction to Environmental Science** 3  
 Overview of how science informs our approach to environmental concerns, with application to specific current environmental challenges, including water resources, energy, land use, biodiversity, and global change. Also discussed how faith integrates with science to shape our approach to the environment.
- BI 140 General Biology I: Genes, Cells and Evolution** 4  
 Introduces cells as the structural and functional units of living systems, emphasizing molecular characteristics of cellular and biochemical processes in the context of cellular and subcellular organization. Topics covered include basic biological chemistry, cell and virus structure, energy utilization and metabolism, viral and cellular reproduction, genetics, evolutionary theory, systematics and phylogeny. In the laboratory portion of the course, students investigate cell structure, function, and genetics. This course is part of the introductory sequence of courses designed to assist students in developing critical reasoning skills and the necessary conceptual framework for advanced study in biology. Meets natural science requirement. Fall semester.
- BI 140L General Biology I: Genes, Cells and Evolution Lab** 0
- BI 141 General Biology II: Organismal Biology** 4  
 Evolutionary origin, taxonomic classification and unique anatomical, physiological and behavioral adaptations of protists, fungi, green plants, and animals. Lab. Prerequisite: BI 140. Spring semester.
- BI 141L General Biology II: Organismal Biology Lab** 0
- BI 204 Medical Microbiology** 4  
 Microorganisms, especially bacteria and viruses of medical importance. Basic structure and physiology of microorganisms, principles and control of growth, antibiotics, a survey of infectious disease. Prerequisite: CH 102. Spring semester. For nursing majors only or by instructor permission.
- BI 303 Plant Taxonomy** 4  
 History, theories and methods of classification, identification, nomenclature and description. Role of taxonomy as a biological discipline. Types of taxonomic evidence. Descriptive terminology. Survey of selected families. Lab focuses on use and construction of diagnostic keys, identification of local flora, preparation of field data records and herbarium specimens. Lab. Prerequisites: BI 140 and BI 141. Also listed as BI 303W and ENS 303. Spring semester, even years.
- BI 303L Lab: Plant Taxonomy** 0
- BI 304 Ecological Measures** 4  
 This course will explore a number of fields of ecological research and management, focusing first on the reasons for measuring ecosystem attributes pertinent to each field, as well as covering sampling design, analysis, and common measurement techniques. Three required Saturday field trips. Prerequisite: BI 345. Also listed as BI 304W and ENS 304. Fall semester.
- BI 304L Lab: Ecological Measures** 0  
 See BI-304.
- BI 305 Landscape Ecology** 4  
 Landscape ecology is the study of the causes and consequences of landscape-scale pattern and process. Topics will include ecological scale, restoration ecology, disturbance ecology, ecological modeling, and geospatial ecological techniques. Includes 1 Saturday field trip. Prerequisite: BI 345. Also listed as BI 305W and ENS 305. Spring semester. Periodic offering.

<b>BI 305L Lab: Landscape Ecology</b>	<b>0</b>
<b>BI 308 Biology of HIV/AIDS</b>	<b>3</b>
Explores the biological, socioeconomic, political and religious factors that influence the transmission, life cycle, pathogenesis and treatment of the human immunodeficiency virus (HIV). No lab. Prerequisites: BI 140, BI 141 and BI 311. Jan Term, periodic offering.	
<b>BI 311 General Biochemistry</b>	<b>3</b>
General biochemistry course for biology majors. Focus on biopolymers, energy flow and chemical processes in living systems. No lab. Prerequisites: BI 140 & BI 141, CH 161, CH 181 & BI 271. Every semester.	
<b>BI 312 Vocational Preparation for Biology Grad School</b>	<b>1</b>
This course focuses on how to apply successfully to a biology graduate program suited to the students future vocational goals. Improving skills that engage primary literature is also addressed. Various speakers will share information about graduate programs and their personal professional trajectories.	
<b>BI 321 Invertebrate Biology/Symbiosis</b>	<b>3</b>
Invertebrate Biology takes a thematic, non-phylogenetic approach to invertebrate animals, the various phenomena they exhibit, and appreciation for the diversity of solutions they employ in the common challenges of life. Symbiotic biology examines the major categories of interdependent associations involving partners in all five kingdoms. Mechanisms by which symbioses are established, maintained and propagated, and the ecological and evolutionary significance of such relationships are examined.	
<b>BI 323 Animal Physiology</b>	<b>4</b>
Anatomical, physiological and behavioral adaptations of animals to their particular habitats. Lectures focus on respiration in air and water, circulation, metabolism, temperature limits and thermoregulation, osmotic adaptations and excretion, and amoeboid, flagellar, ciliary, and muscular movement. Lab. Prerequisites: BI 140, BI 141, CH 271 and BI 311 or CH 401. Also listed as BI 323W. Junior standing. Fall semester.	
<b>BI 323L Lab: Animal Physiology</b>	<b>0</b>
<b>BI 324 Animal Behavior</b>	<b>4</b>
The study of the mechanisms and evolution of animal behavior. Topics include methods of observation and quantification of behavior, natural selection, sexual selection, evolution of animal choice, and the biological basis of all social interactions. Lab. Prerequisites: BI 140 and BI 141. Also listed as ENS 324. Also listed as BI 324W. Fall semester, odd years.	
<b>BI 324L Lab: Animal Behavior</b>	<b>0</b>
<b>BI 331 Plant Physiology</b>	<b>4</b>
Water relations, mineral absorption and nutrition, translocation mechanisms, respiration, photosynthesis, nitrogen metabolism, growth regulators, photomorphogenesis, senescence and stress physiology. Focus on vascular plants. Lab emphasizes whole organism responses. Prerequisites: BI 140, BI 141, BI 311, and CH 271. Also listed as BI 331W and ENS 331. Spring semester, odd years.	
<b>BI 331L Plant Physiology Lab</b>	<b>0</b>
<b>BI 333 Evolutionary Biology</b>	<b>3</b>
Study of the evolutionary paradigm that unifies the science of biology. Origin, refinement and the contemporary form of evolutionary theory, with the objective of understanding its use in organizing the data, ideas and research of the biological sciences. The study will critique some of the popular caricatures of the evolutionary paradigm. No lab. Prerequisites: BI 140 and BI 141; junior standing recommended. Also listed as BI 333W and LS 333. Spring semester, even years.	

- BI 339 Intro to Field Studies** 1  
Theoretical and logistical preparation for the field study tour the following Jan Term. Activities will prepare students for field work at an off campus location. Permission of instructor only. Limited enrollment. Prerequisites: BI 140, BI 141 and BI 345. Fall semester.
- BI 341 Central American Field Ecology** 4  
Field-based course that provides a unique context to perform student designed research in three Central American ecosystems in Costa Rica. Course will focus on field data collection, analysis, and reporting for ecological systems. Requires extensive time outdoors in conditions ranging from wet and cold to hot and dry. Also listed as ENS 341.
- BI 345 Ecology** 4  
Fundamental relationships and processes by which organisms interact with each other and their physical environment. Focus on physiological adaptations, population growth and regulation, community and ecosystem structure and function, and biogeography. Lab. Prerequisites: BI 140 and BI 141. Also listed as BI 345W and ENS 345. Spring semester.
- BI 345L Lab: Ecology** 0
- BI 346 Field Parasitology** 3  
Field-based course exploring the interaction between parasites and hosts. Parasites in Northeastern Washington will be studied in relation to prevalence, location and affect upon the host. Organisms in the animal, plant, fungi, and protista kingdoms will be considered. Lab. Prerequisites: BI 140, BI 141, BI 345, and BI 323 or BI 331. By permission of instructor. Periodic Jan Term offering.
- BI 350 Comparative Vertebrate Anatomy** 4  
Variations of the basic vertebrate theme that enable the species within the group to exploit the particular environment. Evolutionary development of major organ systems within vertebrate classes. Anatomical features of carnivore, herbivore and omnivore mammals will be discussed in detail. Lab. Prerequisites: BI 140 and BI 141. Also listed as BI 350W. Spring semester.
- BI 350L Lab: Comparative Vertebrate Anatomy** 0  
Lab section for BI 350.
- BI 354 Developmental Biology** 4  
Developmental processes and patterns of form and function in multicellular organisms, particularly animals. Emphasis on molecular, cellular and environmental factors regulating gene activity, cellular differentiation, and pattern formation during various developmental sequences. Descriptive, comparative and experimental lab activities focus on chordate embryology, specifically gametogenesis, fertilization, cleavage, gastrulation and organogenesis. Prerequisites: BI 140, BI 141 and BI 311; junior standing. Also listed as BI 354W and LS 354. Fall semester. Annually.
- BI 354L Lab: Developmental Biology** 0
- BI 363 Genetics** 4  
Mechanisms that contribute to and maintain intraspecific diversity: meiosis, allelic segregation, chromosomal assortment, dominance-recessive allelic relationships, hybridization, multiple alleles, epistasis, linkage and recombination, polygenic inheritance and mutation. Population genetics, especially the factors that alter relative frequencies of gene pool alleles. Genetic molecules and the processes by which they are replicated, mutated and expressed. Human genetic diseases. Lab. Prerequisites: BI 140, BI 141 and CH 271. Also listed as BI 363W. Fall semester.
- BI 363L Lab: Genetics** 0  
Corequisite course: BI 363.
- BI 369 Mycology** 4  
Aspects of growth, metabolism, genetics and environmental modification peculiar to fungi. Distinguishing characteristics of major fungal groups. Lab. Prerequisites: BI 140, BI 141 and BI 311. Also listed as BI 369W and ENS 369.

<b>BI 369L Lab: Mycology</b>	<b>0</b>
<b>BI 370 Bacterial Pathogenesis</b>	<b>4</b>
<p>This course uses the latest experimental research to help students explore the mechanisms by which bacterial pathogens cause infection and disease in humans. The focus is on the growing understanding of the underlying similarities among pathogens and their mechanisms of pathogenesis. Students will learn how to read and interpret the primary scientific literature in bacterial pathogenesis. They will also learn microbiological laboratory techniques, and apply them in experimental problems. Prerequisites: BI 140, BI 141, BI 311 or CH 401. Also listed as BI 370W. Fall.</p>	
<b>BI 399 Molecular Genetics</b>	<b>3</b>
<p>Contemporary molecular genetics: the organization, storage, retrieval and transfer of genetic information at the molecular level. Topics include the chemical and physical properties of nucleic acids, DNA replication, transcription, translation, mutagenesis, DNA repair, gene regulation and expression, techniques of experimental molecular biology and applications to biotechnology. Viral, prokaryotic, and eukaryotic systems examined. Prerequisites: BI 140, BI 141, and BI 311; junior standing. Also listed as BI 399W. Spring semester.</p>	
<b>BI 399L Molecular Genetics Lab</b>	<b>1</b>
<p>Techniques for manipulation and study of DNA. Co-requisite: BI 399 or BI 399W.</p>	
<b>BI 400 Biological Research</b>	<b>1-4</b>
<p>Individual student experimental-laboratory or field-research projects. Projects to be approved by department faculty. Prerequisite: BI 140, BI 141 and BI 311 and upper-division coursework in biology and other sciences pertinent to research project. Fall and spring semesters, Jan Term and summer.</p>	
<b>BI 401 Seminar</b>	<b>1</b>
<p>Presentation and discussion of results of literature and laboratory investigations of biological phenomena. Departmental sessions. Prerequisites: 12 credits of 300- or 400- level biology courses. Periodic offering.</p>	
<b>BI 404 Neurophysiology</b>	<b>3</b>
<p>Structural and functional aspects of the central nervous system of mammals. Basic neuroanatomy, nerve transmission, synaptic function and neuronal control mechanisms. Current research and contemporary topics related to central nervous system function will be investigated. Prerequisite: BI 140, BI 141, and BI 311 or CH 401. Also listed as BI 404W. Spring semester, odd years.</p>	
<b>BI 412 Cell Physiology</b>	<b>3</b>
<p>Cell ultrastructure and molecular aspects of cell function. Emphasis on structural and molecular organization of eukaryotic cells and organelles, the regulation and compartmentalization of metabolic activities, cell cycles and reproduction, cellular differentiation and cell interactions. No lab. Prerequisites: BI 140, BI 141, and BI 230, BI 311 or CH 401. Junior standing. Also listed as BI 412W. Spring semester, even years.</p>	
<b>BI 447 Microbial Physiology</b>	<b>4</b>
<p>Ultrastructure, metabolic variations, genetics, ecology and evolution of prokaryotic organisms. Emphasis on the importance of bacteria in the study of various biological processes, as well as on the practical and technological importance and ecological significance of bacteria. Laboratory focus on techniques for isolating, culturing, and identifying bacteria, and on characterizing and studying their genetic and metabolic processes. Prerequisites: BI 140, BI 141 and BI 311. Also listed as BI 447W.</p>	
<b>BI 447L Lab: Microbial Physiology</b>	<b>0</b>



**BI 448 Environmental Microbiology**

4

This course will examine the applied effects of microorganisms on the environment and on human activity, health and welfare. The role of microbes in municipal waste treatment, bioremediation and agriculture will be discussed. The laboratory component of the course will explore the detection and quantitation of microbial activity, including cultural, microscopic, physiological and molecular approaches. Prerequisites: BI 140, BI 141 and CH 271. Also listed as BI 448W and ENS 448. Spring semester, odd years.

**BI 448L Lab: Environmental Microbiology**

0

# Business & Economics

The Whitworth School of Business comprises the department of business & economics, the organizational management program for the adult learner seeking a baccalaureate degree, and the following graduate programs: the master in business administration (MBA) and the MBA in international management (MBA in IM).



The mission of the Whitworth School of Business is to provide "an education of mind and heart" in the liberal arts tradition, focused on business as a Christian vocation. We develop principled and moral leaders through an integrated curriculum that emphasizes technical expertise, practical application, and experiential learning, for the purpose of developing responsible and competent professionals engaged with their communities and world.

The learning outcomes of these programs prepare students to do the following:

- Understand the sources and uses of data and know how to evaluate and use data and other information.
- Think and function independently as professionals, and in particular to be able to foresee and solve problems.
- Understand the legal, economic, business and organizational cultures and environments that frame professional work.
- Communicate well.
- Begin to be able to integrate spiritual and ethical values with those of the student's chosen professional vocation.

**School of Business Residency Policy:** The Whitworth School of Business requires that students complete at least 50 percent of all upper-division core business courses and at least 50 percent of their concentration requirement courses at Whitworth University.

**Double-Concentration Policy:** Students who concentrate in more than one business area will not be allowed to count a course (with the exception of the business core requirements) for more than one business concentration.

## Organizational Management and Management & Accounting Degree Programs:

For program and course description information, see Undergraduate-Adult Degree Programs (p. 338).

## Prerequisites for all Department of Business & Economics Concentrations and Minors

A grade of "C" or better is required for the prerequisites listed below.

1. Prior to the sophomore year:

CS 125	Business Information Systems	3
Requirement for Economics or Finance concentrations.		4
One of the following:		
MA 158	Calculus for Social Sciences	
MA 171	Calculus I	
Requirement for concentrations other than Economics or Finance.		4
One of the following:		
MA 108	Finite Mathematics for Social Sciences	
MA 150	Pre-Calculus	

MA 158	Calculus for Social Sciences
MA 171	Calculus I

2. Prior to, or during, the junior year:

MA 256	Elementary Probability and Statistics	3
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### **Business Core Requirements (45)**

BU 218	Marketing	3
BU 230	Financial Accounting	3
BU 231	Managerial Accounting	3
BU 240	Business Law	3
BU 274	Principles of Management	3
EL 211	Professional Writing	3
BU 311	Principles of International Business	3
BU 357	Financial Management	3
BU 410	Global Strategic Management	3
BU 450W	Social and Ethical Issues in Business and Economics	3
EC 210	Principles of Microeconomics	3
EC 211	Principles of Macroeconomics	3
Two of the following electives:		6

BU 305	Dean's Executive Speaker Series
BU 341	Customer Relationship and Channel Management
BU 363W	Small Business Management
BU 402	International Management
BU 453W	Organizational Theory
BU 463	Project Management
BU 490	Internship
EC 245	Economics of Social Issues
EC 250	Environment and Society
EC 301	Money and Banking
EC 365W	History of Economic Thought
EC 325	Economic Development
LS 350	Transforming Leadership
LS 455	Chaos Theory, Leadership and Management
PO 353	International Political Economy

Note: BU 296, 396, and 496 courses will apply toward this requirement. See advisor for details.

Note: A student declared under one of the listed concentrations can take a required course for a different concentration as their core elective as long as the prerequisites are met. Students may not use the same course as an elective and as a required course should they decide to change concentrations.

One of the following (Experiential Requirement): 3

BU 405	Business Plan Preparation
BU 406	Business Plan Competition
BU 480	Field Studies
BU 490	Internship
BU 491	Independent Study

One of the following (Global Understanding Requirement):  
(to be approved by advisor prior to graduation)

-Participate in a Whitworth Study Abroad Program, International Studies Exchange Program (ISEP), or International Business Institute (IBI). Global Understanding related courses approved under Study Abroad, ISEP, or IBI programs may substitute for BBA Core Requirements or Elective courses with the approval of student's advisor.

-Achieve a minimum of 200 level foreign language proficiency (sign language does not apply). To fulfill this requirement, a student may take 201 and 202 level foreign language classes. CLEP or Dante exams will not be accepted. Credits earned under the foreign language Global Understanding option would not apply to the total for the BBA program but would apply to the total credits required for graduation.

-Complete a total of 6 additional credits of Global Perspective course work at the 200 level or above. This does not include BU 311 which is a BBA core requirement.

## Requirements for Accounting Concentration, B.B.A. (69)

Business Core Requirements		45
BU 332	Cost Accounting	3
BU 333	Accounting Systems and Theory	3
BU 334	Intermediate Accounting I	4
BU 335	Intermediate Accounting II	4
BU 336	Introduction to Taxation	4
BU 466W	Principles of Auditing	3
One of the following:		3
BU 320	Occupational Fraud & Abuse	
BU 377	Financial Statement Analysis	
BU 434	Advanced Accounting I	
BU 435	Governmental and Not-For-Profit Accounting	
BU 436	Advanced Taxation	

## Requirements for Management Concentration, B.B.A. (57)

Business Core Requirements		45
BU 365	Management Information Systems	3
BU 373	Human Resource Management	3
BU 376	Global Operation/Supply Chain Management	3
BU 425	Organizational Behavior	3

## Requirements for Economics Concentration, B.B.A. (57)

Business Core Requirements		45
EC 320	Intermediate Microeconomic Analysis	3
EC 321	Intermediate Macroeconomic Analysis	3
EC 402	Econometrics	3
EC 416	International Trade and Finance	3

## Requirements for Marketing Concentration, B.B.A. (57)

Business Core Requirements		45
BU 343	Market Research	3
BU 301	Consumer Behavior	3

BU 448	Integrated Marketing Communication	3
BU 489	Marketing Strategy	3

## Requirements for Finance Concentration, B.B.A (60)

Business Core Requirements		45
BU 367	Fundamentals of Investing	3
BU 377	Financial Statement Analysis	3
BU 387	Financial Institutions & Markets	3
BU 467	Advanced International Corporate Finance	3
BU 477	Forad: Multi-National Finance	3

## Business and Economics Minors

Note: All minors require Business and Economics prerequisites. See the Majors page (p. 73) for prerequisite requirements.

## Requirements for an Accounting Minor (59)

Business Core Requirements		45
BU 332	Cost Accounting	3
BU 333	Accounting Systems and Theory	3
BU 334	Intermediate Accounting I	4
BU 335	Intermediate Accounting II	4

## Requirements for a General Business Minor (18)

(For non-business & economics department majors)

BU 274	Principles of Management or LS 250 Principles of Service and Leadership	3
BU 218	Marketing	3
BU 230	Financial Accounting	3
BU 240	Business Law	3
BU 311	Principles of International Business	3
EC 210	Principles of Microeconomics	3

## Business Courses

### BU 110 Introduction to Business and Management

An overview of management issues in a global business environment: organizations, finance, marketing, accounting, entrepreneurship, economics, vocation planning, and socially responsible management. Also listed as LS 110. Periodic offering.

### BU 120 Career & Vocation Development

This course assists students in recognizing career potential, providing tools for making decisions to meet educational and occupational objectives. Students will gain an understanding of how they contribute to and help shape the work environment. Topics include job and employer research; resume development and interviewing skills; understanding work-place personality; and skills for organization and self-management. For continuing studies students only.

### BU 218 Marketing

Introduction to how organizations find, attract and retain customers via the use of the marketing mix in an increasingly competitive and global environment. Also listed as EP 218. Fall and spring semesters.

### BU 220 Personal Financial Management

Practical information in the handling of personal business affairs. Career planning; insurance (life, health, property); home-buying or renting; investing in stocks, bonds and real estate; estate planning. No prerequisite for lower division. Upper-division credit by permission. Periodic offering.



- BU 230 Financial Accounting** 3  
A study of the fundamental processes of accounting applied to services and merchandising proprietorships, partnerships and corporations. Analyzing, classifying and recording business transactions; preparation and analysis of financial statements. Fall and spring semesters.
- BU 231 Managerial Accounting** 3  
Introduction to ways in which management uses accounting information for planning, pricing and controlling and for many special decision-making situations. Prerequisites: BU 230 and either MA 108, MA 150, MA 158 or MA 171 with a C or better. Fall and spring semesters.
- BU 240 Business Law** 3  
A consideration of the laws affecting business transactions. Introduction to law, court systems, torts, criminal law, sales and real property. Prerequisites: Sophomore standing. Fall and spring semesters.
- BU 248 Computerized Business Analysis** 3  
Solutions to business problems using the computerized spreadsheet, elementary database and presentation software. Prerequisites: CS 110 or CS 125 and BU 230. Periodic offering.
- BU 274 Principles of Management** 3  
A study of the theory and practice of management of organizations, with emphasis on strategy, structure, effective use of human resources, planning, organizing, integrating and controlling functions. Also listed as EP 274. Fall and spring semesters.
- BU 301 Consumer Behavior** 3  
A study of factors that influence the buying behavior of consumers. The relationship between understanding these variables in selected markets and an effective marketing effort will be emphasized. Prerequisite: BU 343. Must have met departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Spring semester.
- BU 303 Human Resources Today** 3  
A comprehensive overview of human resources with particular attention to the role of HR in organizations, the strategic-planning process, ethical issues, legislative environment, assessment of HR development needs, training, and motivation, career development, performance management and measurement. For continuing studies evening students only.
- BU 304 Compensation Systems** 3  
Focus on pay administration, government-mandated and voluntary benefits, compensation and benefits for domestic and international employees. Also addressed are the design, communication and evaluation of total compensation systems and the impact of key federal laws and regulations on occupational health, safety and security. For continuing studies evening students only.
- BU 305 Dean's Executive Speaker Series** 3  
This course explores the various ways that individuals become successful business leaders. Each week will consist of a lecture and a discussion led by a top executive from the Spokane community. The speakers will share their professional biographies - how they got their start, what happened to them, successes and failures, and what they are doing now. They will also tell us what they have learned about marketing, management, leadership, and life during their careers. Finally, they will provide suggestions and guidance to help you successfully navigate the cross-currents of the business world. Prerequisite: Junior or senior standing. Periodic offering.
- BU 311 Principles of International Business** 3  
Introduction to and survey of the complex business and economic issues in an international commercial environment. Includes exposure to global marketing, management, finance, economics and accounting issues, integration of cross-cultural communications, history, politics, religion, gender and equity issues, and culture around the globe. Fulfills Global Perspective GE requirement. Prerequisites: BU 218 and either EC 210 or EC 211. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 158 or MA 171 recommended if declared Economics or Finance concentration. Fall and spring semesters.

- BU 314 Introduction to Operations Management** 3  
This course will examine the concepts, processes, and methods of managing and controlling operations in manufacturing or service settings at the introductory level. Current issues such as globalization, supply chain strategy, quality control, scheduling and queuing are discussed.
- BU 318 Applied Marketing** 3  
Successful organizations need to find, attract and retain customers. This course teaches students to apply marketing fundamentals in an increasingly competitive and global environment. For continuing studies evening students only.
- BU 320 Occupational Fraud & Abuse** 3  
In this course students will learn about the nature of fraud, its perpetrators and the compelling factors that lead to fraud. Students will evaluate various fraud schemes, prevention & detection methods, and the legal implications for companies and criminals. Prerequisite: BU 230 and junior standing. Must have met departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Periodic Jan Term offering.
- BU 326 The Small Bus Entrepreneur** 3  
This course covers all aspects of business start-up beginning with identifying a product, selection of an entity, business and marketing plans. The tax environment of business will be explored. Investigating financial viability and researching types and sources of funding will be an integral part of the curriculum. Students who want to understand all pieces of starting a business from scratch or expanding their small start-up should take this course. For continuing studies students only.
- BU 330 Fund Accounting and Budget Management** 3  
Overview of the accounting procedures associated with governmental and agency needs. Preparation of required reports and related documents; special focus on monitoring performance. For continuing studies students only.
- BU 331 Project Management** 3  
This courses discusses the factors necessary for successful project management. Topics include project management concepts, needs identification, the project manager, teams, project organizations, project communications, project planning, scheduling, control and associated costs. Project management software tools will be an integral part of the course. For continuing studies evening students only.
- BU 332 Cost Accounting** 3  
Emphasis on the mechanics and applications of accounting principles and concepts for planning, control and decision-making. Cost behavior, cost-volume-profit relationships, responsibility accounting, standard costing, budgeting, relevant costing for non-routine decisions, capital budgeting. Prerequisites: BU 230, BU 231, and junior standing. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Spring semester.
- BU 333 Accounting Systems and Theory** 3  
Foundations of accounting concepts and theories with emphasis on the role of information in decision making within and about organizations. Introduction to accounting systems controls and designs. Prerequisites: BU 230, BU 231, and CS 125. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Spring semester.
- BU 334 Intermediate Accounting I** 4  
Modern accounting theory and practice. Analysis of the determination of income and asset evaluation. Analysis of financial statements; special financial accounting and reporting problems. Explores both US GAAP and IFRS guidelines. Prerequisites: BU 230 and BU 231. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Fall semester.

**BU 335 Intermediate Accounting II**

Second semester of modern accounting theory and practice. Analysis of the determination of income and asset evaluation. Analysis of financial statements; special financial accounting and reporting problems. Explores both US GAAP and IFRS guidelines. Prerequisites: BU 334. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Spring semester.

**BU 336 Introduction to Taxation**

4

A study of the concepts involved in determination of federal income tax liability, preparation of tax returns. Individual tax problems, tax planning. Prerequisites: BU 230 and junior standing. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Fall semester.

**BU 337 Microsoft Project Workshop**

1

An optional workshop offered concurrently with BU 331 that introduces students to Microsoft Project software. Students work independently in a computer lab on a series of increasingly difficult exercises using the most widely accepted project management software. Using Microsoft's Project 2010 Step by Step workbook, the students complete a series of 12 problems that gradually increase from simple to complex. These Microsoft-developed problems are designed to challenge the student while also helping them explore the feature-rich Microsoft Project 2010 software product. Instructor support is available before or after class and on an as needed basis. For continuing studies students only.

**BU 338 Voluntary Income Tax**

0-2

Students apply knowledge and skills learned from coursework to a service context preparing federal tax filings for low-income and elderly taxpayers. Students qualify by exam for the IRS and are technically trained on tax software for preparation and e-filing. Jan Term and spring semester. Prerequisite: BU 336.

**BU 341 Customer Relationship and Channel Management**

3

An examination of buyer-seller relations and the methods for distribution of products and services with the objective of developing high customer satisfaction and long-term customer relationships. Areas of focus will include the sales and sales support functions, and development of effective distribution channels. Prerequisites: BU 218. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Periodic Offering.

**BU 343 Market Research**

3

A study of contemporary methods of gathering, analyzing and interpreting marketing information and how such information can be used in organizational decision-making. Prerequisites: BU 218, MA 256. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Fall semester.

**BU 343H Experimental Market Research**

3

The course focuses on experimental marketing research applied to understanding and providing well-informed solutions to major issues facing the business world, consumers, and society today. Students will conduct basic marketing research and deliver a research paper that should be submitted and potentially published in an academic business journal.

**BU 352 Human Behavior in Organizations**

3

This course is designed to provide theoretical perspectives and empirical knowledge regarding human behavior as it relates to the organization. Emphasis is placed on the impact and implications of individual values, perceptions, motivation, diversity, growth and development as they relate to organizational culture and expectations. For continuing studies students only.

**BU 353W Organizational Development and Change**

3

This course examines organizational theory, development and change from several different perspectives, or frames: (1) structural, (2) human resources, (3) political, and (4) symbolic. Leadership, development of organizational strategies, and objective goal-setting will be explored. For continuing studies students only.

**BU 354 Management of Human Resources**

3

A contemporary view of human-resource management. Emphasis is placed on the basic function of human-resource management, i.e., planning, recruitment, diversity, selection, training, performance appraisal, compensation and union/management relations. For continuing studies students only.

**BU 355 Managerial Accounting and Finance**

3

This course will examine "the language of business" and provide an overview of key accounting and financial information that will assist managers in making sound business decisions that are based on standard financial analysis methods. Students will learn to read and understand business financial statements. For continuing studies students only.

**BU 356 Managerial Marketing**

3

A study of the working knowledge of marketing management and learning to think strategically and to apply marketing theory in a manner that aligns marketing initiatives with market opportunities. Students will be able to understand the functional strategies and marketing plans to optimize customer and organizational value. For continuing studies students only.

**BU 357 Financial Management**

3

Analysis of role of chief financial officer. Study of the tools of financial analysis and decision-making. Emphasis on management of revenues and expenses, assets and liabilities. Information about raising of capital from the sale of stocks and bonds. Prerequisites: BU 230, BU 231, EC 210 or EC 211, and junior standing. Must have met departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 158 or MA 171 recommended if declared Economics or Finance concentration. Fall and spring semesters.

**BU 360 Managing Nonprofit Organizations**

3

Designed for individuals who work or desire to work in a nonprofit environment and seek to gain understanding and skill relating to effective management of these entities. Students will explore the legal, administrative and organizational issues surrounding not-for-profits and how to use management theory to increase productivity and delivery of services to the community. For continuing studies students only.

**BU 361 Lean Management**

3

This course explores streamlining business processes through the application of quality management principles to create globally competitive business entities. The course takes concepts beyond the factory floor to service and retail environments; it is designed for anyone who is interested in a career in management of either a for-profit or not-for-profit entity. For continuing studies students only.

**BU 363W Small Business Management**

3

Comprehensive coverage of all the operational areas involved in selecting and getting a business started. Business plans, funding, and market analysis are included. Local resources to share opportunities and problems. Prerequisites: BU 230, EC 210 or EC 211, and junior standing. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Periodic offering.

**BU 365 Management Information Systems**

3

This class is intended as an overview of typical management information systems beyond Microsoft Office. At the end of this class, students will have an overall understanding of how information systems work and will be able to address information system issues facing businesses today from a managerial, organizational, technological, and ethical standpoint. Students will be exposed to basic database management systems and data communication systems as well as more advanced information technologies, such as enterprise resource planning systems, business intelligence, and Web 2.0. Prerequisites: CS 125. Must have met departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Spring semester.

- BU 367 Fundamentals of Investing** 3  
 This course will provide the student with a solid foundation of the core investment concepts and tools. The course will cover the overall structure of the market and study equities, fixed income, options, mutual funds, commodities/futures as well as some alternative investments. The course will also look at risk and return and the modern portfolio theory. The course will consist of lecture, discussion, presentations and guest lecturers. Prerequisite: BU 357. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Jan Term or spring semester. Periodic offering.
- BU 372 Risk Management** 3  
 Risk management professionals look at specific projects or initiatives, assess the potential damage that could occur to any involved parties and set plans for dealing with it. This course is designed to be an introduction to the practice of predicting risks and preparing steps to minimize the damage to an organization if certain events happen. Topics such as natural disasters, computer safety or equipment failure will be discussed. Students seeking careers in management of any type of entity will be benefited by the material presented in this course. For continuing studies students only.
- BU 373 Human Resource Management** 3  
 Changes in our social and economic environment have resulted in changes in the management of an organization's human resources. This course is designed to provide a contemporary view of human resource management. Emphasis is placed on the basic functions of human resource management, i.e. planning, recruitment, selection, training, performance appraisal, compensation, and union/management relations. Fall and spring semesters.
- BU 376 Global Operation/Supply Chain Management** 3  
 Decision-making involving the management of all aspects of operations in both large-and medium-sized business organizations and in product and service companies. Study of the quantitative tools used in making these analyses and decisions. Prerequisite: Junior standing. Must have met departmental requirements of MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 256 recommended.
- BU 377 Financial Statement Analysis** 3  
 This course will provide you with tools to analyze and exploit information in corporate financial statements. The course will teach you how to use financial statement information for firm valuation and other economic decisions. The course will also help you understand and analyze the issues that corporate managers face as they design and implement financial reporting strategies, increasing your ability to assess accounting quality, and detect and undo earnings management. Prerequisites: BU 230, BU 231, and BU 357. Must have met departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 158 or MA 171 recommended if declared Finance concentration. Spring semester.
- BU 381 International Business Abroad** 3  
 Establishes a basic understanding of the theory and practical application of the "hows" and "whys" of a particulate international culture abroad, particularly as it relates to the historic, present and future challenges of that economy and to doing business with various people groups at home and abroad. Business models unique to non-American cultures will be explored in depth. Also listed as AS 381.
- BU 382 International Business Abroad Semester Module** 4  
 Establishes a basic understanding of the theory and practical application of a particular international culture abroad, specifically how it relates to the historic, present, and future challenges of that economy in relation to conducting business with various groups both at home and abroad. This course is offered as part of a semester long study program only.
- BU 387 Financial Institutions & Markets** 3  
 The course will analyze the risks faced by investors and savers interacting through both financial institutions and financial markets. It will examine strategies that can be adopted to control and better manage these risks. Special emphasis will be put on new areas of operations in financial markets and institutions such as asset securitization, off-balance sheet activities and globalization of financial services. Prerequisite: BU 357. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Jan Term or spring semester. Periodic offering.



**BU 402 International Management**

3

Principles of management in the international environment. Strategic planning and decision-making in such areas as international marketing. Concepts of organizational design, leadership and control. Prerequisites: BU 311. Periodic offering.

**BU 405 Business Plan Preparation**

3

The course will provide an in-depth study of the business plan, its production and importance in today's business environment. The student will work in a team with faculty and outside mentor support to develop a plan that could be entered into the regional competition. An important goal of the course is to provide the student with the understanding of the relationship between theory and actual business operations as they develop and present their plan. Prerequisites: BU 218 and BU 230. Periodic offering.

**BU 406 Business Plan Competition**

3

The course will provide an in-depth study of the business plan, its production and importance in today's business environment. The student will work in a team with faculty and outside mentor support to develop a plan that could be entered into the regional competition. An important goal of the course is to provide the student with the understanding of the relationship between theory and actual business operations as they develop and present their plan. Prerequisites: BU 218 and BU 230. Periodic offering.

**BU 410 Global Strategic Management**

3

Capstone course for business majors, integrating the functions of marketing, operations and finance from the strategic vantage point of the general manager. Case studies. Prerequisites: BU 357, and senior standing. Fall and spring semesters.

**BU 411 Staffing & Labor Relations**

3

Topics include job analysis and documentation, effective recruitment, selection and staffing, employee records management, key legislation on employee rights (EEO, affirmative action, discrimination and harassment), and the latest employment practices. For continuing studies students only.

**BU 420 Personal Financial Management**

3

Practical information in the handling of personal business affairs. Career planning; insurance (life, health, property); home-buying or renting; investing in stocks, bonds and real estate; estate planning. No prerequisites for lower division. Upper-division credit by permission. Periodic offering.

**BU 425 Organizational Behavior**

3

A general descriptive and analytical study of organizations from the behavioral science perspective. Problems of motivation, leadership, morale, social structure, groups, communications, hierarchy and control in complex organizations. Interaction among technology, environment and human behavior. Alternate theoretical models. Prerequisite: BU 274. Also listed as LS 425. Fall and spring semesters.

**BU 434 Advanced Accounting I**

3

Emphasis on intercorporate investments and preparation of consolidated financial statements. Introduction to advanced topics and current problems in financial accounting, partnership accounting, report theory and practice, including foreign currency transactions. Prerequisites: BU 334 and BU 335. Periodic offering.

**BU 435 Governmental and Not-For-Profit Accounting**

3

A study of accounting and financial reporting standards for governmental and not-for-profit organizations. Prerequisites: BU 335. Periodic offering.

**BU 436 Advanced Taxation**

3

A continuing study of the concepts involved in determination of federal income tax liability and preparation of tax returns. Partnership and corporate tax problems, tax planning, introduction to tax research included. Prerequisite: BU 336. Periodic offering.

- BU 440 Advanced Business Law** 3  
A continuing study of the laws affecting business transactions. Introduction to commercial transactions including the Uniform Commercial Code, various advanced topics such as environmental, computer, employee and international laws. Useful for accounting majors. Prerequisite: BU 240. Periodic offering.
- BU 448 Integrated Marketing Communication** 3  
An in-depth study and application of the role, theory, tools, planning and management of integrated marketing communications. Students will explore communication with customers using various components of the promotional mix through multiple channels such as television, radio, print, direct marketing, outdoor and digital. BU 301. Fall Semester.
- BU 450W Social and Ethical Issues in Business and Economics** 3  
Contemporary social, political, environmental and ethical forces affecting today's business and economic world. Seminar format. Dialogue with top local business, government and union leaders. Also listed as EC 450W. Fall and spring semesters.
- BU 453W Organizational Theory** 3  
Course examines organizational theory, development and change from several perspectives. Explores leadership and development of organizational strategies and objective setting. Also listed as LS 453W. Periodic offering.
- BU 455 Chaos Theory, Leadership and Management** 3  
A capstone course in leadership theory. Application of theory and practice to personal philosophy of leadership and how that applies to future vocational objectives. Translation of theory into practice through a major course proposal. Project. Also listed as LS 455 Jan Term.
- BU 457 Employment Laws and Regulations** 3  
An exploration of employment laws and regulations as they relate to avoiding claims for wrongful termination, ensuring equal employment opportunity, understanding affirmative action obligations and developing sound human resource policies and practice. For continuing studies students only.
- BU 458 Strategic Management** 3  
This course examines the nature of competition and competitive advantage that are the foundations of business strategy. Theories and frameworks to support the analysis and formulation of successful business strategies are reviewed and applied to a broad range of industries and firms. For continuing studies students only.
- BU 461 Ethics in Management** 3  
This course will raise foundational issues in connection with ethical values, and will apply those values in the context of organizations. Ethical principles and the process of applying those principles will be addressed, integrating Christian principles with standard ethical inquiry. For continuing studies students only.
- BU 463 Project Management** 3  
In this course we will review best practices in project management. We will cover specific methodologies and techniques for project initiation, project planning, and project control. Throughout we will emphasize the interplay of people, process, and technology that results in well-rounded project management excellence. A combination of simulation, Microsoft Project, and student-developed plans will be used to apply and reinforce the best practice concepts throughout the course. Periodic offering.
- BU 466W Principles of Auditing** 3  
Standards, objectives and ethics for auditors in public accounting. Reporting standards, internal control, evidence and statistical sampling. Prerequisite: BU 334. Spring semester.

- BU 467 Advanced International Corporate Finance** 3  
 This course will study capital investment decisions and project analysis as well short term financial planning and management. The course will study the foundations of international management which include foreign exchange exposure and management. The course will also study how international firms manage their businesses which include FDI, capital structure, capital budgeting and management and multinational cash management. Prerequisite: BU 357, BU 377, and BU 387. Fall semester.
- BU 477 Forad: Multi-National Finance** 3  
 This course applies the theories of managerial and international finance to the problems of multinational treasury management. Topics include issues and techniques in multinational funds transfers; identifying and measuring foreign exchange and interest rate risk; multinational tax planning; managing foreign exchange and interest rate risk; hedging instruments, including forward contracts, options, and swaps; and financially engineered synthetics. Students also manage the financial functions of a computer-simulated multinational corporation, construct a biennial report summarizing their management results, and present oral reports to a board of directors consisting of professors and invited business professionals. Prerequisite: BU 467. Spring semester.
- BU 480 Field Studies** 1-4  
 Field Studies
- BU 489 Marketing Strategy** 3  
 An integrative experience that allows students to understand the relationships between various aspects of marketing and other functional areas of business. Students will study the development of comprehensive marketing plans. Prerequisite: BU 448. Spring semester.
- BU 490 Internship** 1-12  
 See information on Directed Studies page.
- BU 491 Independent Study** 1-4
- BU 493 Entrepreneurial Development** 3  
 A practical hands-on consulting experience whereby students work with local entrepreneurs in developing business plans and competing for sustainable financing of a small business. Requires completion of business core except BU 410. Periodic offering.

## Economics Courses

- EC 210 Principles of Microeconomics** 3  
 Economics of the consumer and the firm; principles of market supply and demand and the determination of prices; analysis of competitive, monopolistic and oligopolistic markets; labor and other resource-input markets. Fulfills Social Science GE requirement. Prerequisites: MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 158 or MA 171 recommended if declared Economics or Finance concentration. Fall and spring semesters.
- EC 211 Principles of Macroeconomics** 3  
 Examination of problems of unemployment, inflation, productivity, and economic growth; measurement of national income; Keynesian and classical theories of national income determination; fiscal and monetary policies and their implications; international economics. Fulfills Social Science GE requirement. Prerequisites: MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 158 or MA 171 recommended if declared Economics or Finance concentration. Fall and spring semesters.
- EC 245 Economics of Social Issues** 3  
 Economic thinking about social problems such as population growth, price controls, poverty, higher education, energy, crime, pollution, consumerism, health care, social and economic inequality, unemployment, inflation, taxation and the public debt. Periodic offering.

- EC 250 Environment and Society** 3  
Studies the role of markets, governments, and civil society in shaping the way people behave toward the environment, focusing on the concept of sustainability in terms of society, economics and the environment. Because people interact in a variety of ways, the course moves from local to global and focuses on issues at each level. Also listed as DS/PO 250. Also listed as ENS 250. Periodic offering.
- EC 301 Money and Banking** 3  
Nature, function and regulation of money and credit. Review of the financial institutions that control domestic and international monetary policy. Prerequisites: BU 230, EC 210, and EC 211. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Periodic offering.
- EC 320 Intermediate Microeconomic Analysis** 3  
Theory of consumer and producer behavior; determination of price under various market structures; resource allocation and income distribution; general equilibrium analysis; application of economic principles to social problems. Prerequisites: EC 210 and EC 211. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Fall semester.
- EC 321 Intermediate Macroeconomic Analysis** 3  
Analysis of Keynesian, classical and other models of national income determination; fiscal and monetary policy; evaluation of the impact of international trade and capital flows on national income; theories of economic growth; macroeconomic history of the U.S. Prerequisites: EC 210 and EC 211. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Spring semester.
- EC 325 Economic Development** 3  
Theories of economic growth and development focusing on the Third World; measurement of economic development; roles of economic systems, culture, resources, human capital, technology, foreign trade, foreign aid, foreign investment; economic appraisal methodology. Fulfills Global Perspective GE requirement. Prerequisites: EC 210 and EC 211. Must have met departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. EC 320 and EC 321 recommended if declared Economics concentration. Also listed as DS/LS 325. Periodic offering.
- EC 345 Economics of Social Issues** 3  
Economic thinking about social problems such as population growth, price controls, poverty, higher education, energy, crime, pollution, consumerism, health care, social and economic inequality, unemployment, inflation, taxation and the public debt. For continuing studies students only.
- EC 356 Applied Economic Principles** 3  
Explore national economic factors and the impact of government policy, as well as the driving force behind all economic decision-making, to analyze how and why consumers and businesses make the choices they do. Decision-making in light of scarce resources will be examined. For continuing studies students only.
- EC 365W History of Economic Thought** 3  
Origins and development of economic thought from the early Greeks through the scholastics and mercantilists; emphasis on classical economics and criticisms of it; neoclassical theory. Also includes an overview of economic history of Europe, U.S.A., and Japan. Prerequisites: EC 210 and EC 211. Periodic offering.
- EC 381 Sustainable Development Abroad** 3  
Establishes a basic understanding of the theory and practical application of the "hows" and "whys" of a particulate international culture abroad, particularly as it relates to the historic, present and future challenges of that economy and to doing business with various people groups at home and abroad. Business models unique to non-American cultures will be explored in depth. Also listed as DS 381. Also listed as LAS 381.

**EC 402 Econometrics**

3

Application of statistical modeling to empirical work in economics. A mixture of theory and applied computer work. Primary focus is regression analysis. Prerequisites: EC 210, EC 211, EC 320, and EC 321. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Spring semester.

**EC 416 International Trade and Finance**

3

Classical and modern theories of international trade; analysis of tariffs and other trade restrictions; balance of payments; foreign exchange-rate determination; relationship between national income and balance of payments; applications to current issues in international economics. Prerequisites: EC 210, EC 211, EC 320, and EC 321. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Also listed as DS 416. Fall semester.

**EC 450W Social and Ethical Issues in Business and Economics**

3

Contemporary social, political, environmental and ethical forces affecting today's business and economic world. Seminar format. Dialogue with top local business, government and union leaders. Also listed as BU 450W. Fall and spring semesters.

**EC 470 Senior Thesis**

3

The Senior Thesis is a research based independent study designed and completed under the supervision and direction of a faculty member who will guide and direct the student in the design and completion of the research project. The completed thesis will demonstrate academic rigor in both the understanding and application of economic theory as well as competency in academic writing. Prerequisites: EC-321, EC-320. Faculty approval is required prior to registration.



# Chemistry

The Whitworth Chemistry Department strives to develop confident, well-prepared students who are able to contribute to the world community on issues relating to modern chemistry. Our students are expected to develop strong oral and written communication skills, to engage in critical thinking, to develop excellent laboratory skills, to work on independent research, and to prepare for vocations in industrial, academic and professional areas.



The learning outcomes of this major prepare students to do the following:

- Understand the development of chemical theory and apply current chemical content to solving problems.
- Communicate scientific issues in writing.
- Communicate scientific issues orally.
- Use and critically analyze the chemical literature.
- Know and use standard lab techniques.
- Apply independent research skills learned through research experiences and/or independent projects within courses.
- Understand the connections between students' faith and/or worldview and the theory and practice of chemistry, ethical decision-making and vocation.

## Requirements for a Chemistry Major, B.A. (47)

One of the following:		3
CH 161	General Chemistry I	
CH 161H	General Chemistry I Honors	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 315	Chemical Literature	1
One of the following:		1
CH 381	Chemistry Seminar	
CH 383	Chemistry Seminar	
One of the following:		1
CH 481	Chemistry Seminar	
CH 483	Chemistry Seminar	
Approved upper-division chemistry electives *		12
*One writing-intensive course and at least 2 credits of lab required		

(No more than two credits of internship and two credits of teaching assistantship)

MA 171	Calculus I	4
MA 172	Calculus II	4
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1

For teacher certification, the following courses are required:

CH 335	Analytical Chemistry	
CH 335L	Analytical Chemistry Lab (1)	
MA 256	Elementary Probability and Statistics (3)	
EDU 455	Science in Secondary School (2)	

(All endorsements subject to change; see School of Education for updated requirements.)

## Chemistry Core for B.S. Requirements (37)

One of the following 3

CH 161	General Chemistry I	
CH 161H	General Chemistry I Honors	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 315	Chemical Literature	1
CH 494L	Chemistry Research	1
or CH 488L	Chemistry Research	
CH 497	Dissemination of Chemistry Research	1

One of the following 1

CH 381	Chemistry Seminar	
CH 383	Chemistry Seminar	

One of the following 1

CH 481	Chemistry Seminar	
CH 483	Chemistry Seminar	

MA 171	Calculus I	4
MA 172	Calculus II	4
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1

Complete one writing-intensive course

For teacher certification, the following additional courses are required:

MA 256	Elementary Probability and Statistics (3)	
EDU 455	Science in Secondary School (2)	
CH 335 & 335L	Analytical Chemistry and Analytical Chemistry Lab (4)	

All endorsements subject to change; see School of Education for updated requirements.

## General Track for Chemistry, B.S. (65)

Core Requirements		37
CH 335	Analytical Chemistry	3
CH 335L	Analytical Chemistry Lab	1
CH 336	Spectroscopic Analysis	3
CH 336L	Spectroscopic Analysis Lab	1
CH 351	Inorganic Chemistry	3
CH 351L	Inorganic Chemistry Lab	1
CH 401	Biochemistry I	3
CH 401L	Biochemistry I Lab	1
CH 421	Thermochemistry	3
CH 421L	Thermochemistry Lab	1
CH 423	Quantum Chemistry	3
CH 423L	Quantum Chemistry Lab	1
One of the following:		4
MA 273	Calculus III	
PS 251W	General Physics III	

## Biochemistry Track for Chemistry, B.S. (66-68)

Core Requirements		37
CH 401	Biochemistry I	3
CH 401L	Biochemistry I Lab	1
CH 403	Biochemistry II	3
CH 421	Thermochemistry	3
CH 421L	Thermochemistry Lab	1
Two of the following		7-8
CH 335	Analytical Chemistry (plus lab)	
CH 336	Spectroscopic Analysis (plus lab)	
CH 351	Inorganic Chemistry (plus lab)	
CH 423	Quantum Chemistry (plus lab)	

Note: CH-396 courses will apply toward this requirement. See advisor for details.

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
One of the following		3-4
BI 354	Developmental Biology	
BI 363	Genetics	
BI 399	Molecular Genetics	
BI 404	Neurophysiology	
BI 412	Cell Physiology	
BI 447	Microbial Physiology	

## Physical Chemistry Track for Chemistry, B.S. (66-69)

Core requirements		37
CH 421	Thermochemistry	3
CH 421L	Thermochemistry Lab	1
CH 423	Quantum Chemistry	3
CH 423L	Quantum Chemistry Lab	1
Two of the following		7-8
CH 335	Analytical Chemistry (plus lab)	
CH 336	Spectroscopic Analysis (plus lab)	
CH 351	Inorganic Chemistry (plus lab)	

Note: CH-396 courses will apply toward this requirement. See advisor for details.

MA 273	Calculus III	4
PS 251W	General Physics III	4
Approved upper-division math or physics courses		6-8

### Requirements for a Chemistry Minor (20)

CH 161	General Chemistry I	3
or CH 161H	General Chemistry I Honors	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
Approved chemistry electives		8

### Requirements for a Chemistry Minor for Endorsement\* (37)

CH 161	General Chemistry I	3
or CH 161H	General Chemistry I Honors	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 335	Analytical Chemistry	3
CH 335L	Analytical Chemistry Lab	1
PS 151	General Physics I **	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II **	3
PS 153L	General Physics II Lab	1
MA 171	Calculus I	4
MA 256	Elementary Probability and Statistics	3
EDU 455	Science in Secondary School	2

\* All endorsements subject to change; see School of Education for updated requirements.

\*\* Note: PS 151 has a prerequisite of MA 171 (Calculus I) and PS 153 has a prerequisite of MA 172 (Calculus II).

### Requirements for a Science Endorsement for Majors in Biology, Chemistry, or Physics\* (32)

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
CH 161	General Chemistry I	3
or CH 161H	General Chemistry I Honors	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
PS 151	General Physics I **	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II **	3

PS 153L	General Physics II Lab	1
PS 141	Introduction to Astronomy	4
One of the following		4
GL 131	Understanding Earth	
GL 139	Environmental Geology	
NS 101	Earth and Sky	

\* All endorsements subject to change; see School of Education for updated requirements.

\*\* Note: PS 151 has a prerequisite of MA 171 (Calculus I) and PS 153 has a prerequisite of MA 172 (Calculus II).

## Interdisciplinary Courses

### STEM 115 Preparing for a STEM Career 1

Students will learn about the type of scientific work they would enjoy, explore scientific careers, hear guest speakers, and understand the preparation necessary at the undergraduate level in order to succeed in their chosen career. Spring semesters. Recommended standing: Freshman.

### STEM 151 Seminar for Health Professions 1

A seminar to introduce students to the pre-health fields. Visiting speakers will represent medical, dental and veterinary fields. Course will also cover specifics of courses, majors, and other issues related to pre-health fields. Spring semester.

### STEM 351 Preparatory Seminar: Health Professions 1

A cross-disciplinary course focusing on synthesis of general biology, general chemistry, general physics, organic chemistry, physiology, NMR and IR spectroscopy. Strategic course for learning to apply introductory science/math knowledge to questions involving higher-order content. Intended for students planning to take the Medical College Admissions Test, Dental Aptitude Test, or veterinary-school entrance exams. Intended primarily for students in their junior or senior year. Students will prepare for health professions both in terms of the entrance exams and by researching each school's focus and prerequisites. Prerequisites: BI 140, BI 141, CH 161, CH 181, CH 271, CH 278, PS 151, and PS 153.

## Courses

### CH 101 Introduction to Chemistry 3

Introduction to the fundamental concepts in Chemistry for nursing majors, select allied health fields, and those who have not previously taken a Chemistry course. Recommended for science majors whose chemistry background is not adequate for initial placement in CH 161. Fall semester.

### CH 101L Introduction to Chemistry Lab 1

Basic laboratory practices, titration, radioisotope measurement, simple synthesis. Corequisite: concurrent enrollment in CH 101. Fall semester. Lab fee.

### CH 102 Bioorganic Chemistry 3

Fundamentals of organic chemistry and biochemistry for nursing students. Organic structure, isomerism, nomenclature. Properties and reactions of lipids, carbohydrates, proteins. Prerequisite: CH 101 or CH 161. Spring semester.

### CH 102L Bioorganic Chemistry Lab 1

Simple quantitative analysis, separation techniques, enzyme studies. Corequisite: concurrent enrollment in CH 102. Spring semester. Lab fee.

### CH 104 Prep Course for History of Chemistry and Art Study Program in Europe 1

Preparatory course for students accepted to the History of Chemistry and Art Study Abroad course. Students will study chemical theory, learn about art history, and ties between chemistry and art. Students will also examine the culture of the European countries to be visited.



- CH 105 Chemistry History and Art in Europe** 3  
 This course will examine how chemical ideas have developed over time, how social, cultural and historical factors have influenced the development of science and chemistry and conversely, how chemistry and science have contributed to society and human culture. The course traces the historical development of chemistry from ancient to modern times on site in London, Paris, and Munich. Students will "meet" the chemists, read from their original writings, and see where they lived and what they created. Periodic offering.
- CH 111 Green Chemistry** 3  
 The focus will be on environmentally friendly chemistry (green chemistry) applied to the design, development, and implementation of chemical processes and products that are not harmful to humans or the environment. Basic math and algebra skills will be used. For non-majors. Also listed as ENS 112. Periodic Jan Term offering.
- CH 112 Chemistry and Health** 3  
 Applications of chemical principles to concepts of health and disease. Overview of chemistry discoveries and their contributions to understanding current health issues. For non-majors. Also listed as ENS 113. Periodic Jan Term offering.
- CH 120H The Chemistry in Art** 3  
 Chemistry applied to understanding art media, color, and form as well as art appreciation, history, analysis and conservation. Explore chemistry concepts through arts & crafts projects. Appropriate for non-science students. No pre-requisites. Meets honors course criteria. Periodic Jan term offering.
- CH 122 Chemistry in Modern Living** 3  
 Overview of current chemical issues, for the non-science student. Topics may include air pollution, global warming, ozone layer, acid rain, nuclear energy, solar energy, plastics, nutrition and/or pharmaceutical drugs. Basic math and algebra skills will be used. For non-majors. Also listed as ENS 122. Periodic Jan Term offering.
- CH 161 General Chemistry I** 3  
 Foundational course in chemistry. Treatment of measurement concepts, atomic and molecular theories, chemical reactions, chemical bonding, basic calculations. One year of high school chemistry recommended. Passing score on placement test and demonstrated mathematics proficiency required. Students without this prerequisite must take CH 101 before electing CH 161. Fall and spring semesters.
- CH 161H General Chemistry I Honors** 3  
 Foundational course in chemistry. CHEM 161H differs from the regular CHEM 161 offering in its small class size, its emphasis on active, collaborative, and problem-based learning, and a more rigorous, process-oriented approach. The dominant theme of the course is the connection between the molecular-level attributes of matter (elemental composition, atomic structure and electronic configurations, bonding, molecular structure and intermolecular forces) and the observable physical and chemical properties of individual substances as applied in the real world. One year of high school chemistry recommended and math proficiency required. Fall semester.
- CH 161L General Chemistry I Lab** 1  
 Basic laboratory techniques, simple synthesis, titration, qualitative analysis. Prerequisite: CH 161, CH 161H, or concurrent enrollment. Fall and spring semesters. Lab fee.
- CH 181 General Chemistry II** 3  
 Properties of solutions, introduction to kinetics, acid-base concepts, equilibrium, nuclear radioactivity, electrochemistry, and thermochemistry. Prerequisite: CH 161 or CH 161H. Fall and spring semesters.
- CH 181L General Chemistry II Lab** 1  
 Titrations, equilibrium constant determination, reaction kinetics, electrochemical studies. Prerequisites: CH 161L and concurrent enrollment in CH 181. Fall and spring semesters. Lab fee.

- CH 271 Organic Chemistry I** 3  
Detailed treatment of basic organic chemistry concepts. Nomenclature, conformational and structural analysis, basic reaction mechanisms. Prerequisite: CH 181. Fall and Spring semesters.
- CH 271L Organic Chemistry I Lab** 1  
Preparation, purification and identification of organic compounds. An introduction to organic synthesis. Prerequisites: CH 181L and concurrent enrollment in CH 271. Fall and spring semesters. Lab fee.
- CH 278 Organic Chemistry II** 3  
Reactions of organic molecules, mechanisms of reactions, and how such reactions may be employed in the synthesis of new compounds. Prerequisite: CH 271. Spring semester.
- CH 278L Organic Chemistry II Lab** 1  
Synthetic techniques for organic compounds, design of multi-step synthesis, introduction to chemical literature, and spectroscopy. Prerequisites: CH 271L and concurrent enrollment in CH 278. Spring semester. Lab fee.
- CH 304 Prep Course for History of Chemistry and Art Study Program in Europe** 1  
Preparatory course for students accepted to the History of Chemistry and Art Study Abroad course. Students will study chemical theory, learn about art history, and ties between chemistry and art, in addition to doing an in-depth literature research review of a historical chemist. Students will also examine the culture of the European countries to be visited.
- CH 305 Chemistry History and Art in Europe** 3  
This course will examine how chemical ideas have developed over time, how social, cultural and historical factors have influenced the development of science and chemistry and conversely, how chemistry and science have contributed to society and human culture. The course traces the historical development of chemistry from ancient to modern times on site in London, Paris, and Munich. Students will "meet" the chemists, read from their original writings, and see where they lived and what they created. Periodic offering.
- CH 310 Chemical Entrepreneurs** 3  
This class will examine in detail the role a chemist plays in bringing products to market, and how Chemistry interfaces with the many facets of modern companies. Be your own boss and explore your entrepreneurial instincts as you and your team "startup" your own company and design a "virtual" chemistry-based product, modelling it by computer. Actual synthesis/building of the product will not be required. Prerequisite: CH 271. Also listed as CH 310W. Periodic offering.
- CH 315 Chemical Literature** 1  
An examination of current scientific literature and writing in chemistry. Students will gain skills in searching, reading and analysis of chemical literature. Students will practice writing using conventions found in chemistry. Prerequisite: CH 278. Fall and spring semesters.
- CH 325L Community Chemistry Outreach** 1  
Promotion of science education through service-learning opportunities in the community, such as the presentation of fun chemistry experiments/demos as part of departmental outreach efforts to local K-12 students. Prerequisite: CH 101 or CH 161. Jan Term.
- CH 331 Environmental Chemistry** 3  
Study of the environment from a systems approach. Includes study of the hydrosphere (water), atmosphere (air), and geosphere (earth) and interactions with the anthroposphere (humans). Prerequisites: CH 271. Also listed as ENS 331.
- CH 335 Analytical Chemistry** 3  
Approaches to analyte separation and quantification including sampling, quality control, basic statistics, advanced treatment of equilibrium and electrochemistry, spectroscopic instrumentation, and chromatography. Prerequisites: CH 181 and CH 271 (CH 278 suggested). Also listed as CH 335W. Fall and spring semesters, even years.

<b>CH 335L Analytical Chemistry Lab</b>	1
Statistical analysis of data, separation techniques, use of instrumentation in solving analytical problems. Corequisite: concurrent enrollment in CH 335 or 335W. Fall and spring semesters, even years. Lab fee.	
<b>CH 336 Spectroscopic Analysis</b>	3
Advanced treatment of the most common spectroscopic techniques including UV-Vis, IR, NMR, and GC-MS. Prerequisites: CH 181 and CH 278. Also listed as CH 336W. Fall semester, even years.	
<b>CH 336L Spectroscopic Analysis Lab</b>	1
Use of instrumentation in solving analytical problems. Prerequisite: concurrent enrollment in CH 336 or CH 336W. Fall semester, even years. Lab fee.	
<b>CH 351 Inorganic Chemistry</b>	3
A study of the elements (especially metals) and their compounds. Bonding, crystal-field theory, coordination compounds, organometallics, symmetry, group theory and descriptive inorganic chemistry. Prerequisites: CH 181 and MA 171. Also listed as CH 351W. Fall semester, odd years.	
<b>CH 351L Inorganic Chemistry Lab</b>	1
Approaches to synthesis of inorganic compounds. Corequisite: concurrent enrollment in CH 351 or CH 351W. Fall semester, odd years. Lab fee.	
<b>CH 381 Chemistry Seminar</b>	1
Discussion of current chemical topics. Listen to and discuss student presentations, guest lectures; attend local scientific meetings. Fall semester.	
<b>CH 383 Chemistry Seminar</b>	1
Discussion of current chemical topics. Listen to and discuss student presentations, guest lectures; attend local scientific meetings. Spring semester.	
<b>CH 394L Chemistry Research</b>	0
Research in chemistry, first semester. By permission.	
<b>CH 401 Biochemistry I</b>	3
Structure and function of major classes of biomolecules. Overview of enzyme catalysis and kinetics. Prerequisites: CH 271 and CH 278. Also listed as CH 401W. Fall semester.	
<b>CH 401L Biochemistry I Lab</b>	1
Separations, assays and kinetic studies in biochemical systems. Primary focus is on amino acids, peptides, and protein enzymes. Prerequisites: CH 271L and CH 401. Spring semester. Lab fee.	
<b>CH 403 Biochemistry II</b>	3
Metabolic pathways and biochemical energy conversions. Overview of gene transcription, translation, and cellular controls. Prerequisite: CH 401. Also listed as CH 403W. Spring semester.	
<b>CH 421 Thermochemistry</b>	3
Kinetics, thermodynamics, liquids and solids, changes of state, phase diagrams. Prerequisites: CH 181, PS 153, and MA 172. Also listed as CH 421W. Fall and spring semesters, odd years.	
<b>CH 421L Thermochemistry Lab</b>	1
Energetic, kinetic and thermodynamic studies. Primary focus is on phase transitions, mixtures, and gases. Corequisite: concurrent enrollment in CH 421 or CH 421W. Fall and spring semesters, odd years. Lab fee.	
<b>CH 423 Quantum Chemistry</b>	3
Basic quantum mechanical theories, and its application to lasers, magnetism, molecular structure, and vibrational and electronic spectroscopy. Prerequisites: CH 181, PS 153 and MA 172. Also listed as CH 423W. Spring semester, even years.	

- CH 423L Quantum Chemistry Lab** 1  
Infrared and electronic spectroscopy, laser spectroscopy and computer modeling of quantum chemistry problems. Corequisite: concurrent enrollment in CH 423 or CH 423W. Spring semesters, even years. Lab fee.
- CH 481 Chemistry Seminar** 1  
Discussion of current chemical topics. Student presentations, guest lectures; attend local scientific meetings. Oral scientific presentation required. Fall semester.
- CH 483 Chemistry Seminar** 1  
Discussion of current chemical topics. Student presentations, guest lectures; attend local scientific meetings. Oral scientific presentation required. Spring semester.
- CH 488L Chemistry Research** 1  
Student pursuit of a laboratory problem of fundamental interest to chemistry. By permission. Prerequisite: CH 315. Jan Term.
- CH 494L Chemistry Research** 1  
Research in chemistry, second semester, or for students completing research off campus at another university, an industry site or a national laboratory. By permission.
- CH 497 Dissemination of Chemistry Research** 1  
Research performed on campus or off-campus will be shared with others. Students are expected to complete a research paper and give a presentation to a conference audience. The course should be taken in the Spring semester after completion of chemistry research. By permission. Prerequisite: CH 494L or CH 488L. Spring semester.

# Communication Studies



The Whitworth Communication Studies Department provides students with the theories and skills necessary for effective communication in diverse contexts. Working within the tradition of the liberal arts, the department introduces students to theoretical, historical and philosophical assumptions fundamental to communication scholarship and practice.

The learning outcomes of this major prepare the student to do the following:

- Be aware of the **relationships** between the theory and practice of journalism or speech communication and the student's **faith or worldview**.
- Demonstrate **writing skills** required to excel in an entry-level communications-related job and/or graduate school.
- Demonstrate **public-speaking and presentation skills** required to excel in an entry-level communications-related job and/or graduate school.
- Demonstrate **interpersonal skills** required to excel in relational, cultural, and technological contexts.
- Demonstrate **critical-thinking skills** required to excel in the intellectual, professional, and personal dimensions of life.
- Understand the fundamental **historical, theoretical, sociological, and legal concepts** underlying communication.

The Whitworth Communication Studies Department offers a major and a minor in each of three areas: communication, journalism and mass communication, and speech communication.

## Requirements for a Communication Major, B.A. (42-44)

JMC 125	Writing for Mass Media	3
JMC 209	Introduction to Communication Research	3
or SP 209	Introduction to Communication Research	
JMC 212	Theories of Human Communication	3
or SP 212	Theories of Human Communication	
SP 113	Interpersonal Communication	3
SP 210	Introduction to Public Speaking	3
One writing course:		3
JMC 325W	Reporting for Mass Media	
JMC 362W	Article and Feature Writing	
One professional skills course:		3-4
JMC 244	Publicity and Public Relations	
JMC 335	Interactive Journalism	
JMC 336	Introduction to Video and Audio Journalism	
JMC 343	Editing, Layout and Design	



One speech course:		3-4
SP 223	Small Group Communication	
SP 323	Organizational Communication	
SP 362	Argumentation and Debate	
SP 398	Intercultural Communication	
SP 410	Advanced Public Speaking	
SP 415	Persuasion	
One history course:		3
JMC 347	Mass Media History	
SP 347W	History and Theory of Rhetoric	
One freedoms course:		3
JMC 402	Mass Media Law	
SP 402	Freedom and Responsibility of Speech	
One ethics course:		3
JMC 493	Communication Ethics	
SP 493	Communication Ethics	
One of the following		3
JMC 490	Internship	
SP 490	Internship	
Six semester credits of departmental electives (excluding JMC 245, 246, 247, 248, 445, 446, 447)		6

## Requirements for a Journalism and Mass Communication Major, B.A. (39-40)

JMC 125	Writing for Mass Media	3
JMC 209	Introduction to Communication Research	3
JMC 212	Theories of Human Communication	3
JMC 347	Mass Media History	3
JMC 402	Mass Media Law	3
JMC 493	Communication Ethics	3
SP 113	Interpersonal Communication	3
Complete one internship:		3
JMC 490	Internship	
One professional skills course:		3-4
JMC 244	Publicity and Public Relations	
JMC 335	Interactive Journalism	
JMC 336	Introduction to Video and Audio Journalism	
JMC 343	Editing, Layout and Design	
One writing course:		3
JMC 325W	Reporting for Mass Media	
JMC 362W	Article and Feature Writing	
Upper-division journalism elective (excluding JMC 445, 446, 447)		3
Two departmental electives (excluding JMC 245, 246, 247, 248, 445, 446, 447)		6

## Requirements for a Speech Communication Major, B.A. (43)

SP 113	Interpersonal Communication	3
SP 209	Introduction to Communication Research	3
SP 210	Introduction to Public Speaking	3
SP 212	Theories of Human Communication	3
SP 223	Small Group Communication	4

SP 347W	History and Theory of Rhetoric	3
SP 402	Freedom and Responsibility of Speech	3
SP 493	Communication Ethics	3
JMC 125	Writing for Mass Media	3
Complete one internship:		3
SP 490	Internship	3
Upper-division speech electives		6
Two departmental electives (excluding JMC 245, 246, 247, 248, 445, 446, 447)		6

### Requirements for a Communication Minor (15)

JMC 125	Writing for Mass Media	3
SP 113	Interpersonal Communication	3
JMC 212	Theories of Human Communication	3
or SP 212	Theories of Human Communication	3
Two approved upper-division courses		6

### Requirements for a Journalism and Mass Communication Minor (15)

JMC 125	Writing for Mass Media	3
One upper-division skills course (from JMC 325W, 335, 336, 343, 362W)		3
One upper-division theories course (from JMC 315, 347, 402, 493)		3
Two journalism electives (any level, excluding JMC 245, 246, 247, 248, 445, 446, 447)		6

### Requirements for a Speech Communication Minor (15)

SP 113	Interpersonal Communication	3
SP 210	Introduction to Public Speaking	3
SP 212	Theories of Human Communication	3
Two approved upper-division speech communication courses		6

### Visual Communication (19 Credits)

Requirements for the Visual Communication minor are listed at the Visual Communication page. (p. 305)

### Journalism and Mass Communication Courses

<b>JMC 125 Writing for Mass Media</b>	3
News values; creativity and structure in news writing; journalistic style and format; accuracy, clarity and conciseness in writing; basic reporting and research skills, interviewing, listening, and observing. Also listed as EP 125. Also listed as VC 125. Fall and spring semesters.	
<b>JMC 126H Writing for Digital Media</b>	3
Students will explore the research and media theory that covers writing for digital media, then apply those concepts to a weekly online multimedia publication. Jan Term.	
<b>JMC 209 Introduction to Communication Research</b>	3
Introduction to communication studies research methods and tools, including traditional and electronic resources. Students will develop scholarly writing and argumentation skills. SP 113 or JMC/SP 212 highly recommended. Spring semester.	
<b>JMC 212 Theories of Human Communication</b>	3
A comprehensive treatment of major theoretical approaches toward understanding the production and interpretation of human communication. Also listed as EP 212. Fall and spring semesters.	

**JMC 231 Photojournalism** 3  
 Introduction to photojournalism and the photographic and visual skills needed to create a compelling news image. Students shoot and critique documentary-style photographs and begin to develop a professional portfolio that includes news, feature, sports, portrait and picture stories. Also listed as JMC 231. Spring semester, even years. Fee.

**JMC 244 Publicity and Public Relations** 3  
 Role and effect of publicity and public relations in the United States. Public relations process, public-opinion polling, development, evaluation of public relations programs. Prerequisite: JMC 125. Also listed as EP/LS 244. Fall semester.

**JMC 245 Applied Journalism: Newspaper** 1  
 Staff work on university newspaper. May be repeated for credit. Fall and spring semesters.

**JMC 246 Applied Journalism: Radio** 1  
 Staff work on university radio station. May be repeated for credit. Fall and spring semesters.

**JMC 247 Applied Journalism: Yearbook** 1  
 Staff work on university yearbook. May be repeated for credit. Fall and spring semesters.

**JMC 248 Applied Journalism: Public Relations Agency** 1  
 Whitworth's student-run public relations agency, Beyond the Pines, is designed to give students of all majors who are interested in public relations an opportunity to practice their skills in a real-world environment. Students work in client-based teams to provide a broad array of public relations services to area nonprofit organizations. May be repeated for credit. Fall and spring semester.

**JMC 302 Public Relations & Digital Communication** 3  
 This course covers the paradigm shift that social media is creating at the juncture of communication and technology. Students learn how to utilize online channels such as Twitter, Facebook, blogs, online ads, geo-based location and rating services, and other e-marketing tactics to engage your audience. Explores multiple platforms for monitoring, managing and tracking campaigns. Offered through Continuing Studies. Periodic Offering.

**JMC 310W Professional Communication: Writing** 3  
 Against the backdrop of general communication theory, enhance your writing skills and apply them to documents and projects common in the world of work - news releases, brochures, reports, newsletters, correspondence, and others. Offered through Continuing Studies. Periodic offering.

**JMC 311 Public Relations and Communication** 3  
 Students examine the role of managed communication in public relations problems unique to health, education, and human and public service organizations. This study includes the theory and practice of public speaking with a focus on civic persuasion. Students will strengthen written communication skills critical for effectiveness in professional environments. Offered through Continuing Studies. Periodic offering.

**JMC 315 Media Criticism** 3  
 Analysis of messages from primary mass media sources including print and broadcast news, Internet, entertainment and advertising. Course uses various tools to examine how messages are used by media producers and audiences to create meaning. Also listed as EP/JMC 315. Spring semester.

**JMC 325W Reporting for Mass Media** 3  
 News-gathering techniques and strategies, including direct observation, participant observation and interviewing; using public records and documents, libraries and statistics; dealing with sources; polls and surveys. Prerequisite: JMC 125. Fall semester, even years.

**JMC 335 Interactive Journalism** 3  
 Students will gain skills in multi-media journalism, combining experiences in audio, video, and Internet reporting and storytelling. Students will produce multi-media story packages and gain a grounding in new media theory. Prerequisite: JMC-125. Also listed as FVNS 335. Spring semester.

- JMC 336 Introduction to Video and Audio Journalism** 3  
Development of writing, reporting, editing and production skills for video and audio storytelling. Introduction to using field video and audio equipment. Broadcast news writing and production. Prerequisite: JMC 125. Also listed as FVNS 336. Fall semester.
- JMC 337 Advanced Television Production** 3  
Mastery of advanced field production, including shooting, editing, script-writing, camera and lens operation, graphics, and basic animation is accomplished while creating a professional product for a client. Prerequisite: JMC 336. Periodic offering.
- JMC 339 Digital Storytelling** 3  
Explores theory and practice of digital, multi-modal writing and storytelling. Students will analyze and create digital stories using freely available tools for capturing, editing, and presenting audio, video, and text. Cross-listed with EL/FVNS 339. Prerequisites: EL 210, EL 245, JMC 125, or permission of instructor. Periodic offering.
- JMC 340 Photo Essay** 3  
This course will introduce advanced photography students to the production of Flash-based audio slideshows. Besides the photographic skills needed to produce a photo essay, students will also learn how to record and edit interviews and sound clips into their presentations. Prerequisite: JMC 231. Also listed as FVNS 340. Periodic offering.
- JMC 343 Editing, Layout and Design** 4  
Introduction to principles of page layout and design, with emphasis on preparing text and visual elements for a mass media audience by using desktop publishing techniques. Prerequisite: JMC 125. Also listed as EP/VC 343. Spring semester.
- JMC 346 Media Impact in Contemporary U.S.** 3  
Students taking this study program visit New York and Washington, D.C. to learn from media executives and scholars what they believe are the main issues currently facing the media; course also explores impact of media on contemporary U.S. society. Media industries visited will include newspapers, television, radio, magazine and book publishing, and advertising. Jan Term, odd years.
- JMC 347 Mass Media History** 3  
Origins and development of print and broadcast mass media in the United States. Prerequisite: JMC 212 or SP 212 recommended, junior standing, or by permission of instructor. Also listed as EP 347. Fall semester.
- JMC 362W Article and Feature Writing** 3  
Editorial writing, interpretive and critical writing, and magazine writing for publication. Prerequisite: JMC 125. Fall semester, odd years.
- JMC 402 Mass Media Law** 3  
The First Amendment and court-protected freedom of expression, libel, right of privacy, copyright, covering government and the courts, broadcast regulation. Prerequisite: JMC 212 or SP 212. Spring semester.
- JMC 445 Editorial Practicum: Newspaper** 1  
Editorial work on the university newspaper. Prerequisite: JMC 245 and appointment to editorial position. May be repeated for credit. Fall and spring semesters.
- JMC 446 Broadcast Management Practicum: Radio** 1  
Management work on the university radio station. Prerequisite: JMC 246 and appointment to management position. May be repeated for credit. Fall and spring semesters.
- JMC 447 Editorial Practicum: Yearbook** 1  
Editorial work on the university yearbook. Prerequisites: JMC 247 and appointment to editorial position. May be repeated for credit. Fall and spring semesters.

**JMC 490 Internship** 1-4

**JMC 493 Communication Ethics** 3

Nature and criteria of ethical behavior; personal and organizational ethical issues facing the mass media, including the power of the media, news gathering and reporting techniques, media source relations, privacy, freedom of the press, taste, conflicting interests, fairness and objectivity. Senior standing. Fall semester.

## **Speech Courses**

**SP 113 Interpersonal Communication** 3

Introductory course to communication studies that surveys perception, self-concept, feedback, listening, disclosure, conflict management, language and nonverbal communication. Fall and spring semesters.

**SP 209 Introduction to Communication Research** 3

An introduction to communication studies research methods and tools, including traditional and electronic resources. Students will develop skills in scholarly writing and argumentation. Prerequisite: SP 113 or JMC/SP 212 highly recommended. Spring semester.

**SP 210 Introduction to Public Speaking** 3

Introduction to speech construction and delivery. Speech skills are surveyed, including research, listening and nonverbal communication. Fall and spring semesters and periodic Jan Terms.

**SP 212 Theories of Human Communication** 3

A comprehensive treatment of major theoretical approaches toward understanding the production and interpretation of human communication. Also listed as VC 212. Fall and spring semesters.

**SP 223 Small Group Communication** 4

A theoretical and practical look at group communication processes such as conflict management, decision-making, group dynamics, leadership, and problem-solving. Fall semester.

**SP 245 Applied Speech: Forensics** 1

A practicum course for students involved in the intercollegiate forensics program. An in-depth course in advanced public speaking and debating that may be repeated for credit. Prerequisite: by permission. Fall and spring semesters.

**SP 313 Advanced Interpersonal Communication** 3

Explores communication issues in the development of personal relationships, specifically friendships, romantic, family, and work relationships. Topics include the processes of establishing relationships, maintaining relationships, and coping with relational challenges. Fall semester, odd years. For Communication majors only.

**SP 315 Philanthropy and Communication** 3

A survey of the concepts and practices of philanthropy and stewardship as applied to the not-for-profit industry in the U.S. Students will examine the philosophical tenets of philanthropy and the biblical imperatives of stewardship to understand how and why people give. Periodic Offering.

**SP 323 Organizational Communication** 3

Structure, process and function of communication in organizations, including diagnosing communication problems, analyzing communication networks, and managing communication. Prerequisite: Students must have met the oral communication requirement. Spring semester.

**SP 336 Gospel Proclamation** 3

The study and practice of oral communication of the Christian gospel in public settings. Students gain experience in textual interpretation, structuring messages, language use, introducing and concluding messages, audience analysis, delivery of messages, and evaluating messages. Also listed as TH/LS 336. By permission only. Periodic offering.



- SP 347W History and Theory of Rhetoric** 3  
The origin and development of speech communication from its earliest conceptions in ancient Greece through the present, with particular emphasis on the theories of rhetoric. Prerequisite: JMC 212 or SP 212. Offered annually.
- SP 351 Group Dynamics** 3  
A focus on group behavior, including work teams and how their functioning affects organizational effectiveness. Emphasis on effective group processes for role clarification, decision-making, problem-solving, conflict resolution and group communications. Students develop communication strategies and application of concepts through completion of a small-group project. Offered through Continuing Studies.
- SP 352 Conflict Management** 3  
Investigates how individuals can manage relational conflict more effectively, with an emphasis on the language and structure of conflict. Students will develop skills in managing social and task conflict in both professional and personal contexts. Periodic offering. Offered through Continuing Studies.
- SP 353 Communication in Leadership** 3  
This course will explore how the practice of leadership is guided by the processes of communication through examining the theories and practice of both leadership and communication. It examines the role that communication plays in the leading of organizations, in navigating change in organizations, and in cultivating and maintaining the leader-follower relationship.
- SP 362 Argumentation and Debate** 4  
An in-depth course on the construction and delivery of valid arguments, logical and emotional appeals, attitude change, fundamentals of academic debate, and practical application of persuasive methods. Course surveys American presidential debates and models of argument. Prerequisite: SP 210. Also listed as LS 362. Periodic offering.
- SP 398 Intercultural Communication** 3  
Study of how elements such as ritual, status, symbolism, concepts of time and use of space create our worldview. Class promotes cross-cultural understanding using interactive and visual communication to communicate effectively across cultures. Intent is to broaden cultural awareness and enhance multicultural literacy. Also listed as LS 398. Jan Term.
- SP 402 Freedom and Responsibility of Speech** 3  
An in-depth examination of the First Amendment and court-protected freedom of expression including sedition and political speech, religious speech, protest speech, academic freedom, and symbolic expression. Prerequisite: JMC 212 or SP 212. Fall semester.
- SP 410 Advanced Public Speaking** 4  
An in-depth course on speech construction in different contexts. Students deliver a variety of persuasive speeches. Emphasis on reasoning, delivery skills, and speech criticism. Prerequisite: SP 210. Fall semester, odd years.
- SP 415 Persuasion** 3  
Study and application of persuasion theories and research as they relate within interpersonal, media, ministry, and other contexts. The course will consider, primarily from a social science perspective, how speakers, messages and various persuasive appeals can modify attitudes and behaviors. Fall semester, even years.
- SP 436 African-American Preaching** 3  
An introduction to the preaching in African-American traditions as a distinctive communication event. Emphasis is given to historical, cultural, theological, and rhetorical dimensions of preaching in African-American traditions. Periodic offering.
- SP 445 Applied Speech: Forensics** 1  
A practicum course for students involved in the intercollegiate forensics program. An in-depth course in advanced public speaking and debating that may be repeated for credit. Fall and spring semesters.

- SP 461 Applied Cross-Cultural Communication** 3  
Explores the importance of competent communication in the international arena. Study of how elements such as ritual, status, symbolism, concepts of time and use of space create our world view. This course will provide opportunities for students to enhance both professional and interpersonal skills in the area of communicating effectively across cultures. The intent is to broaden cultural awareness and enhance multicultural literacy as applied in nonacademic settings. For continuing studies students only.
- SP 490 Internship** 1-4
- SP 493 Communication Ethics** 3  
An in-depth examination of the nature and criteria of ethical oral communication behavior in interpersonal, public speaking, group and intercultural settings. Examines ethical theories and their application to credibility, lying and persuasion in social, political, and religious contexts. Senior standing. Also listed as LS 493. Spring semester.

# Community Engagement & Transformation

Many people think that the government is the solution to poverty and other community ills. Others say that the solution rests in the growth of business: a rising tide lifts all ships. We believe that government, business, educational institutions, nonprofits and the community itself all must work in partnership to heal what is broken in the world. This interdisciplinary minor allows students to think through the roles of these different institutions. We learn from dedicated community partners who share a vision of commitment to one's neighbor.

Professor Julia Stronks (jstronks@whitworth.edu) will work with you individually to put together a selection of courses that include some of the following, along with a series of internships or courses that involve service-learning.

## Requirements for a Minor in Community Engagement and Transformation (18)

Take one of the following:		3
CE/TH 256	Biblical Theme of Shalom	
CE/TH 356	Biblical Theme of Shalom	
At least one of the following:		3
CE/PO 275	Poverty and Community Development	
CE/PY 330	Psychology of Poverty and Social Class	
CE/SO 365	Cities and Urban Life	
Approved engagement electives		12
See department for current electives meeting this criteria		
For other approved courses, see Dr. Julia Stronks.		

## Courses

CE 256	Biblical Theme of Shalom (Cross-listed as TH 256)	3
CE 275	Poverty and Community Development (Cross-listed as PO 275)	3
CE 330	Psychology of Poverty and Social Class (Cross-listed as PY 330)	3
CE 356	Biblical Theme of Shalom (Cross-listed as TH 356)	3
CE 365	Cities and Urban Life (Cross-listed as SO 365)	3

# Development Studies

## Description:

The minor in development studies is an interdisciplinary program geared toward Whitworth students in all departments who may have interest in development work.

## Program Goals:

- Students will have an understanding of concepts pertaining to sustainability, development theory, global social structures, and/or global economic systems.
- Students will develop intercultural and professional competencies.
- Students will synthesize their knowledge of development with the practice of development in an applied context.
- Students will be challenged to explore their faith commitments and moral convictions in light of development issues and practices and will be encouraged to view development work as vocation and/or religious calling.

## Requirements for a Development Studies Minor (22)

Required Classes (10 Credits) 10

DS 196	Topics: Intro to Development Studies (Cross-listed as PO 196)
DS/PO/EC 250	Environment and Society
DS 390	Internship (Development Internship)
DS 465	Development Studies Symposium

Elective Classes (12 Credits) 12

Cultural Competency: At least 3 Credits from the following

DS/USCS 120	Introduction to U.S. Cultural Studies
DS/USCS 310	U.S. Cultural Studies: Community-Based Research
DS/USCS 311	U.S. Cultural Studies: Campus-Based Research
DS/USCS 335H	U.S. Tribal Identities
DS/SO 220	Race and Ethnicity *
DS/SO 238	Sociology of Middle-Eastern Society
DS/SO 200	Introduction to Cultural Anthropology

Professional Competency: At least 6 credits of the following:

DS 249	Principles of Service and Leadership (Cross-listed as LS 250)
DS/LS 350	Transforming Leadership **
DS/SO 425	Making Change: Social Intervention Strategies *

Global Structures: At least 3 credits of the following:

DS/SO 303	Globalization and Social Change And Wealth
DS/PO 353	International Political Economy
DS/EC 381	Sustainable Development Abroad
DS/PO 425W	International Development
DS/EC 325	Economic Development
DS/EC 416	International Trade and Finance ***

\* Prerequisites in the Department of Sociology apply.

\*\* Prerequisites in the Leadership Studies Program apply.

\*\*\* Prerequisites in the Department of Economics and Business apply.

## Courses

DS 196	Topics: Intro to Development Studies (Cross-listed as PO 196)	1-3
DS 200	Introduction to Cultural Anthropology (Cross-listed as SO 200)	3

DS 220	Race and Ethnicity (Cross-listed as SO 220)	3
DS 238	Sociology of Middle-Eastern Society (Cross-listed as SO 238)	3
DS 249	Principles of Service and Leadership (Cross-listed as LS 250)	3
DS 250	Environment and Society (Cross-listed as PO 250 and EC 250)	3
DS 303	Globalization and Social Change And Wealth (Cross-listed as SO 303)	3
DS 310	U.S. Cultural Studies: Community-Based Research (Cross-listed as USCS 310)	1
DS 311	U.S. Cultural Studies: Campus-Based Research (Cross-listed as USCS 311)	1
DS 325	Economic Development (Cross-listed as EC 325)	3
DS 335H	U.S. Tribal Identities (Cross-listed as USCS 335H)	3
DS 350	Transforming Leadership (Cross-listed as LS 350)	3
DS 353	International Political Economy (Cross-listed as PO 353)	3
DS 381	Sustainable Development Abroad (Cross-listed as EC 381)	3
DS 390	Internship (Development Internship)	1-4
DS 416	International Trade and Finance (Cross-listed as EC 416)	3
DS 425	Making Change: Social Intervention Strategies (Cross-listed as SO 425)	3
DS 425W	International Development (Cross-listed as PO 425W)	3
DS 465	Development Studies Symposium	1
DS 490	Leadership Internship (Cross-listed as LS 490)	1-4



# Editing and Publishing

The editing and publishing minor, housed in the English department, is an interdisciplinary minor designed for students interested in focused engagement and practical experience with text production, editorial discernment, and multi-platform design and publishing. Students study the aesthetics and ethics of editorial work and multiple methods of textual production, including book-making, web-based journals, e-publications, and emerging forms of design. Courses for the minor have traditional humanities strengths in that they ask students to analyze media productions and respond intelligently to their content as well as their structure. The minor also has practical, experiential components, in that it helps students begin to explore the publishing and editing fields in professional settings. The completion of the minor results in portfolio- and résumé-worthy projects and experience, as well as significant professional internships. With a consistent focus on team-based projects and public engagement, while grounded in historical, aesthetic and ethical frameworks, the EP minor provides students a unique undergraduate opportunity to contextualize their academic experience and explore how humanities disciplines are correspondent, relevant, and significant to career pursuits.

## Requirements for Editing and Publishing Minor (21)

Required Editing course		3
EP/EL 248	Introduction to Editing	
Take one Writing course		3
EP/EL 245	Creative Writing	
EP/JMC 125	Writing for Mass Media	
EP/EL 211	Professional Writing	
Take one Design course		3
EP/EL 348	Book Design and Publishing	
EP/JMC 343	Editing, Layout and Design	
EP/AR 324	Graphic Design I	
Take one Historical Context course		3
EP/EL 396	American Literary Journals	
EP/JMC 347	Mass Media History	
Take one Textual Analysis course		3
EP/EL 267	Introduction to Critical Strategies	
EP/JMC 315	Media Criticism	
EP/EL 382	Rhetorical Methods and Approaches	
EP/EL 484	Literary Criticism	
EP/EL 449W	Postmodern Literature and Culture	
Internship		3
	Rock & Sling, Whitworthian, PIE, or other approved by director of the minor.	
Elective		3

Each student completing in this minor should meet with the director of the minor to choose a final elective that will best serve his or her professional goals. Students are encouraged to meet with the director of the minor as soon as possible after declaring the minor. Some courses students might consider include those listed below, though other courses might apply.

EP/AR 221	Introduction to Printmaking I: Relief and Intaglio
EP/AR 323	Typography I
EP/AR 326	Web Design I
EP/BU 218	Marketing
EP 325	The Small Business Entrepreneur (Cross-listed as BU 326)
EP/BU 274	Principles of Management
EP/CS 357	Computer Graphics
EP/EL 340H	Writing in Virtual Worlds
EP/EL 396H	This Whitworth Life: Audio Storytelling

EP/JMC 212	Theories of Human Communication
EP/JMC 244	Publicity and Public Relations

## Courses

EP 125	Writing for Mass Media (Cross-listed as EL 125)	3
EP 211	Professional Writing (Cross-listed as EL 211)	3
EP 212	Theories of Human Communication (Cross-listed as JMC 212)	3
EP 218	Marketing (Cross-listed as BU 218)	3
EP 221	Introduction to Printmaking I: Relief and Intaglio (Cross-listed as AR 221)	3
EP 244	Publicity and Public Relations (Cross-listed as JMC 244)	3
EP 245	Creative Writing (Cross-listed as EL 245)	3
EP 248	Introduction to Editing (Cross-listed as EL 248)	3
EP 267	Introduction to Critical Strategies (Cross-listed as EL 267)	3
EP 274	Principles of Management (Cross-listed as BU 274)	3
EP 315	Media Criticism (Cross-listed as JMC 315)	3
EP 323	Typography I (Cross-listed as AR 323)	3
EP 324	Graphic Design I (Cross-listed as AR 324)	3
EP 325	The Small Bus Entrepreneur (Cross-listed as BU 326)	3
EP 326	Web Design I (Cross-listed as AR 326)	3
EP 340H	Writing in Virtual Worlds (Cross-listed as EL 340H)	3
EP 343	Editing, Layout and Design (Cross-listed as JMC 343)	4
EP 347	Mass Media History (Cross-listed as JMC 347)	3
EP 348	Book Design and Publishing (Cross-listed as EL 348)	3
EP 357	Computer Graphics (Cross-listed as CS 357)	3
EP 382	Rhetorical Methods and Approaches (Cross-listed as EL 382)	3
EP 396	American Literary Journals (Cross-listed as EL 396)	3
EP 396H	This Whitworth Life: Audio Storytelling (Cross-listed as EL 396H)	3
EP 449W	Postmodern Literature and Culture (Cross-listed as EL 449W)	3
EP 484	Literary Criticism (Cross-listed as EL 484)	3

The School of Education at Whitworth University includes the Department of Teacher Education, the Center for Gifted Education, the Department of Graduate Studies in Education, the Master in Teaching Program, the Office of Educational Certification and Career Services, and the Evening Teacher Certification Program. All certification programs in the School of Education are approved by the Washington State Professional Educator Standards Board and are accredited by the National Council for Accreditation of Teacher Education.



The mission of the Whitworth School of Education is to prepare teachers, counselors, and administrators to be educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders, and guardians. The School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content, as well as through pedagogical and professional knowledge. Whitworth University prepares educators to have a positive impact on the learning and development of those whom they are called to serve.

The learning outcomes of this major prepare students to be the following:

**Scholars:** Educators of mind and heart possess current knowledge of the content areas in which they work, understand the connections among disciplines, use tools of inquiry, and demonstrate an attitude of ongoing learning as existing fields of knowledge continue to evolve and grow. Educators of mind and heart strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, the study of their own practice, the analysis of data collected, and the application of data to the solution of problems in their respective fields of study.

**Community Members:** Educators of mind and heart develop and sustain collaborative and interdependent relationships among teachers, students and their families, counselors, administrators, and other community members. Educators of mind and heart understand their roles as professional colleagues in their schools, their communities, and their professional organizations. They help shape the culture of classrooms and schools to reflect the values of our democratic society. They model professional behaviors appropriate for those entrusted with educating today's children and young people.

**Effective Practitioners:** Educators of mind and heart are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision-making. They are committed to culturally responsive and relevant practices that engage students, and they are purposeful in making a positive impact on their students' learning. They demonstrate proficiency in the selection and differentiation of materials, strategies, and assessment practices that are appropriate for the diversity of students and for the educational contexts in which they serve. They use formative and cumulative data as evidence for decision-making. They are competent in using technology and other 21st-century skills and expertise in the educational setting to improve their own practice and the learning of their students.

**Visionary Leaders:** Educators of mind and heart have a vision. They articulate a personal philosophy of education that includes a belief in the worth and ability of each human being and provides a framework guiding personal and professional decision-making and development. The educators' practices are intentionally aligned with this vision for the benefit of members of their learning

communities. Educators of mind and heart model transformational and servant leadership in their learning communities and in their contributions to society.

**Guardians:** Educators of mind and heart act as advocates for children and youth, demonstrating a sincere and equitable commitment to the success of all, paying attention to the role that diversity – including gender, ability, ethnicity, race, culture, religion and socio-economic status – brings to learning and the community. Educators understand and respect the interconnected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, educators serve humankind and seek opportunities to assist, encourage, and support all those under their care in a manner that leads to transformation in the lives of their students.

Whitworth University is in compliance with the U.S. Department of Education Title II reporting requirements. The most recent Whitworth University Title II report is available on our website: [www.whitworth.edu/soe/titleII.htm](http://www.whitworth.edu/soe/titleII.htm). For more information or to request a copy, contact the office of the dean of the School of Education.

## Department of Teacher Education Undergraduate Program

The Whitworth Department of Teacher Education views the role of the teacher as a calling – a commitment to understanding and responding compassionately to the needs of children and youth. The undergraduate teacher-education program conceptualizes our graduates as educators of mind and heart who serve as scholars, community members, effective practitioners, visionary leaders, and guardians. Courses in the program are structured around this conceptual framework, and students are encouraged to view their future roles as teachers through this model.

### Requirements for Elementary Education Major, B.A. and Endorsement (K-8)

(currently leads to K-8 certification in Washington state)

All endorsements subject to change; see School of Education for updated requirements. See course descriptions for prerequisites, co-requisites, and class-standing information.

Note: An ESOL endorsement may be required in certain states, such as California, Florida and Nevada. Students are responsible for knowing state requirements for ESOL endorsements.

#### I. Professional Program: Preliminary (5)

EDU 201	Educational Psychology for Children and Adolescents	3
or EDU 201H	Honors Educational Psychology	
EDU 202	Exploring Teaching	1
EDU 203	Field Experience	1

Admission to the Whitworth Teacher Education Program is required before a student begins upper-division courses.

#### II. Professional Program: Upper Division

##### A. Teacher-Education Courses (35)

EDU 320	Exceptional Learners and Inclusion (This is the first upper-division course taken in the program.)	3
EDU 321	Intervention for Behavior and Motivation	3
EDU 340	K-8: General and Language Arts Methods Curriculum *	3
EDU 341	Mathematics: Elementary/Middle School Methods (K-9) *	2
EDU 342	Elementary Curriculum Field Experience *	1
EDU 343	Science: K-9 Methods and Assessment	2
EDU 344	Children's Literature and Social Studies	3
EDU 366	Teaching English Language Learners **	1
EDU 367	Introduction to Intercultural Education	1
EDU 368	Field Immersion in Intercultural Education ***	3
EDU 401W	Democracy, Leadership, and Schooling	3

EDU 440	Methods for Teaching Reading ****	3
EDU 441	Diagnosis/Intervention Reading Difficulties ****	3
EDU 442	Literacy Field Experience ****	1
EDU 461	Assessment, Management, and Differentiation for Elementary School	3

- \* These courses constitute the elementary curriculum block and are taken concurrently.
- \*\* Waived with any other ESOL course
- \*\*\* Art, kinesiology, music and theatre majors take EDU 369 instead of EDU 368.
- \*\*\*\* These courses constitute the elementary literacy block and are taken concurrently in the semester following the curriculum block.

### B. Non-Education Required Courses (22)

MA 221	Math for Elementary School Teachers I	3
MA 222	Math for Elementary School Teachers II	3
NS 101	Earth and Sky	3
BI 102	Introductory Biology	3
One of the following:		3
HI 181	The Atlantic World	
HI 182	The United States in a Global Context	
HI 357	Rise of Modern America: 1877-1945	
HI 362	Slavery and the Civil War	
One of the following:		3
PO 102	American National Politics	
PO 242	American Political Parties	
AR 344	Elementary Art: Curriculum and Methods	1
KIN 344	Curriculum and Methods: Elementary Health, Fitness and PE	1
MU 344	Elementary Music: Music and Movement	1
TA 344	Theatre Across the Curriculum	1

### C. Academic Area (20+)

A certification plan with an academic emphasis must be set up with an advisor during the sophomore year or upon admission to the program, and must include a minimum of 20 semester credits in one approved endorsement area. Students are encouraged to complete endorsements in their academic areas. Reading may not be used for this academic area. See the Whitworth Department of Teacher Education for a list of approved academic areas and endorsement information, or refer to the department's website.

### III. Professional Program: Senior Seminars and Student Teaching (13)

Admission to student teaching is required before a student enrolls in senior seminars. Application must be submitted one semester in advance of student teaching.

EDU 472	Professional Issues in Elementary Education	1
EDU 474	Elementary Student Teaching Seminar	1
EDU 496	Directed Teaching, Elementary Level	11

*Note: Application for a Washington State Teaching Certificate, passing student teaching, passing a state content area exam, and passing a teacher performance assessment are required for program completion (teacher certification).*

### Requirements for Secondary Certification

All endorsements subject to change; see School of Education for updated requirements. See course descriptions for prerequisites, co-requisites, and class-standing information.



Note: An ESOL endorsement may be required in certain states, such as California, Florida and Nevada. Students are responsible for knowing state requirements for ESOL endorsements.

## I. Professional Program: Preliminary (5)

EDU 201 or EDU 201H	Educational Psychology for Children and Adolescents Honors Educational Psychology	3
EDU 202	Exploring Teaching	1
EDU 203	Field Experience	1

Initial admission to the Whitworth Teacher Education Program is required before a student begins upper-division courses.

## II. Professional Program: Upper Division

### A. Teacher Education Courses (26-27)

EDU 320	Exceptional Learners and Inclusion (This is the first upper-division course taken in the program.)	3
EDU 329	Principles of Behavior for Mid/Secondary Classroom	3
EDU 350	Methods of Teaching in Middle and High School *	3
EDU 351	Middle/High School Field Experience *	1
EDU 366	Teaching English Language Learners **	1
EDU 367	Introduction to Intercultural Education	1
EDU 368	Field Immersion in Intercultural Education ***	3
EDU 401W	Democracy, Leadership, and Schooling	3
EDU 458	Content Area Reading and Writing	2
EDU 465	Assessment, Management, and Differentiation for Middle and High School ****	3
EDU 485	Middle/High School Field Experience ****	1
Methods course in each endorsed subject area		2-3

\* These courses taken concurrently.

\*\* Waived with any other ESOL course

\*\*\* Art, kinesiology, music and theatre majors take EDU 369 instead of EDU 368.

\*\*\*\* These courses are taken concurrently.

### B. Professional Program: Content in the Teaching Area

An academic major (approved by both the major department and the department of teacher education) in an approved area is required. See department of teacher education for information regarding endorsements, or see each department's section in this catalog.

### III. Professional Program: Senior Seminars and Student Teaching (13)

Admission to student-teaching is required before a student enrolls in senior seminars.

Application must be submitted one semester in advance to student teaching.

EDU 476	Professional Issues in Secondary Education	1
EDU 478	Secondary Student-Teaching Seminar	1
One of the following:		11
EDU 493	Directed Teaching, Middle School and Special Education	
EDU 494	Directed Teaching, High School and Special Education	
EDU 497	Directed Teaching, Middle-School Level	
EDU 498	Directed Teaching, High-School Level	

Note: Secondary candidates seeking endorsements in art, kinesiology, music and theatre must complete an additional practicum experience at the alternate level. Application for Washington

*State Teaching Certificate, passing student teaching, passing a state content area exam, and passing a teacher performance assessment are required for program completion.*

## Requirements for a Special Education Major and Endorsement (34)

All endorsements subject to change; see School of Education for updated requirements. Must be completed in combination with a dual major in elementary education or in an endorsable subject area major that can be taught with secondary certification.

Meets Washington state endorsement requirements for special education (P-12).

### Coursework:

EDU 320	Exceptional Learners and Inclusion	3
EDU 321	Intervention for Behavior and Motivation	3
EDU 322	Assessment and IEP Planning	3
EDU 323	Intervention for Academic Learning Problems	3
EDU 424	Early Intervention for Special Education	3
EDU 426	Intervention for Severe Communication, Sensory, and Physical Problems	3
EDU 430	Intervention for Autism Spectrum Disorders	3
EDU 436	Intervention Through Positive Behavior Intervention Support	3

### Fieldwork:

EDU 481	Special-Education Practicum, Early Childhood or K-8	1
EDU 482	Special-Education Practicum, Middle Or High School	1
EDU 483	Advanced Special-Education Practicum: Early Childhood or K-8	4
EDU 484	Advanced Special-Education Practicum, Middle or High School	4

### Electives available but not required:

ASL 101	Introduction to Sign Language & the Deaf	
ASL 102	Sign Language & the Deaf II	
EDG 551	Social and Emotional Components of Giftedness	
EDU 434	Early Speech, Language and Literacy	
EDU 438	Early Intervention Interdisciplinary Method	

## Environmental/Sustainability Education (ESE) Specialty Endorsement (K-12)

Completion of the minor in environmental studies and taking EDU 343 Science: K-9 Methods and Assessment or EDU 455 Science in the Secondary School and taking EDU 410 Environmental and Sustainability Education in the K-12 Classroom as two of the electives in the minor, will prepare a student for an endorsement in environmental/sustainability education (K-12). The Environmental Studies minor adopts an interdisciplinary approach to the development of environmental literacy and competency integrating natural science, social science, and humanities to attain a balanced education that encourages careful stewardship of the earth. Please see the Education department for advising.

## Early Childhood Special Education Endorsement (P-3)

Completion of the major/endorsement in special education, combined with two additional courses, EDU 434 Early Speech, Language and Literacy and EDU 438 Early Intervention Interdisciplinary Methods (or equivalent coursework), and Advanced Practicum in an early intervention or preschool special education setting will prepare a student for an endorsement in early childhood special education (P-3). Please see the Special Education Coordinator for advising.

## Deaf Education Specialty Endorsement (P-12)

Completion of the major in special education, combined with a set of required courses from Spokane Falls Community College's Interpreters Program (or equivalent coursework), EDU 434 Early Speech, Language and Literacy, and Advanced Practicum in a deaf education setting will prepare a student for

a specialty endorsement in deaf education (P-12). Please see the Special Education Coordinator for a transcript evaluation and advising.

## Requirements for a Special Education Minor (17)

This minor is not sufficient for an endorsement in special education in Washington state.

EDU 320	Exceptional Learners and Inclusion	3
EDU 321	Intervention for Behavior and Motivation	3
EDU 322	Assessment and IEP Planning	3
EDU 323	Intervention for Academic Learning Problems	3
One of the following:		1
EDU 481	Special-Education Practicum, Early Childhood or K-8	
EDU 482	Special-Education Practicum, Middle Or High School	
One of the following:		4
EDU 483	Advanced Special-Education Practicum: Early Childhood or K-8	
EDU 484	Advanced Special-Education Practicum, Middle or High School	

## Requirements for an English to Speakers of Other Languages (ESOL) Minor and Endorsement (P-12) (17-19)

All endorsements subject to change; see School of Education for updated requirements. Formerly known as English Language Learner (ELL).

Note: An ESOL endorsement may be required in certain states, such as California, Florida and Nevada. Students are responsible for knowing state requirements for ESOL endorsements.

Meets Washington state endorsement requirements for ESOL (P-12).

EDU 361	Second-Language Acquisition	3
EDU 362	ELL Methodology	3
EDU 363	ELL Methods in Language Arts and Reading	3
EDU 364	ELL/CLD Field Experience *	1-3
EDU 367	Introduction to Intercultural Education	1
One of the following:		3
EDU 434	Early Speech, Language and Literacy	
EL 388	Structure and Development of the English Language	
EL 453	Introduction to Linguistics	
WL 442	Methods for Teaching Languages, K-12	

One of the following **:		3
SP 398	Intercultural Communication	
SO 200	Introduction to Cultural Anthropology	

\*\*or any approved non-education course meeting the university's American diversity or global perspectives requirement.

Competency in a second language; one of the following:

- One year of residence in a non-English-speaking country
- One year of Peace Corps training and service
- Student is a native speaker of a language other than English
- Eight semester credits of college coursework in a second language

\* May be met as part of other field experience, such as EDU 368 or student teaching.

## Requirements for a Reading Endorsement (P-12) (16-17)

(Meets Washington state reading endorsement requirement (P-12))

EDU 344	Children's Literature and Social Studies	3
EDU 440	Methods for Teaching Reading	3
EDU 441	Diagnosis/Intervention Reading Difficulties	3
EDU 442	Literacy Field Experience	1
EDU 443	Methods for Teaching Writing	1
One of the following with advisor approval:		2-3
EDU 323	Intervention for Academic Learning Problems	
EDU 363	ELL Methods in Language Arts and Reading	
EDU 444	Literacy Center Field Experience (must register for 2 credits)	
EDU 458	Content Area Reading and Writing	
One of the following with advisor approval:		3
EDU 434	Early Speech, Language and Literacy	
EL 210	Writing II	
EL 387	English Methods and Adolescent Literature	
EL 388	Structure and Development of the English Language	

## Requirements for Minor in Reading Instruction (18-20)

Complete the above requirements for the reading endorsement and one additional course from the endorsement electives selected (with advisor approval). Electives may include an additional new course developed in consultation with the School of Education.

## Requirements for a Middle Level Mathematics Endorsement (4-9) (39)

In combination with either Elementary or Secondary Certification courses. All endorsement subject to change; see School of Education for updated requirements.

Meets Washington state Middle Level Mathematics endorsement requirement (4-9).

MA 150	Pre-Calculus	4
MA 171	Calculus I	4
MA 221	Math for Elementary School Teachers I	3
MA 222	Math for Elementary School Teachers II	3
MA 256	Elementary Probability and Statistics	3
MA 278	Discrete Mathematics	3
EDU 329	Principles of Behavior for Mid/Secondary Classroom	3
One of the following:		2
EDU 341	Mathematics: Elementary/Middle School Methods (K-9)	
EDU 454	Mathematics in Secondary School	
One of the following:		3
EDU 461	Assessment, Management, and Differentiation for Elementary School	
EDU 465	Assessment, Management, and Differentiation for Middle and High School	
One of the following:		11
EDU 496	Directed Teaching, Elementary Level	
EDU 497	Directed Teaching, Middle-School Level	
EDU 498	Directed Teaching, High-School Level	

## Requirements for a Middle Level Science Endorsement (4-9) (47)

In combination with either Elementary or Secondary Certification courses. All endorsements subject to change; see School of Education for updated requirements. Meets Washington state Middle Level Science endorsement requirement (4-9).

BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
BI 141 & 141L	General Biology II: Organismal Biology and General Biology II: Organismal Biology Lab	4
One of the following with corresponding lab:		4
CH 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Lab	
CH 161 & 161L	General Chemistry I and General Chemistry I Lab	
One of the following with corresponding lab:		4
CH 102 & 102L	Bioorganic Chemistry and Bioorganic Chemistry Lab	
CH 181 & 181L	General Chemistry II and General Chemistry II Lab	
CH 325L	Community Chemistry Outreach	1
PS 151 & 151L	General Physics I and General Physics I Lab	4
PS 153 & 153L	General Physics II and General Physics II Lab	4
NS 101	Earth and Sky	3
EDU 329	Principles of Behavior for Mid/Secondary Classroom	3
One of the following:		2
EDU 343	Science: K-9 Methods and Assessment	
EDU 455	Science in Secondary School	
One of the following:		3
EDU 461	Assessment, Management, and Differentiation for Elementary School	
EDU 465	Assessment, Management, and Differentiation for Middle and High School	
One of the following:		11
EDU 496	Directed Teaching, Elementary Level	
EDU 497	Directed Teaching, Middle-School Level	
EDU 498	Directed Teaching, High-School Level	

## Important Notes for All Undergraduate Teacher Education Students

1. Requirements for Washington state teacher certification, endorsements, and highly qualified teacher status (NCLB) are subject to change. Therefore, all teaching areas and programs must be approved by the Whitworth Department of Teacher Education.
2. Admission to the teacher education program and student-teaching program must be approved by the department of teacher education.
3. Full admission to the teacher education program requires a minimum cumulative GPA of 3.0 at Whitworth. See department for admission guidelines.
4. Application for student teaching must be submitted one semester in advance. Admission to student teaching is required before a student enrolls in student teaching courses.
5. WSP/FBI fingerprint clearance and completion of the Washington State e-certification application is required of each student prior to beginning the EDU 342 or EDU 351 field experiences.



6. Admission to the department of teacher education and student teaching do not guarantee state certification.
7. Students cannot enroll in upper-division courses without first being admitted to the teacher-education program.
8. All grades in courses used for teacher certification and endorsements must be "C" or better. Courses that apply toward certification may not be taken P/NC.
9. Students seeking secondary certification must complete a major in an academic area approved by the department of teacher education.
10. Students seeking elementary certification must complete a minimum of 20 semester credits in an approved endorsement area.
11. An application for a Washington State Teaching Certificate is required for program completion.
12. Students are responsible for information in the certification handbook, which is available on the department website.
13. Passage of the WEST-B or equivalent score on ACT or SAT is required for Benchmark II of the program. Passage of the WEST-E or NES in each area of endorsement is required for Washington State certification.
14. Students must have taken and passed the WEST-E or NES in their major before they may begin student teaching.
15. Passage of the edTPA (Teacher Performance Assessment) is required for Washington State certification.
16. Successful candidates receive a Washington State Teaching Certificate. Students planning to seek certification in another state must research certification and testing requirements for that state and are encouraged to do so early in their program.
17. An ESOL endorsement may be required in certain states, such as California, Florida and Nevada. Students are responsible for knowing state requirements for ESOL endorsements.

## Post-Baccalaureate Certification Programs

Two teacher certification programs are available at Whitworth for people who already possess undergraduate degrees: (1) the Evening Teacher Certification Program and (2) the Master in Teaching Degree Program.

The Whitworth Evening Teacher Certification Program, a collaborative effort between the School of Education and Whitworth Continuing Studies, allows adults who work full time to complete a teacher certification program in a cohort-based accelerated evening and Saturday format. The program is designed to prepare elementary certificated teachers; however, candidates wishing to obtain secondary certification can complete a program consisting of a combination of traditional day and accelerated evening classes. Within the ETC program, post-baccalaureate students may choose between the master of education and certification-only tracks. Students can enroll in the 500 level of designated courses and apply up to 18 ETC semester credits as electives if accepted to Whitworth's M.Ed. program. For transferability, application must be made within four years of ETC program completion. Cohorts begin in August and February. For more information, please see the ETC program description in the Adult Degree Programs/Continuing Studies section of this catalog or contact an ETC advisor at 509.777.3222.

The Whitworth Master in Teaching Degree Program allows students to pursue a master's degree and teacher certification concurrently. Whitworth was the first university in Washington state to receive approval for an MIT program after state legislation permitted this option. This is an intensive, selective, full-time day-school graduate program that begins in June and continues for 14 months, culminating in August of the following year. Both elementary and secondary certification options are available in the MIT program. Application to the program must be made four to six months prior to the starting date. (See graduate section of this catalog.) For more information about the MIT program, contact the Assistant Director at 509.777.3769.

## Evening Teacher Certification: Degree Completion in Elementary Education

Courses are limited to students enrolled in the Whitworth Evening Teacher Certification Program, a collaborative effort between the School of Education and Whitworth Continuing Studies. Students can earn a Bachelor of Arts degree in elementary education along with Washington state residency teacher certification. Those currently holding a college degree can complete certification requirements only, or certification in conjunction with a Master of Education degree if accepted to the Whitworth

Graduate Studies in Education Program. For complete program and course descriptions, see the Adult Degree Programs/Continuing Studies section of this catalog.

## American Sign Language Courses

### ASL 100 Intro to Sign Language

Preparation for language acquisition via overview of sign language with concentration on language universals of category and relationship. For continuing studies students only.

3

### ASL 101 Introduction to Sign Language & the Deaf

Study of American Sign Language, language acquisition, teaching methods, teaching sequences and materials for persons with hearing impairments, communication disorders, and cognitive delays. Overview of the history of sign language as well as receptive and expressive finger-spelling. Also listed as EDS 501 (students must register for graduate-level course and complete extra project if in a graduate program). Fall Semester and Summer.

4

### ASL 102 Sign Language & the Deaf II

Advanced study of American Sign Language and the culture of the deaf. Expansion and improvement of manual communication skills, translating or interpreting abilities, and development of mental-processing techniques for comprehending the meaning of unfamiliar signs. Overview of educational aspects of deaf culture and sign language. Also listed as EDS 502. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: ASL 101. Spring Semester and Summer.

4

## Education: Teacher Ed. Courses

### EDU 150 Exceptionality Across the Life Span

This course acquaints students with the issues associated with human diversity across the lifespan in today's society. The focus is on individuals who have disabilities, their struggle for legal rights and social inclusion, and resources available for support. Students will also work directly with community agencies that serve people with disabilities. Meets general education American Diversity requirement. Jan Term.

3

### EDU 201 Educational Psychology for Children and Adolescents

A study of children and youth with a focus on psychology in the classroom. Developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) and sociological challenges (abuse and neglect, substance abuse, poverty, familial discord) and their impact on teaching and learning are examined. Pre-requisite or Co-requisite: EDU 202. Also listed as LS 201. Fall and spring semesters and Jan term.

3

### EDU 201H Honors Educational Psychology

Honors section of Educational Psychology with emphasis on applied research in educational psychology. A study of children and youth with a focus on psychology in the classroom. Developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) and sociological challenges (abuse and neglect, substance abuse, poverty, familial discord) and their impact on teaching and learning are examined. Prerequisite or corequisite: EDU 202. Spring semester.

3

### EDU 202 Exploring Teaching

On-campus seminars examine the profession of teaching. Co-requisite: EDU 203. Also listed as LS 202. Fall and spring semesters and Jan Term.

1

### EDU 203 Field Experience

Semester-long field experience in which candidates are placed in classrooms as teaching assistants and tutors. Opportunity for candidates to reflect on their potential as educators, and relate classroom experience to EDU 201 and Washington state educational reforms. May require transportation to an off-campus placement. Concurrent enrollment in EDU 202 required. Fall and spring semesters and Jan Term.

1

- EDU 320 Exceptional Learners and Inclusion** 3  
Provides an overview of children with disabilities, gifted education, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis placed on accommodations for high incidence conditions. Introduction of Individualized Education Plans and completion of a service-learning experience in a home setting. Also listed as EDS 520 (students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 201, EDU 202, and EDU 203. Fall and Spring Semesters.
- EDU 321 Intervention for Behavior and Motivation** 3  
Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Students plan, collect data, implement and evaluate an intervention. They learn to collect data and do functional assessments and document learning. Field experience included. Also listed as EDS 521. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 320. Fall and Spring Semesters.
- EDU 322 Assessment and IEP Planning** 3  
Practice and study of formal and informal, assessments. Integration and implementation of assessment into the development of Individualized Education Plans (IEP) for children and youth in special education settings. Students also will use data-based decision making to inform educational practices and behavior-change interventions. Also listed as EDS 522. (Students must register for graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 320. Fall semester.
- EDU 323 Intervention for Academic Learning Problems** 3  
Methods and strategies to address academic learning problems for students with mild disabilities in math, reading, language, writing, and spelling. Includes class-wide peer tutoring, active responding, guided notes, Precision Teaching, Direct Instruction, Success for All, data-based intervention approaches and other relevant curriculum. Service learning project included. Also listed as EDS 523. (Students must register for a graduate-level course and complete an extra project in a graduate program). Prerequisite: EDU 320. Fall and Spring Semesters.
- EDU 326 Diversity, Equity and Inclusion** 3  
The purpose of this course is to increase knowledge, skills and attitudes needed to create environments that are inclusive and enriched by diverse views and people. Increased levels of cultural sensitivity and responsiveness will be developed through didactic and experiential learning. The didactic portion will focus on Survey of historical and societal influences on the education of cultural groups in the USA. This is a step up course. Undergraduate students can take it for graduate credit. It is also a part of the US Cultural Studies Minor.
- EDU 329 Principles of Behavior for Mid/Secondary Classroom** 3  
This course examines principles and practices of behavior management in the middle and secondary classroom. Fieldwork includes planning and carrying out a classroom intervention for a student with special needs. May require transportation to an off-campus field experience. Prerequisites: EDU 320. Spring semester.
- EDU 340 K-8: General and Language Arts Methods Curriculum** 3  
This course presents methods and materials for elementary teachers. Observation and teacher assistantship in the public schools, microteaching, Common Core Standards for English/Language Arts and unit preparation utilizing appropriate teaching models based on learning theory, provide opportunities to reinforce course content. The various strands of language arts will be explored including: writing, listening, speaking, and reading. Candidates will gain familiarity with writing programs and methods for assessing student writing. Prerequisite: junior standing. Corequisites: EDU 341 and EDU 342. Meets Whitworth's oral communication requirement. Fall and spring semesters.
- EDU 341 Mathematics: Elementary/Middle School Methods (K-9)** 2  
Introduction to math curriculum, instruction, and assessment in the elementary classroom. Development of lessons and unit plans based on best-practice research and Common Core Standards. Prerequisite: junior standing. Co-requisites: EDU 340, EDU 342. Fall and spring semesters.

- EDU 342 Elementary Curriculum Field Experience** 1  
Semester-long placement in an elementary classroom to develop competencies in teaching and assessing learning in language arts and math. May require transportation to an off-campus field experience. Prerequisite: junior standing. Corequisites: EDU 340, EDU 341. Fall and spring semesters.
- EDU 343 Science: K-9 Methods and Assessment** 2  
Introduction to instruction and assessment of science teaching at the elementary and middle levels and ideas for integrating science concepts in other disciplines. Includes theories, teaching strategies, demonstration and laboratory techniques, and an overview of curriculum, assessment guidelines, Common Core Standards, conducting field trips, and safety considerations. Prerequisite or co-requisite: EDU 340, EDU 341, EDU 342 and one college-level science course. Fall and spring semesters.
- EDU 344 Children's Literature and Social Studies** 3  
This course is designed to provide an introduction to children's literature as well as a foundation for teaching social studies. It highlights the genres of the literature, learning about and through literature, and using quality literature integrated with other content. For social studies instruction, the course examines the state standards for social studies in the areas of world and American history, geography and civics and how to use children's literature as a content source for those areas of curriculum. Prerequisite: EDU 201 and EDU 202. Fall and spring semesters and Jan Term.
- EDU 350 Methods of Teaching in Middle and High School** 3  
Candidates learn the fundamental knowledge and skills to implement standards-based instructional planning, the Common Core Standards, and to use multiple instructional strategies for teaching in secondary schools. Meets Whitworth's oral communication requirement. Prerequisite: EDU 201, EDU 202, EDU 320, junior standing and completion of at least 9 semester credits in major, or chair permission. Corequisite: EDU 351. Spring semester.
- EDU 351 Middle/High School Field Experience** 1  
Placement in a middle or high school for a field experience in teaching area. Includes working with students in groups, assisting teachers, and planning and teaching lessons. A minimum of 30 hours is required. May require transportation to an off-campus field experience. Prerequisite: EDU 201, EDU 202, EDU 320, junior standing and completion of at least 9 semester credits in major, or chair permission. Corequisite: EDU 350. Spring semesters and Jan Term.
- EDU 361 Second-Language Acquisition** 3  
An overview of interdisciplinary theories of how students acquire a first and an additional language informed by the fields of linguistics, psychology, sociocultural, and political studies. A view to gaining informed approaches for supporting English Learners and their access to the core curriculum. Also listed as LS 361/EDU 561 and TES 361. Fall and Spring Semesters.
- EDU 362 ELL Methodology** 3  
Application of language-acquisition theory to the teaching of limited-English-proficient students. Listening, speaking, reading and writing strategies as well as the purpose and administration of language-proficiency assessment. Also listed as EDU 562. Fall and Spring Semesters.
- EDU 363 ELL Methods in Language Arts and Reading** 3  
Content centers around the Common Core State Standards intertwined with the Washington State English Proficiency Standards. Strategies for scaffolding content reading tasks for English Learners are explored and practiced. The course also addresses the literacy needs of English Learners in their core curriculum subjects with ways that instructors of core subjects can increase content achievement while supporting literacy needs. Also listed as EDU 563. Spring semester.
- EDU 364 ELL/CLD Field Experience** 1-3  
The ELL/CLD Field Experience provides an opportunity to implement the knowledge and strategies being learned in the content ELL courses. The implementation is designed to occur during students' EDU 368/EDU 369 intercultural placements or in the students' own classrooms, if applicable. May require transportation to an off-campus field experience. Prerequisite: EDU 361, EDU 362 or EDU 363. Also listed as EDU 564. Fall, Jan Term, and Spring Semesters.

**EDU 365 CLD Assessment & Evaluation**

3

Topics include issues, principles, instruments, and methods of assessment related to the education of linguistic and culturally diverse learners. Classroom, district-wide, and state instruments for language proficiency are analyzed. Performance on language proficiency instruments versus content-specific, classroom performance is explored. Overview of the Language-Learning vs. Language-Disability issues also presented. Prerequisite: EDU 361, EDU 362, or EDU 363. Also listed as EDU 565. Periodic offering.

**EDU 366 Teaching English Language Learners**

1

An introduction to instructional strategies for teaching English Language Learners in the regular classroom and an overview of current programs and laws regarding the teaching of ELL students. Prerequisite: junior standing required. Waived with any other ELL course. Fall semester.

**EDU 367 Introduction to Intercultural Education**

1

Examination of both personal and institutional cultural proficiency in education. The impact of cultural and linguistic diversity on academic achievement is explored along with the crucial skills for effective intercultural communication. Also included is the examination of one's own cultural values, attitudes, and beliefs as they influence instruction and assessment practices used with P-12 students in the content areas. Offered only for those pursuing a teaching certificate. Prerequisite: junior standing required; senior standing recommended. Also listed as EDU 567. Fall semester.

**EDU 368 Field Immersion in Intercultural Education**

3

Participation in an intercultural off-campus experience at local, USA, or international educational site. Involves full school day experiences with culturally and linguistically diverse students. Includes observation, lesson planning, assisting students with special needs, tutoring, teaching, and attending professional meetings at culturally diverse sites. Except for local settings, students live in the community and participate in life of the community. Candidates prepare culturally proficient analysis of their experiences, use levels of cultural insights to interview persons of diversity, and infuse lesson plans with culturally and linguistically diverse strategies and assessments. Prerequisite: EDU 367. Jan Term and alternating May Term.

**EDU 369 Field Immersion Intercultural Education**

3

Participation in an intercultural off-campus experience at local, USA, or international educational site. Involves full school day experiences with culturally and linguistically diverse students for art, kinesiology, music, and theatre majors. Includes observation, lesson planning, assisting students with special needs, tutoring, teaching, and attending professional meetings at culturally diverse sites. Except for local settings, students live in the community and participate in life of the community. Candidates prepare culturally proficient analysis of their experiences, use levels of cultural insights to interview persons of diversity, and infuse lesson plans with culturally and linguistically diverse strategies and assessments. Prerequisite: EDU 367. Jan Term and alternating May Term.

**EDU 401W Democracy, Leadership, and Schooling**

3

A capstone course to clarify spiritual, philosophical, social, and educational convictions as they relate to the teaching profession. Exploration of ways to translate worldview convictions into educational practice. Prerequisite: EDU 320. Also listed as LS 401W. Fall and spring semesters.

**EDU 410 Environmental and Sustainability Education in the K-12 Classroom**

3

This course is designed to prepare teacher candidates to integrate environmental and sustainability education principles in the elementary, middle level or high school classroom. The primary focus of the course is to develop candidates' skills in methodology that can be used in indoor and outdoor settings to engage students in activities that promote environmental understanding and sustainability through inquiry, place-based learning, field investigation and civic engagement.

**EDU 424 Early Intervention for Special Education**

3

Instructional methods, management strategies and interdisciplinary intervention techniques appropriate for working with children with disabilities from birth to age six in integrated settings. Includes strategies for supporting families and developing Individual Family Service Programs (IFSP). Also listed as EDS 524. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 320. Fall Semester.



**EDU 426 Intervention for Severe Communication, Sensory, and Physical Problems**

3

This course will examine the characteristics of individuals identified with severe disabilities, their unique educational and service delivery needs, family and community issues, and instructional strategies and supports. Methods and strategies will emphasize assessment, functional skills, adaptive behaviors, augmentative communication, generalization, and specific behavior-change procedures. Technology, trends, and evidence-based behavior analytic practices will also be taught. Also listed as EDS 526. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 320. Spring Semester.

**EDU 430 Intervention for Autism Spectrum Disorders**

3

This course will address the diagnostic criteria and defining characteristics of ASD and related disabilities. The course will also discuss characteristics of effective behavioral interventions and explore the impact of having a child with ASD on a family. Finally, students will become knowledgeable about the characteristics of verbal behavior and assess, identify, and plan for instruction regarding verbal behavior. Also listed as EDS 530. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 321. Spring Semester.

**EDU 434 Early Speech, Language and Literacy**

3

Introduction to components of speech and language; and change involving second language acquisition whether oral or manual, with application to literacy and learning for students with disabilities. Junior/Senior standing or Graduate students. Also listed as EDS 534. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 320. Spring semester.

**EDU 436 Intervention Through Positive Behavior Intervention Support**

3

An overview of theory, research and methods related to identifying community values and establishing school-wide Positive Behavior Support. Includes functional behavior assessment, data collection methods, interventions and behavior management strategies to respond effectively to students who exhibit severe challenging behavior. Also listed as EDS 536. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 321. Fall Semester.

**EDU 438 Early Intervention Interdisciplinary Method**

3

Early childhood special education methods using an interdisciplinary and Activity-Based Intervention approach. Requires on-site seminar and fieldwork. Junior/Senior standing or Graduate student. Also listed as EDS 538. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 424. Alternate Summers.

**EDU 440 Methods for Teaching Reading**

3

Processes of teaching reading, reading skills, reading comprehension and vocabulary development at the elementary level. Includes hands-on use of current published reading materials for planning reading lessons and an overview of Common Core Standards. This course may be taught at an off-campus location. Prerequisites: EDU 340, EDU 341 and EDU 342. Corequisites: EDU 441 and EDU 442. Fall and spring semesters.

**EDU 441 Diagnosis/Intervention Reading Difficulties**

3

Study and use of instruments to assess reading abilities and the diagnosis and intervention of specific reading problems. Candidates assess elementary students, identify reading problems, and design and implement an intervention. This course may be taught at an off-campus location. Corequisites: EDU 440 and EDU 442. Fall and spring semesters.

**EDU 442 Literacy Field Experience**

1

Placement in an elementary school for a semester-long field experience to observe reading and language-arts lessons modeled by classroom teachers and to assess reading abilities of selected students. May require transportation to an off-campus field experience. Corequisite: EDU 440, EDU 441. Fall and spring semesters.

<b>EDU 443 Methods for Teaching Writing</b>	<b>1</b>
This course will focus on strategies for teaching and assessing writing for grades K-8. Emphasis will be on the writing process, writer's workshop, writing across the curriculum and using the Common Core State Standards (CCSS) to develop prompts for the three genre expectations for elementary and middle grades. Prerequisite: EDU 201 or EDU 202.	
<b>EDU 444 Literacy Center Field Experience</b>	<b>1-2</b>
This class will be largely clinical in nature and will allow students pursuing a reading endorsement to have additional time to learn various intervention programs and to work individually with a struggling reader. Students will find the experience to be extremely valuable in helping them understand the nature of reading difficulties and one method for structured intervention. Application required. Fall, Spring and Summer Semesters.	
<b>EDU 453 Social Studies in Secondary School</b>	<b>2</b>
Overview of social studies curriculum, instruction, and assessment in middle/high school. Emphasis on Common Core Standards in the area of social studies. Prerequisite: EDU 350. Fall semester.	
<b>EDU 454 Mathematics in Secondary School</b>	<b>2</b>
Overview of mathematics curriculum, instruction, and assessment in middle/high school. Emphasis on Common Core Standards in mathematics. Prerequisite: EDU 350. Fall semester.	
<b>EDU 455 Science in Secondary School</b>	<b>2</b>
Overview of science curriculum, instruction, assessment, and classroom/lab safety in middle/ high school. Emphasis on Common Core Standards in science. Prerequisite: EDU 350. Fall semester.	
<b>EDU 458 Content Area Reading and Writing</b>	<b>2</b>
Strategies for improving comprehension of content area materials, adapting lessons for a wide range of learners, analyzing the appropriateness of written materials, and connecting writing to the content area. Also listed as EDU 548 (students must register for a graduate-level course and complete an extra project if in a graduate program). Fall and spring semesters.	
<b>EDU 461 Assessment, Management, and Differentiation for Elementary School</b>	<b>3</b>
The purpose of this course is to prepare elementary teacher candidates to use appropriate instructional assessments, differentiation techniques, and classroom management strategies for K-8 classrooms. Prerequisites: Junior standing and EDU 340, EDU 341, & EDU 342. Corequisite: EDU 440. Fall and spring semesters.	
<b>EDU 465 Assessment, Management, and Differentiation for Middle and High School</b>	<b>3</b>
The purpose of this course is to prepare secondary teacher candidates to use appropriate instructional assessments, differentiation techniques, and classroom management strategies for 4th-12th grade classrooms. Prerequisites: Junior standing and EDU 350 & EDU 351. Corequisite: EDU 485. Fall semester.	
<b>EDU 472 Professional Issues in Elementary Education</b>	<b>1</b>
Seminar on professional responsibilities, membership in professional organizations, faith and values related to teaching and parent/community relations. Fall and spring semesters.	
<b>EDU 474 Elementary Student Teaching Seminar</b>	<b>1</b>
Professional portfolio development, issues in student teaching, documentation of positive impact on student learning, and certification and job placement. Fall and spring semesters.	
<b>EDU 476 Professional Issues in Secondary Education</b>	<b>1</b>
Public-school laws, professional rights and responsibilities, membership in professional organizations, faith and values related to teaching and parent/community relations. Spring semesters.	
<b>EDU 478 Secondary Student-Teaching Seminar</b>	<b>1</b>
Professional portfolio development, issues in student teaching, documentation of positive impact on student learning, and certification and job placement. Spring semesters.	

<b>EDU 480 Field Experience (Level Specified)</b>	1-6
May require transportation to an off-campus field experience.	
<b>EDU 481 Special-Education Practicum, Early Childhood or K-8</b>	1
A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDU 483, Advanced Practicum: Special Education, Early Childhood/K-8. Application is required. Grade is Satisfactory/Not Satisfactory. Also listed as EDS 581. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisites: EDU 320 and EDU 321. Fall, Spring, Jan Term, and Summer Semesters.	
<b>EDU 482 Special-Education Practicum, Middle Or High School</b>	1
A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDU 484, Advanced Practicum: Special Education, Middle/High School. Application is required. Grade is Satisfactory/Not Satisfactory. Also listed as EDS 582. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) Prerequisite: EDU 320 and EDU 321. Fall, Spring, Jan Term, and Summer Semesters.	
<b>EDU 483 Advanced Special-Education Practicum: Early Childhood or K-8</b>	4
A practicum of 120 hours in a special-education classroom under teacher supervision. Application and permission required. Also listed as EDS 583. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Pre- or Co-requisite: EDU 481. Fall, Spring, Jan Term, and Summer Semesters.	
<b>EDU 484 Advanced Special-Education Practicum, Middle or High School</b>	4
A practicum of 120 hours in a special education classroom under teacher supervision. Application and permission required. Also listed as EDS 584. (Students must register for graduate level course and complete extra project if in a graduate program). Pre- or Co-requisite: EDU 482. Fall, Spring, Jan Term, and Summer Semesters.	
<b>EDU 485 Middle/High School Field Experience</b>	1
Placement in a middle or high school in teaching area immediately prior to the student teaching semester. Includes working with students in groups, assisting teachers, and planning and teaching lessons. A minimum of 30 hours is required. May require transportation to an off-campus field experience. Corequisite: EDU 465. Fall semester.	
<b>EDU 493 Directed Teaching, Middle School and Special Education</b>	11
<b>EDU 494 Directed Teaching, High School and Special Education</b>	11
<b>EDU 496 Directed Teaching, Elementary Level</b>	11
<b>EDU 497 Directed Teaching, Middle-School Level</b>	11
<b>EDU 498 Directed Teaching, High-School Level</b>	11



English majors may choose one of three approaches to the major, based on their interests and career goals: literature (Track I), writing (Track II), or preparation for secondary teaching (Track III). All English majors, regardless of their chosen track, take foundational courses in literature and critical theory.

The department also offers four minors: a general English minor, an English/language arts minor for education students, a film and visual narrative minor, and a medieval and early modern studies minor.

The department aims to help all of our students become careful and insightful readers, judicious and flexible researchers, and clear, imaginative writers. We hope to pass on to our students our own love of reading, writing, language, and storytelling in all forms. Through our courses, research, and shared community events, we hope to encourage our students in lives of spiritual commitment and resolution to act as stewards of God's creation while promoting civil and personal justice at home and in the community.

The English major prepares students as follows:

1. At the completion of their lower-division coursework, **all English majors (Tracks I, II, and III)** should have acquired a command of foundational literary terminology; a basis for understanding the themes and histories of British, American, and world literatures; the ability to craft critical readings responding to a variety of literary genres; and experience writing in different genres.
2. By the time they graduate, students completing **Tracks I and II (literature and writing)** will also exhibit more advanced literary skills, including improved aesthetic discernment; oral interpretation and presentation skills; enlarged literary and personal vocabulary; critical reading, thinking, and writing skills; facility with several critical approaches to literary analysis; and a command of research methods, bibliographic resources, and documentation.
3. At the completion of their upper-division work for **Tracks I and II (literature and writing)**, students should demonstrate in-depth knowledge of several literary eras as well as the major writers and works of those eras; an ability to write a variety of literary analyses and genres; and competence working with other students' editing and revising their own writing.
4. At the completion of their upper-division work, **Track III (teaching)** students should have gained the specialized knowledge expected of secondary teachers of English and language arts, and they should be able to fulfill the state-mandated requirements for endorsement in language arts or another related field, as set forth in the current catalog.

## Requirements for an English Major, B.A. Track I: Literature (46)

### 1. AMERICAN CULTURAL STUDIES COURSE (3 credits)

These courses include an introduction to basic literary terms; practice in close reading and analysis; practice in writing literary analysis; coverage of more than one genre; and a multicultural American component, either in the kinds of literature read or in the issues focused on in the literature (e.g., issues of ethnicity, gender, or class in the American context).

Choose one of the following:

3

EL 124	African American Literature
EL 125	Reading Literature
EL 126	Women Writers
EL 127	African American Women Writers
EL 128	Multicultural American Literature
EL 130	Latina & Caribbean Women Writers
EL 131	Native American Literature
EL 132	American Immigrant Literature
EL 136	Asian American Literature
EL 222	Gender and Faith in Film and Literature

Note: Other 100-level literature courses designated by the department may in some cases be used to fulfill this requirement.

## 2. FOUNDATIONS (15 credits)

These courses provide a foundation for further study of literature.

Literature Surveys (Take one American survey and both British surveys.)

9

EL 205	American Literature Before 1865
or EL 206	American Literature After 1865
EL 207	British Literature Before 1800
EL 208	British Literature Since 1800

Global Literatures (Choose one of the following courses.)

3

EL 233	The Epic
EL 251	Modern Global Literature
EL 359	Contemporary Fiction From Eastern Europe
EL 363	Seminar in Poetry of Witness
EL 430	Holocaust Literature
EL 436	Francophone African Lit/Film
EL 454	Russian Literature

Literary Critical Reading (Choose one of the following courses.)

3

EL 267	Introduction to Critical Strategies
or EL 484	Literary Criticism

## 3. DISTRIBUTIVE REQUIREMENTS (18 credits)

15 of these credits must be upper division credits.

Distributive requirements give students the opportunity to study literature from a variety of historical periods and perspectives.

### a. Beginnings Through Renaissance

6

EL 247	Shakespeare
or EL 447	Shakespeare Seminar
EL 338	Arthurian Literature
EL 371W	British Renaissance
EL 374W	17th Century British Poetry/Milton
EL 405W	Chaucer and Medieval Literature

### b. 18th-19th Century

6

EL 307W	Women in American Fiction
EL 308W	18th Century British Literature
EL 317	Whitman/Dickinson Seminar
EL 321W	The American Novel to 1900
EL 342	British Women Writers
EL 372W	American Renaissance
EL 373	Poe
EL 375W	Victorian Literature



EL 376W	British Romanticism	
EL 378	Jane Austen	
EL 401W	Moby Dick	
EL 442	Brontes and Gaskell Seminar	
EL 465W	English Novel	
c. 20th-21st Century		6
EL 216	Modern Drama	
EL 305W	Contemporary American Poetry	
EL 310	Northwest Writers	
EL 316	American Drama Since 1900	
EL 329	Visual Narratives	
EL 331W	Southern Renaissance	
EL 349W	20th Century American Fiction	
EL 359	Contemporary Fiction From Eastern Europe	
EL 360W	20th Century British Literature	
EL 361	20th Century British Poetry	
EL 363	Seminar in Poetry of Witness	
EL 368	Postcolonial British Literature	
EL 377W	Modern Poetry	
EL 430	Holocaust Literature	
EL 436	Francophone African Lit/Film	
EL 449W	Postmodern Literature and Culture	
EL 460	Irish Literature	
4. ONE ADDITIONAL ENGLISH WRITING COURSE (3 credits)		3
Any English writing elective numbered higher than EL 210 may be used to fulfill this requirement.		
5. ENRICHMENT/ENGLISH ELECTIVES (6 credits)		6
Any additional English elective other than EL 110 (Writing I) may count toward these credits.		
6. EL 498, SENIOR PORTFOLIO (1 credit)		1
EL 498	Senior Portfolio	

## Track II: Writing Studies (49)

1. AMERICAN CULTURAL STUDIES COURSE (3 credits)		
See Track I (Literature) for course options.		
2. FOUNDATIONS (15 credits)		3
Introduction to Creative Writing		3
EL 245	Creative Writing	
Professionalization		3
EL 211	Professional Writing	
or EL 248	Introduction to Editing	
Literature Surveys (Take one American and one British literature survey.)		6
EL 205	American Literature Before 1865	
or EL 206	American Literature After 1865	
EL 207	British Literature Before 1800	
or EL 208	British Literature Since 1800	
One course in literary critical reading from the following:		3
EL 267	Introduction to Critical Strategies	
or EL 484	Literary Criticism	
3. WRITING, RHETORIC, COMPOSITION, LANGUAGE (12 credits)		
Take two of the following creative writing courses.		
		6

EL 304	Fiction Writing
EL 345	Poetry Writing
EL 344	Autobiographical Writing
or EL 347W	Creative Nonfiction Writing

Take two of the following writing studies courses.

6

EL 339	Digital Storytelling
EL 358	Composition Theory
EL 382	Rhetorical Methods and Approaches
EL 388	Structure and Development of the English Language
EL 420	Writing Center: Theory and Practice
EL 453	Introduction to Linguistics

#### 4. ENRICHMENT COURSES IN WRITING, RHETORIC, COMPOSITION, LANGUAGE (6 credits)

6

These elective credits may be fulfilled by taking additional courses from section 3 (above) or by taking approved enrichment courses in writing, rhetoric, composition, and/or language.

Options for fulfilling these credits may include the following.

- Additional courses from Section 3, above
- Approved upper-division writing seminars in English
- Approved upper-division English special-topics courses in writing/rhetoric
- Approved upper-division Communications courses in writing/rhetoric
- Approved internships (in journalism, publications, etc.)
- Teaching assistantships in EL 110 or other writing courses

EL 210	Writing II
EL 211	Professional Writing
EL 248	Introduction to Editing
EL 314	Church Drama
EL 320	Pilgrimage: Walking and Writing
EL 340H	Writing in Virtual Worlds
EL 346W	Essay Writing
EL 444	Advanced Writing Workshop

#### 5. LITERATURE (12 credits)

12

- One course in 20th- or 21st-century literature (3 credits)
- One upper-division elective in American literature (3 credits)
- An additional upper-division literature elective (3 credits)
- An additional upper-level literature elective, Intro to Film (EL250), or a 3-credit, upper-level film course (3 credits)

#### 6. EL 498, SENIOR PORTFOLIO (1 Credit)

1

EL 498	Senior Portfolio
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### Track III: English/Language Arts (45)

This track is especially intended for students who are simultaneously completing education certification through Whitworth's Education department.

Students who hope to enter a master's-level teaching certification program in English soon after graduation are best served by completing Track I (literature) along with selected additional coursework. Such students are heartily encouraged to speak with (1) their academic advisors and (2) Whitworth's MIT (Master in Teaching) advisor about how best to prepare for a graduate-level teaching certification program in English.

Meets Washington state teaching endorsement requirements for English/language arts.

All endorsements subject to change; see School of Education for updated certification requirements.

1. AMERICAN CULTURAL STUDIES COURSE (3 credits)	3
See Track I (Literature) for course options.	
2. LITERATURE (21 credits)	
Literature Surveys (Take one American survey and both British surveys.)	9
EL 205            American Literature Before 1865	
or EL 206        American Literature After 1865	
EL 207           British Literature Before 1800	
EL 208           British Literature Since 1800	
Shakespeare (Choose one of the following courses.)	3
EL 247           Shakespeare	
or EL 447        Shakespeare Seminar	
Global Literatures (Choose one of the following courses.)	3
EL 233           The Epic	
EL 251           Modern Global Literature	
EL 359           Contemporary Fiction From Eastern Europe	
EL 363           Seminar in Poetry of Witness	
EL 430           Holocaust Literature	
EL 436           Francophone African Lit/Film	
EL 454           Russian Literature	
Additional Literature Courses	6
One upper-division course in American or British Literature	
One additional upper-division literature course	
3. WRITING AND LANGUAGE (9 credits)	
EL 387            English Methods and Adolescent Literature	3
EL 388            Structure and Development of the English Language	3
One writing course from the following:	3
EL 210           Writing II	
EL 245           Creative Writing	
EL 304           Fiction Writing	
EL 344           Autobiographical Writing	
EL 345           Poetry Writing	
EL 346W         Essay Writing	
EL 347W         Creative Nonfiction Writing	
A Teaching Assistantship in EL 110 (Must be Approved by Petition) (3 credits)	
4. SPEECH, THEATER, AND MASS MEDIA (12 credits)	
JMC 125           Writing for Mass Media	3
TA 273            Acting I	3
SP 210            Introduction to Public Speaking	3
Three semester credits selected from the following:	3
JMC 245         Applied Journalism: Newspaper (1 credit)	
JMC 247         Applied Journalism: Yearbook (1 credit)	
SP 362         Argumentation and Debate (4 credits)	
JMC 445         Editorial Practicum: Newspaper (1 credit)	
TA 145, 245, 345, 445   Theatre Production (1-2 credits)	
TA 270         Stage Makeup & Costume Construction (2 credits)	
TA 275         Stagecraft I (3 credits)	
TA 375         Stagecraft II (3 credits)	
5. SENIOR PORTFOLIO	0
During fall semester of senior year, Track III students must complete a writing portfolio, working with advisors from the English and education departments.	

Track III students, whose student teaching serves as a capstone experience, are NOT required to take EL 498 (Senior Portfolio), though they may choose to do so.

The standard English Minor (p. 130) allows students a wide range of choices, so that they can choose to focus their coursework on writing, literature, or another desirable combination of courses from among our offerings. We also offer a Language Arts Minor (p. 130), intended for students who are completing education certification or for students who plan to apply to a masters in teaching program immediately after graduation. In addition to the standard minor and the Language Arts Minor, English supports and encourages minors in Editing and Publishing (p. 131), Film and Visual Narrative (p. 131), Medieval and Early Modern Studies (p. 131), Teaching English to Speakers of Other Languages (TESOL) (p. 131), and Women's and Gender Studies (p. 132). Links to the requirements for those minors have been provided below.

## English Minor (18 Credits)

### Requirements for an English Minor (18)

- |  |    |
|--|----|
| 1. AMERICAN CULTURAL STUDIES COURSE (3 credits)  | 3  |
| See Track I (Literature) for course options.   |    |
| 2. ENGLISH ELECTIVES (15 credits)  | 15 |
| 15 English course credits (usually 5 courses), including at least two upper-division courses (which may have prerequisites). |    |
| Note: EL 110 (Writing I) does not count toward the English minor.  |    |

## English/Language Arts Minor (29-33 Credits)

### Requirements for an English/Language Arts Minor (29-33)

This minor is intended for students who are completing education certification or who plan to apply to a masters in teaching program immediately after graduation.

Meets Washington state teaching endorsement requirements for English/language arts.

All endorsements subject to change; see School of Education for updated certification requirements.

- |   |   |
|---|---|
| 1. AMERICAN CULTURAL STUDIES COURSE (3 credits)                             | 3 |
| See Track I (Literature) for course options.                                |   |
| 2. LITERATURE (15 credits)  |   |
| Literature Surveys (Take one American and one British literature survey.)   |   |
| EL 205  | 6 |
| American Literature Before 1865   |   |
| or EL 206   |   |
| American Literature After 1865  |   |
| EL 207  | 6 |
| British Literature Before 1800  |   |
| or EL 208   |   |
| British Literature Since 1800   |   |
| Global Literatures (Choose one of the following courses.)                   | 3 |
| EL 233  | 3 |
| The Epic  |   |
| EL 251  | 3 |
| Modern Global Literature  |   |
| EL 359  | 3 |
| Contemporary Fiction From Eastern Europe                                    |   |
| EL 363  | 3 |
| Seminar in Poetry of Witness  |   |
| EL 430  | 3 |
| Holocaust Literature  |   |
| EL 436  | 3 |
| Francophone African Lit/Film  |   |
| EL 454  | 3 |
| Russian Literature  |   |
| One of the following (depending on level):                                  | 3 |
| If secondary, one upper-division literature course (preferably Shakespeare) |   |
| If elementary, one additional literature course                             |   |
| 3. WRITING AND LANGUAGE (6 credits)   |   |
| EL 387  | 3 |
| English Methods and Adolescent Literature                                   |   |
| EL 388  | 3 |
| Structure and Development of the English Language                           |   |

One writing course numbered higher than EL 110 (Writing I)	3
4. SPEECH, THEATER, AND MASS MEDIA (5-9 credits)	
SP 210 Introduction to Public Speaking	3
At least one semester credit selected from the following:	1-3
JMC 125 Writing for Mass Media (3 credits)	
JMC 245 Applied Journalism: Newspaper (1 credit)	
JMC 247 Applied Journalism: Yearbook (1 credit)	
JMC 445 Editorial Practicum: Newspaper (1 credit)	
SP 362 Argumentation and Debate (4 credits)	
At least one semester credit selected from the following:	1-3
TA 145, 245, 345, 445 Theatre Production (1-2 credits)	
TA 270 Stage Makeup & Costume Construction (2 credits)	
TA 273 Acting I (3 credits)	
TA 275 Stagecraft I (3 credits)	
TA 375 Stagecraft II (3 credits)	

## Editing and Publishing (21 Credits)

Requirements for the Editing and Publishing Minor are listed on the Editing and Publishing page. [www.catalog.whitworth.edu/undergraduate/interdisciplinarystudies/editing\\_and\\_publishing](http://www.catalog.whitworth.edu/undergraduate/interdisciplinarystudies/editing_and_publishing)

The Editing and Publishing (EP) Minor provides focused engagement and practical experience with text production, editorial discernment, and multiplatform design and publishing. EP students study the aesthetics and ethics of editorial work and multiple methods of textual production. They will create portfolio- and resume-worthy projects, and they will undertake significant professional internships. The EP Minor provides students with a unique opportunity to directly apply their humanities education to professional situations and future careers.

(EP Requirements (p. 107))

## Film and Visual Narrative (18-20 Credits)

Requirements for the Film and Visual Narrative Minor are listed in the Film and Visual Narrative page

[www.catalog.whitworth.edu/undergraduate/interdisciplinarystudies/film\\_and\\_visual\\_narrative](http://www.catalog.whitworth.edu/undergraduate/interdisciplinarystudies/film_and_visual_narrative)

The Film and Visual Narrative Minor is designed for students who are interested in focused engagement with film, visual storytelling, and emerging forms of digital narrative. FVN students study the history and aesthetics of film and related sequential visual media. While the minor focuses mainly on analyzing and responding to media, rather than on production, some electives in the minor give students the chance to experiment in various ways with media production.

(FVN Requirements (p. 146))

## Medieval and Early Modern Studies (19-20 Credits)

Requirements for the Medieval and Early Modern Studies minor are listed at the Medieval and Early Modern Studies page

[www.catalog.whitworth.edu/undergraduate/interdisciplinarystudies/medieval\\_early\\_modern\\_studies](http://www.catalog.whitworth.edu/undergraduate/interdisciplinarystudies/medieval_early_modern_studies)

The Medieval and Early Modern Studies (MEMS) Minor is designed for students interested in early time periods (from the fall of Rome in 450 CE to about 1800). The minor draws from many different fields on campus, including English, History, Music, and Art. Students will study these fields and time periods using interdisciplinary approaches.

(MEMS Requirements (p. 214))

## TESOL Minor: Teaching English to Speakers of Other Languages (16 Credits)

Requirements for the TESOL minor are listed at the TESOL page

[www.catalog.whitworth.edu/undergraduate/interdisciplinarystudies/tesol](http://www.catalog.whitworth.edu/undergraduate/interdisciplinarystudies/tesol)



This short-term TESOL program is designed for students who would like to teach English to speakers of other languages. It is excellent preparation for (among other things) teaching abroad, teaching in private language schools, adult education, the Peace Corps, and Fulbright English Teaching Assistantships around the world. Students will study English language structure and acquisition, language pedagogy, and approaches to socio-cultural knowledge; all students will gain practical field experience in TESOL. Students in any major may apply for the TESOL Minor. Please note that the minor is not designed to lead to official certification for the U.S. public school system (which can be obtained through the completion of the teacher-education program in Whitworth's School of Education, [catalog.whitworth.edu/undergraduate/education/](http://catalog.whitworth.edu/undergraduate/education/)).

(TESOL Requirements (p. 279))

## Women's and Gender Studies (WGS) Minor (18 Credits)

Requirements for the Women's and Gender Studies Minor are listed at the Women's and Gender Studies page.

[www.catalog.whitworth.edu/undergraduate/womensgenderstudies](http://www.catalog.whitworth.edu/undergraduate/womensgenderstudies)

The Women's and Gender Studies Program provides students with an intellectual framework for analyzing the role of gender in all aspects of their lives. It empowers each minor to imagine a world in which equality and freedom are possible for all people, and it invites them to take action to bring that world into being. Whether students hope to launch a business with women in developing countries, minister from a lens of equality, study environmental law, write novels, practice obstetrics, or pursue elected office, Women's and Gender Studies will allow them to frame a course of study to help find a path best suited to their interests.

(WGS Requirements (p. 306))

## English Courses

- EL 100 Research & Writing Workshop** 3  
Workshop format. Particular attention given to individual writing process. Focus will be on a full range of academic writing skills; projects include narratives, essays and culminate in a final research paper. Periodic offering in evening/accelerated program.
- EL 101 Writing Wksp: Polishing Prose** 1  
This one credit writing course will focus on detailed development of various writing modalities including audience awareness, document design and formatting, tone, accuracy, and writing style. Students will have the opportunity to develop and enhance their writing skills in an interactive workshop format. This course may be taken twice.
- EL 102 Writing Wksp: Struc. Engl Grmr** 1  
Structure of English, Grammar & Effective Writing Focus on the structure and rules of standard English and their relationship to effective writing. Students will have both in-class and assigned writing opportunities to practice skills such as active voice, parallel structures, point of view and more.
- EL 109 Introduction to Academic Writing** 3  
Introduction to critical writing in response to reading and research. Practice in using writing processes (invention, drafting, revision, editing) to create effective academic arguments. Style and grammar issues and strategies for avoiding plagiarism presented as needed. Offered in the continuing-studies program only.
- EL 110 Writing I** 3  
An introduction to academic writing and research. Emphasis on revision and adaptation of writing for appropriate audiences. Practice in analyzing, synthesizing, and responding to academic readings focused on a topic. Workshop and discussion format. Does not count toward English majors or minors. Also listed as ENS 110. Fall and spring semesters.

- EL 110H Honors Writing I: Writing in the World** 3  
An introduction to academic writing and research, with an emphasis on writing for real-world contexts and multimodal composition. Workshop and discussion format. For honors students or students with advanced placement.
- EL 115H Reading in Action** 3  
This freshman level honors course explores a variety of reading practices beginning with our initial love of literature, moving into advanced scholarly reading, and engaging in service-learning with reading communities in Spokane.
- EL 124 African American Literature** 3  
Introduction to literary study through African American literature. Covers poetry, fiction, and drama. May also consider sermons, songs, and film by African Americans.
- EL 125 Reading Literature** 3  
Introduction to literary genres: fiction, drama, and poetry. Attention to multicultural literature. Periodic offering.
- EL 126 Women Writers** 3  
An overview of women's literary history and an introduction to feminist literary theory. Emphasis on reading, discussion and student response through written and oral assignments. Readings include poetry, fiction, and drama. Also listed as WGS 126.
- EL 127 African American Women Writers** 3  
Survey of the literature and cultural histories of African American women writers of various genres, along with a selection of black feminist scholarship and critical race theory. Elective for women's and gender studies minor and United States cultural studies minor. Also listed as WGS 127.
- EL 128 Multicultural American Literature** 3  
Survey of African American, Asian American, Hispanic American, and Native American literature. Readings in prose, poetry, drama, and film from at least two of the groups.
- EL 130 Latina & Caribbean Women Writers** 3  
Study of contemporary novels, stories, poems, and films produced by Latina and Caribbean American women in light of historical, theoretical, and cultural contexts. Emphasis on reading and student response through written and oral assignments produced both individually and collaboratively. Also listed as EL 330, WGS 130/330. Periodic Jan Term offering.
- EL 131 Native American Literature** 3  
Emphasis on fiction and poetry since 1965, with a look at autobiographies of 19th-century Crow man and woman, three Native-made / starring / themed movies, and footage of contemporary pow-wow dancing. N. Scott Momaday, Leslie Marmon Silko, Linda Hogan, Louise Erdrich, Sherman Alexie, and others.
- EL 132 American Immigrant Literature** 3  
Explores the American immigrant experience through stories, journals, poems, and plays written by explorers, colonists, and immigrants from the time of Columbus to the present. A multicultural introduction to the major genres (fiction, poetry, drama).
- EL 136 Asian American Literature** 3  
Asian American poetry, prose, and plays, along with Asian American history.
- EL 202 Classic American Films** 1  
Seven American films, from the 1940s through the 1980s, introducing students to important American classics. Attendance & participation required. Meets every other week. Four short papers. 1 credit. Also listed as FVNS 202. Spring semester.

- EL 204 Film Noir Hardboiled Lit** 3  
An introduction to major hardboiled fiction authors (Hammett, Chandler, Cain, Highsmith) and classic films noir (e.g., *The Maltese Falcon*, *Double Indemnity*). We will analyze these genres in their historical and ideological contexts, examining post-war paranoia, existentialism, literary modernism, etc. Also listed as FVNS 204. Periodic Jan Term offering.
- EL 205 American Literature Before 1865** 3  
Overview of major periods, authors and representative works of American literature from the earliest writers through the Civil War. Preparation for upper division. Prerequisite: American Cultural Studies course strongly suggested. Fall semester.
- EL 206 American Literature After 1865** 3  
Overview of major periods, authors and representative works of American literature from end of the Civil War to present. Preparation for upper division. Prerequisite: American Cultural Studies course strongly suggested. EL 206 may be taken before EL 205. Spring semester.
- EL 207 British Literature Before 1800** 3  
British literature from the Anglo-Saxon period through the Renaissance and 18th century. Major period characteristics, authors and representative works. Prerequisite: American Cultural Studies course strongly suggested. Also listed as EMS 207. Fall semester.
- EL 208 British Literature Since 1800** 3  
British literature from the Romantic period through the 20th century. Major period characteristics, authors and representative works. Prerequisite: American Cultural Studies course strongly suggested. EL 208 may be taken before EL 207. Spring semester.
- EL 209 Latin American Literature in English** 3  
Study of contemporary novels, stories, poems, essays and films from Latin America, with special focus on Costa Rica. Works considered in light of historical, theoretical, and cultural contexts. Emphasis on reading, discussion, and a range of writing assignments, from creative and reflective pieces to analysis and application of critical theory. Also listed as LAS 209.
- EL 210 Writing II** 3  
Advanced study and production of critical writing and research with an emphasis placed on the rhetorical analysis and composition of digital texts in a variety of modes. This course focuses on interpretation and production of argumentative writing for academic and public communities via new media. Students will explore their role as active citizens, enabling them to use writing and technology to advocate for and enact change in their communities. Prerequisite: EL 110 or advanced placement. Fall and spring semesters.
- EL 211 Professional Writing** 3  
An introduction to professional writing, including business and technical writing. Emphasis on writing in context, project management, document design, teamwork, research, and technology. Also listed as EP 211.
- EL 212 Religious Themes in Modern Literature** 3  
Fiction (mostly novels) from a variety of contemporary fiction writers. Class explores 20th / 21st century treatments of religious themes; class is not a course in Christian literature.
- EL 215 Contemporary African Literature** 3  
Introduction to the African literary tradition since the mid-20th century through prose, poetry, orality and film by African writers on the continent and abroad. Includes contextual study of relevant colonial and migration histories and specific cultures. Periodic offering, Fall semester.
- EL 216 Modern Drama** 3  
A survey of modern drama including the major movements, playwrights and representative plays from 1900 to the present.

- EL 220 Pilgrimage: Walking and Writing** 3  
This course explores pilgrimage from a variety of eras, perspectives, and genres. Through reading, writing, multimedia, and research assignments, students consider a range of pilgrimage experiences, as well as contemporary uses and adaptations. Students will create their own pilgrimage, documenting and reflecting on their practice.
- EL 222 Gender and Faith in Film and Literature** 3  
Explores how religious beliefs shape our cultural and personal understandings of gender roles and gender identity. Also listed as WGS 122. Also listed as WGS 222. Periodic offering.
- EL 229H Missionary Literature** 3  
Honors seminar. Emphasizes reading, interpreting, and collecting missionary narratives as literary and cultural texts. Open to regular day students with strong reading/writing research skills.
- EL 233 The Epic** 3  
A survey of the classical and medieval epics, including Gilgamesh, Homer's Iliad and Odyssey, Virgil's Aeneid, and Dante's Divine Comedy. Attention to development of epic. Some emphasis on classical mythology. Periodic offering.
- EL 238 Arthurian Literature** 3  
This course studies Arthurian texts as well as more recent interpretations of the Arthurian stories. Cross-listed as HI 238. Also listed as HI/EMS 238. Jan Term, periodic offering.
- EL 242 Whodunit: the Mystery Novel** 3  
The mystery novel and story from Sherlock Holmes to Stephanie Plum, with attention to the genre's archetypes, conventions, mythic systems, and moral vision. Non-majors welcome. Periodic Jan Term offering.
- EL 245 Creative Writing** 3  
An introduction to creative writing, including multiple genres. Workshop approach. Prerequisite: American Cultural Studies course strongly recommended. Also listed as EP 245. Fall and spring semesters.
- EL 247 Shakespeare** 3  
Survey of Shakespeare's poetry, comedies, tragedies, histories, and romances. Active learning through reading, discussing, studying, watching and performing plays. Also listed as EMS 247. Fall semester.
- EL 248 Introduction to Editing** 3  
Course introduces students to multiple disciplines within the editor's purview, including literary, journalistic, and web-based environments. Topics include aesthetics, magazine, newspaper, and web publishing, copyediting, and teaches significant textual analysis for contemporary rhetorical situation. Students will work on actual texts for final projects. Prereq: Written Com. gen ed, EL 245, or instructor permission. Also listed as EP 248.
- EL 250 Introduction to Film Studies** 3  
An introduction to film studies and film analysis with an emphasis on primarily US filmmakers. One evening per week for film viewing, in addition to regular class sessions. Also listed as FVNS 250. Film fee.
- EL 251 Modern Global Literature** 3  
Global literature, novels and short fiction, after 1945. Fall and Spring semesters.
- EL 252 World Cinema** 3  
Major movements and filmmakers from Europe, Asia and other regions (e.g., German Expressionism, French New Wave, Bergman, Kurosawa, Latin American film, Eastern European film). Periodic Jan Term offering. Film fee. Also listed as EL 352.

- EL 262 The Bible as Literature** 3  
Reading the Bible as a literary artifact: hero stories, prophetic oracles, myth, apocalypse, poetry. Use of literary criticism and its varied approaches. Periodic offering.
- EL 267 Introduction to Critical Strategies** 3  
Introduction to the strategies and terminology of literary criticism and the discipline of literary studies. Emphasis on the theoretical, historical, and practical applications of both traditional and contemporary literary criticism. Also listed as EP 267. Fall and spring semester.
- EL 273 Poe** 3  
Study of the poetry, fiction and essays of Edgar Allan Poe. Approximately forty short stories and sketches, his sole novel, several poems, three major essays, and selections from "Eureka". Prerequisite: American Cultural Studies course strongly suggested. Also listed as EL 373. Periodic Jan Term offering.
- EL 275 Utopian Literature** 3  
Broad overview of utopian literature, theory, and activism, emphasizing historical context and real-world applications. Traces utopian fiction from its early roots in didactic literature to 20th-century and contemporary science fiction and fantasy.
- EL 279 J.R.R. Tolkien** 3  
Introduction to the life and works of J.R.R. Tolkien. Readings of his major literary works as well as folklore and medieval literature that influenced him and shaped his life as a scholar. Periodic offering.
- EL 300 Domain of the Arts** 3  
Exploration of drama, poetry, music, art, film. The arts in relation to society, values, faith. Taught in San Francisco. Periodic Jan Term offering.
- EL 301 Children's Literature** 3  
Reading and evaluation of a broad range of literature for children. Periodic Jan Term offering.
- EL 302 Gender and Faith in Film and Literature** 3  
Exploration of how religious beliefs shape our cultural and personal understanding of gender roles and gender identity.
- EL 304 Fiction Writing** 3  
Advanced-level workshop in the crafting of narrative and the marketing of fiction. Students read several examples of contemporary fiction. Workshop format. Prerequisite: EL 245 or permission of instructor. Fall and spring semester.
- EL 305W Contemporary American Poetry** 3  
Study of American poets, periods and major events, 1955 to the present. Includes central figures such as Adrienne Rich, Elizabeth Bishop and Robert Lowell, and contemporary poets such as Louise Gluck, Mary Oliver, Li-Young Lee, Naomi Shihab Nye, and others. Periodic offering.
- EL 307W Women in American Fiction** 3  
Portrayals of women in American fiction and popular literature. Female and male authors, primarily late 19th century. Also listed as WGS 307W.
- EL 308W 18th Century British Literature** 3  
Study of major 18th-century British authors, genres, social history. Particular emphasis on fiction, Restoration comedy, satire.
- EL 309 Latin American Literature in English** 3  
Study of contemporary novels, stories, poems, essays and films from Latin America, with special focus on Costa Rica. Works considered in light of historical, theoretical, and cultural contexts. Emphasis on reading, discussion, and a range of writing assignments, from creative and reflective pieces to analysis and application of critical theory.



- EL 310 Northwest Writers** 3  
Readings from a diverse group of Northwestern poets, fiction writers, and creative nonfiction writers, with consideration of central themes and concerns shared among them. Explores the relationship between these writers and their region. Also listed as ENS 310.
- EL 311 Playwriting** 3  
Fundamentals of playwriting. Students will learn to write monologues, scenes and short plays, how to analyze a script, and the differences between play-writing and screen-writing. Prerequisite: Writing I. Periodic offering.
- EL 314 Church Drama** 3  
This course involves study of classic and contemporary drama used in Christian worship. Students will engage in biblical text study, critical writing, playwriting, and performance of original theatre on campus and in area churches.
- EL 316 American Drama Since 1900** 3  
Examines a variety of American plays written and produced since 1900, with particular attention to how direction, staging, and performance factors affect the critical reading of dramatic texts. Also listed as LS 316.
- EL 317 Whitman/Dickinson Seminar** 3  
Seminar focuses on the relation between the poetic forms and voices of Walt Whitman and Emily Dickinson. Research project explores political & cultural events of the mid 19th century. Fall semester, even years.
- EL 320 Pilgrimage: Walking and Writing** 3  
This course explores pilgrimage from a variety of eras, perspectives, and genres. Through reading, writing, multimedia, and research assignments, students consider a range of pilgrimage experiences, as well as contemporary uses and adaptations. Students will create their own pilgrimage, documenting and reflecting on their practice.
- EL 321W The American Novel to 1900** 3  
Development of the novel in the U.S. from 1794 to the dawn of the 20th century. 10 - 12 novels, including writers such as Brown, Cooper, Hawthorne, Melville, Twain, James, Howells, Crane, Chopin. Prerequisite: EL 205 or EL 206.
- EL 329 Visual Narratives** 3  
Exploration of graphic novels, comics, and transmedia storytelling. Readings will include both exemplary visual narratives and relevant critical theory on such texts. Two evening screenings in addition to regular class meetings. Also listed as FVNS 329.
- EL 330 Latina and Caribbean Women Writers** 3  
Study of contemporary novels, stories, poems, and films produced by Latina and Caribbean American women in light of historical, theoretical, and cultural contexts. Emphasis on reading and student response through written and oral assignments produced both individually and collaboratively. Also listed as EL 130, WGS 130/330. Periodic Jan Term offering.
- EL 331W Southern Renaissance** 3  
Major 20th-century American writers from the South (e.g., William Faulkner, R.P. Warren, Eudora Welty).
- EL 333 Literary England (Study Abroad Program)** 4  
Focus on British authors and works in relation to their settings. Part of British Isles study program, every third year (fall semester 2014, 2017, and so on).
- EL 338 Arthurian Literature** 3  
See EL 238. Also listed as EMS 338.

- EL 339 Digital Storytelling** 3  
Study of digital, multimodal writing/storytelling. Students create a variety of digital texts using freely available audio, video, and text editing tools. Two evening screenings in addition to regular class meetings. Prerequisites: EL 210, EL 245, JMC 125, or instructor permission. Also listed as JMC/FVNS 339. Jan term.
- EL 340H Writing in Virtual Worlds** 3  
An introduction to writing in, with, and about virtual worlds, including exploration of MUDs/MOOs, RPGs, MMORPGs, and others. Also listed as EP 340H.
- EL 342 British Women Writers** 3  
Examines the contributions of familiar (e.g., Austen, Bronte, Woolf) and less familiar women writers of Britain. Considers literary history in light of recent revisions of that history. Women's and gender studies elective; also listed as WGS 342. Periodic offering.
- EL 343 Shakespeare on Film** 3  
This course is an upper-division introduction to Shakespeare. By reading plays and by viewing filmed versions of Shakespeare plays, students will gain familiarity with both the play texts and the variety of ways that they have been reinterpreted on film and in other media. Also listed as EMS 343.
- EL 344 Autobiographical Writing** 3  
Practical and theoretical approaches to autobiography writing, including the personal essay. Readings in literary autobiography. Workshop format. Prerequisite: EL-245. Jan Term.
- EL 345 Poetry Writing** 3  
Advanced workshop in poetry composition, revision. Reading of current American poets. By application, portfolio. Prerequisite: EL 245. Fall and spring semester.
- EL 346W Essay Writing** 3  
Advanced workshop in writing contemporary essay genres including experimental critical writing and the literary essay. Reading of current literary essays. Prerequisite: written communication course and one other writing course strongly suggested. Fall and spring semester.
- EL 347W Creative Nonfiction Writing** 3  
Advanced workshop in memory-based or fact-based writing that is literary, employing stylistic devices of fiction and lyrical narrative poetry. Prerequisite: fulfillment of written communication requirement. Most semesters.
- EL 348 Book Design and Publishing** 3  
Exploration of print design and professional publishing. Extensive training in professional design software. Students produce a printed book and develop text-based print projects, as well as conduct significant research into contemporary publishing issues. Required: either sophomore status (or higher) or a declared Editing and Publishing minor. Also listed as EP 348.
- EL 349W 20th Century American Fiction** 3  
Significant American novelists from the World War I era to the contemporary era. Prerequisite: American Cultural Studies course strongly recommended. Fall semester, odd years.
- EL 351 Documentary/Avant Garde Film** 3  
Focusing mostly on ethical and aesthetic issues in non-fiction film since Flaherty and Grierson in the 1930s, with emphasis on documentary filmmaking since the 1980s. A secondary emphasis on experimental short films (e.g. Maya Deren and Brakhage). One evening per week for film viewing, in addition to regular class sessions. Also listed as FVNS 351. Film fee.
- EL 352 World Cinema** 3  
Major movements and filmmakers from Europe, Asia and other regions (e.g., German Expressionism, French New Wave, Bergman, Kurosawa, Latin American film, Eastern European film). Periodic offering. Also listed as FVNS 352. Film fee.

- EL 358 Composition Theory** 3  
In this course students will read and discuss landmark essays and studies about composing processes and theories. Attention will be given to intellectual foundations of composition studies and current practice in the teaching of writing.
- EL 359 Contemporary Fiction From Eastern Europe** 3  
Study of about a dozen novels published recently (since 1985 in most cases) in Poland, the Czech Republic, Albania, Russia, Serbia, Hungary, Ukraine, Croatia, Bulgaria, and other countries in the region. Prerequisite: American Cultural Studies course strongly suggested.
- EL 360W 20th Century British Literature** 3  
The fiction of the British Isles from 1900 to the present.
- EL 361 20th Century British Poetry** 3  
Survey of modern and contemporary British poets (Yeats and Auden and later poets). Periodic offering.
- EL 362 The Bible as Literature** 3  
Reading the Bible as a literary artifact: hero stories, prophetic oracles, myth, apocalypse, poetry. Use of literary criticism and its varied approaches.
- EL 363 Seminar in Poetry of Witness** 3  
Seminar explores WWII and post-WWII European and Eastern European poets, along with more recent poets from Israel and Palestine. Focus on the transcendent, truth-telling role of poetry and art that bears witness to unthinkable cultural destruction. Fall semester, even years.
- EL 368 Postcolonial British Literature** 3  
An examination of key texts and debates in postcolonial British writing. Representative areas and writers may include India (Kipling, Forster, Rushdie, Roy), the African Continent (Conrad, Achebe, Coetzee, Gordimer), Ireland (Joyce, Yeats, Bowen), and theory by Said, Spivak, and Bhabha. Prerequisite: American Cultural Studies course strongly recommended.
- EL 371W British Renaissance** 3  
Examination of the major poetry, plays, and prose of the period, excluding Shakespeare. Prerequisite: EL-207. Also listed as EMS 371W.
- EL 372W American Renaissance** 3  
Major figures of the extraordinarily rich blossoming of American literature, 1835-1860 (e.g., Emerson, Thoreau, Hawthorne, Melville, Whitman, and less lights).
- EL 373 Poe** 3  
See EL 273.
- EL 374W 17th Century British Poetry/Milton** 3  
English poetry of the 17th century: metaphysical and cavalier (e.g., Donne, Herbert, Jonson, Marvell) plus Milton, with emphasis on "Paradise Lost." Periodic offering.
- EL 375W Victorian Literature** 3  
Seminar focusing on literary figures and genres of 19th-century Britain, including fiction, prose, poetry, autobiography and drama. Explores Victorian visual media and other popular print culture. Prerequisite: EL 208. Fall semester, even years.
- EL 376W British Romanticism** 3  
Romantic literature in an age of revolution (e.g., Wollstonecraft, Blake, Wordsworth, Austen, Keats).
- EL 377W Modern Poetry** 3  
The revolution of Modernism in American poetry, 1910-1940 (e.g., Eliot, Pound, Williams, Stevens). Periodic offering.

- EL 378 Jane Austen** 3  
A seminar on Jane Austen's major works. Some literary background strongly suggested. Also listed as WGS 378. Periodic Jan Term offering.
- EL 381 Archival Research** 1-3  
See HI 381.
- EL 382 Rhetorical Methods and Approaches** 3  
This course concerns the rationale, methods and applications of rhetorical criticism in English studies. Includes a survey of contemporary critical approaches to persuasive writing. Prerequisite: completion of written communication requirement and one other writing course recommended. Also listed as EP 382. Spring semester, odd years.
- EL 384 The Rhetoric of Human Rights** 3  
An advanced seminar in which classical and contemporary rhetorical theory is utilized to understand the historical development of human rights discourse. Students will use historical and theoretical texts to analyze works of fiction, non-fiction, and digital media used by contemporary non-profits in order to understand how language shapes our perceptions of human rights concerns.
- EL 387 English Methods and Adolescent Literature** 3  
English methods, including theory and practice of teaching the writing process. Reading adolescent literature. Spring semester.
- EL 388 Structure and Development of the English Language** 3  
Review of traditional grammar, exposure to various new grammars, development of usage. Designed for prospective teachers. Also listed as TES 388. Fall and spring semesters.
- EL 396H This Whitworth Life: Audio Storytelling** 3  
Inspired by This American Life, The Moth Radio Hour, Story Corps, and other audio programs, students will build a portfolio of their own audio work. Topics will include elements of storytelling and narrative design, ethical obligations in handling other people's stories, and the technical components of this kind of work, including recording and editing. Also listed as EP 396H. Jan Term. Periodic Offering.
- EL 401W Moby Dick** 3  
A close study of Herman Melville's leviathanic novel. Students will read "Moby Dick" twice in three weeks, become absolute masters of two chapters, and never be the same. Prerequisite: EL-205. Periodic Jan Term offering.
- EL 405W Chaucer and Medieval Literature** 3  
Emphasis on Canterbury Tales (in Middle English). Other poetry and plays of the late medieval period will be read. Prerequisite: EL 207. Also listed as EMS 405W.
- EL 420 Writing Center: Theory and Practice** 3  
Initial training for Whitworth Writing Center consultants. Includes writing center theory and philosophy along with development of analytical insight into papers and interpersonal skills necessary for consulting. Prerequisite: faculty nomination and then completion of application and selection process. Spring semester.
- EL 422H Joyce and Woolf Seminar** 3  
Examines fiction by major twentieth-century authors James Joyce and Virginia Woolf, using collaborative, creative projects. Recommended that students have prior courses in the honors program or English department.
- EL 430 Holocaust Literature** 3  
Study of works by Elie Wiesel and other writers of the Holocaust. Prerequisite: two literature courses strongly suggested.

- EL 436 Francophone African Lit/Film** 3  
Introduction to literature and film from French-speaking African countries after independence, including historical and cultural background. Also listed as FR 436. Periodic offering.
- EL 442 Brontes and Gaskell Seminar** 3  
Studies the creative works of the Bronte sisters and Elizabeth Gaskell within the context of 19th-century Britain. Prerequisite: EL 208. Also listed as WGS 442.
- EL 444 Advanced Writing Workshop** 3  
Workshop/seminar for serious, self-motivated students who have completed EL 245, EL 304 and EL 345. Introduction to the major contemporary literary journals, on-line publications, writer's markets, and contemporary theory. Much of course devoted to developing a single substantial writing project.
- EL 447 Shakespeare Seminar** 3  
Special topics course on Shakespeare's dramatic and non-dramatic literature. Topics vary but will focus upon particular genres, historical contexts, and ideas in a limited number of plays. Prerequisite: EL 207. Also listed as EMS 447.
- EL 449W Postmodern Literature and Culture** 3  
Readings in postmodern literature and theory, with attention to the break from aesthetic Modernism and to cultural dilemmas commonly informing postmodern texts. Prerequisite: EL 205, EL 206, EL 207, EL 208, or instructor permission; American cultural studies course strongly recommended. Also listed as EP 449W.
- EL 453 Introduction to Linguistics** 3  
A general study of language content and systems, with primary focus on sounds, meaning, historical change, and social contexts. Spring semester, odd years.
- EL 454 Russian Literature** 3  
Russian fiction of the 19th century (e.g., Turgenev, Gogol, Dostoevsky, Tolstoy). Non-majors welcome. Periodic offering.
- EL 460 Irish Literature** 3  
Fiction, drama, poetry, and film by Irish artists (e.g., Joyce, Yeats, Bowen, Beckett) along with study of political and cultural contexts.
- EL 465W English Novel** 3  
The history and development of the novel from 1720 through 1895 (e.g., Defoe, Fielding, Austen, Gaskell, Hardy).
- EL 480 Field Studies** 1-4
- EL 484 Literary Criticism** 3  
Learning to write from various critical perspectives. Major literary theories from Aristotle to the 21st Century. Junior standing strongly suggested. Prerequisite: EL 205 or 206 and EL 207 or 208. Also listed as EP 484. Spring semester, odd years.
- EL 494 Track III Portfolio** 0
- EL 497 Medieval and Early Modern Studies Senior Portfolio** 1  
Students will submit a portfolio by April 15 of their final year (or midway through their final term). The portfolio will include a selection of work from 3 to 4 courses in the minor. Also listed as HI/EMS 497. Spring semester.
- EL 498 Senior Portfolio** 1  
Capstone colloquium for English majors, including revision and submission of their best work in portfolio form. Fall semester.



## Humanities Courses

- HU 200 Introduction to Culture British Isles - Abroad** 1  
 This course will provide a survey of the art, history, and literature of England, Ireland, Scotland, and Wales. Required for and exclusive to students participating in the British Isles Study Program. Jan Term, every third year.
- HU 201 International Films** 1  
 Professors from different disciplines present seven international films; students view films together and react to them through short papers. Learn about international cinematic traditions and film history. Also listed as FVNS 201. Fall semester.
- HU 226H Arthurian Legends in French Literature** 3  
 This course will examine Arthurian legends as recorded in the literary oeuvre of Chretien de Troyes of France. Students will read the original unfinished version of the quest of the Holy Grail and devise and film their own unique ending to this enduring legend. Also listed as EMS 226H. Fall semester. Periodic offering.
- HU 302 French Civilization - Abroad Program Preparation** 2  
 A survey of French history from the Gauls and Romans through the 19th century, with emphasis on contemporary French culture. Required for and exclusive to students participating in the France Study Program. Fall semester, every third year preceding the program.
- HU 314 Tanzania Study Program: Preparation Course** 1  
 This course is designed to equip you with the academic and logistical background you need to thrive on the Tanzania Study Program. The preparation course will prepare you to live in east Africa for a semester, and will include a primer for the courses you will take while in Tanzania.
- HU 349 Introduction to Thailand Studies** 2  
 Preparation for Jan Term in Thailand.
- HU 350 Thailand Study Program** 3  
 See WGS 350.

# Environmental Studies

The environmental studies minor adopts an interdisciplinary approach to the development of environmental literacy and competency as it pertains to the breadth of academic disciplines at Whitworth. The minor integrates natural science, social science and humanities to help students attain a balanced education that encourages careful stewardship of the earth. The minor will comprise two required courses (three credits each) as well as 15 elective credits from an approved list, with at least one course each in the natural sciences, social sciences and humanities.

**Benefits to Students.** The environmental studies minor will provide Whitworth students with the following:

- an enhanced ability to think critically about some of the most pressing questions of our day and to consider the environmental impact of their personal and professional decisions;
- a broad approach to environmental issues, including scientific, social, and economic perspectives;
- a greater appreciation for the application of faith and learning to creation care and environmental stewardship;
- enhanced marketability: Employers are increasingly concerned with the ramifications of the environmental impacts of their endeavors, and they hire accordingly. Students pursuing graduate education will be more competitive as a result of the broad perspective provided by this minor.

## Requirements for an Environmental Studies Minor (21-23)

ENS/BI 120	Introduction to Environmental Science	3
ENS/PO/EC 250	Environment and Society	3
One of the following:		3
ENS/TH 212	Redemption of Creation	
ENS/TH 214	Theology & Ecology	
Natural Sciences, choose one of the following:		3-4
ENS/BI 102	Introductory Biology	
ENS/BI 105	Plants in Culture	
ENS/BI 111	Marine Biology	
ENS/BI 303	Plant Taxonomy	
ENS/BI 304	Ecological Measures	
ENS/BI 305	Landscape Ecology	
ENS/BI 324	Animal Behavior	
ENS/BI 331	Plant Physiology	
ENS/BI 341	Central American Field Ecology	
ENS/BI 342	Field Marine Ecology	
ENS/BI 345	Ecology	
ENS/BI 369	Mycology	
ENS/BI 448	Environmental Microbiology	
ENS/CH 111	Green Chemistry	
ENS 113	Chemistry and Health (Cross-listed as CH 112)	
ENS/CH 122	Chemistry in Modern Living	
ENS 332	Environmental Chemistry (Cross-listed as CH 331)	
ENS/GL 131	Understanding Earth	
ENS/GL 139	Environmental Geology	
ENS/NS 101	Earth and Sky	
ENS/PS 146	Physics in Current Events	
Note: BI-296 & 396, CH-396 & 496 courses will apply toward this requirement. See advisor for details.		
Social Sciences & Humanities, choose one of the following:		3-4
ENS/PO 347	Globalization in Southeast Asia	

ENS/PO 353	International Political Economy
ENS/SO 275	Population Analysis
ENS/EL 110	Writing I (Environmental Ethics or Sustainable Living sections)*
ENS/EL 310	Northwest Writers
ENS/HI 384	Pacific Northwest History

Electives. Complete an additional six credits from any of the lists above. Education students may also fulfill elective credits by taking the following in fulfillment of the requirements for the Washington state Environmental/Sustainability Education Endorsement 6

EDU 343	Science: K-9 Methods and Assessment **
EDU 455	Science in Secondary School **
EDU 410	Environmental and Sustainability Education in the K-12 Classroom **

At least one of the courses in the minor must be upper division (300 or 400 level).

- \* Selected sections only. Please see your advisor.
- \*\* Students fulfilling requirements for the ESE endorsement should take EDU 410 AND either EDU 343 OR EDU 455.

### Courses

ENS 101	Earth and Sky (Cross-listed as NS 101)	3
ENS 102	Introductory Biology (Cross-listed as BI 102)	3
ENS 105	Plants in Culture (Cross-listed as BI 105)	3
ENS 110	Writing I (Environmental Ethics on Sustainable Living Sections, Cross-listed as EL 110)	3
ENS 111	Marine Biology (Cross-listed as BI 111)	3
ENS 112	Green Chemistry (Cross-listed as CH 111)	3
ENS 113	Chemistry and Health (Cross-listed as CH 112)	3
ENS 120	Introduction to Environmental Science (Cross-listed as BI 120)	3
ENS 122	Chemistry in Modern Living (Cross-listed as CH 122)	3
ENS 131	Understanding Earth (Cross-listed as GL 131)	4
ENS 139	Environmental Geology (Cross-listed as GL 139)	3
ENS 146	Physics in Current Events (Cross-listed as PS 146)	3
ENS 212	Redemption of Creation (Cross-listed as TH 212)	3
ENS 214	Theology & Ecology (Cross-listed as TH 214)	3
ENS 250	Environment and Society (Cross-listed as PO 250 and EC 250)	3
ENS 275	Population Analysis (Cross-listed as SO 275)	3
ENS 303	Plant Taxonomy (Cross-listed as BI 303)	4
ENS 304	Ecological Measures (Cross-listed as BI 304)	4
ENS 305	Landscape Ecology (Cross-listed as BI 305)	4
ENS 305L	Lab: Landscape Ecology (Cross-listed as BI 305L)	0
ENS 305W	Landscape Ecology (Cross-listed as BI 305W)	4
ENS 310	Northwest Writers (Cross-listed as EL 310)	3
ENS 324	Animal Behavior (Cross-listed as BI 324)	4
ENS 331	Plant Physiology (Cross-listed as BI 331)	4
ENS 332	Environmental Chemistry (Cross-listed as CH 331)	3
ENS 341	Central American Field Ecology (Cross-listed as BI 341)	4
ENS 345	Ecology (Cross-listed as BI 345)	4
ENS 347	Globalization in Southeast Asia (Cross-listed as PO 347)	3
ENS 353	International Political Economy (Cross-listed as PO 353)	3

ENS 369	Mycology (Cross-listed as BI 369)	4
ENS 369L	Lab: Mycology (Cross-listed as BI 369L)	0
ENS 369W	Mycology (Cross-listed as BI 369W)	4
ENS 384	Pacific Northwest History (Cross-listed as HI 384)	3
ENS 448	Environmental Microbiology (Cross-listed as BI 448)	4

# Film and Visual Narrative

The film and visual narrative minor is designed for students who are interested in focused engagement with film, visual storytelling, and emerging forms of digital narrative. FVN students study the history and aesthetics of film and related sequential visual media. While the minor focuses mainly on analyzing and responding to media rather than on production, some electives in the minor give students the chance to experiment in various ways with media production.

## Film and Visual Narrative Minor (18-20)

### 1. REQUIRED FILM STUDIES COURSES (6 Credits) 6

FVNS 250/EL 250 Introduction to Film Studies

FVNS 352/EL 352 World Cinema

or FVNS 351 Documentary/Avant Garde Film

### 2. ONE OF THE FOLLOWING VISUAL SEQUENTIAL STORYTELLING COURSES (3 Credits) 3

FVNS 329/EL 329 Visual Narratives

FVNS 339/EL 339/ Digital Storytelling

JMC 339

FVNS 227/AR 227 Introduction to Time-Based Art Making

FVNS 327/AR 327 Intermediate Time-Based Art Making

FVNS 427/AR 427 Advanced Time-Based Art Making

### 3. ONE OF THE FOLLOWING PRACTICAL ART AND/OR MEDIA COURSES (3 Credits) 3

FVNS 124/AR 124 Adobe Creative Suite And Indesign

FVNS 235 Digital Photography I (Cross-listed as AR 231)

FVNS 234 Photojournalism (Cross-listed as JMC 231)

FVNS 335/JMC 335 Interactive Journalism

FVNS 336/JMC 336 Introduction to Video and Audio Journalism

FVNS 340/JMC 340 Photo Essay

### 4. ELECTIVES: 6-8 MORE CREDITS FROM THE FOLLOWING (6-8 Credits) 6-8

Note that any courses used to fulfill credits above (in sections 1-3) may not be re-used for elective credit.

- Los Angeles Film Studies Center Internship (3 credits)

- Los Angeles Film Studies Center Transfer Credit (3 credits)

- Additional Approved Film-or Visual Media-Related Courses (up to 3 credits)

- An Approved Film-or Visual Media-Related Internship (up to 3 credits)

- An Approved New Media-Centered Whitworthian Editorship (up to 3 credits)

- An Approved Media Production Project (Independent Study, w/Public Presentation) (1-4 credits)

FVNS 202/EL 202 Classic American Films

FVNS 204/EL 204 Film Noir Hardboiled Lit

FVNS 351/EL 351 Documentary/Avant Garde Film

FVNS 352/EL 252 World Cinema

FVNS 201/HU 201 International Films

FVNS 230/USCS  
230 Asian American Film

FVNS 231/USCS  
231 U.S. Latino/a Film

FVNS 232/USCS  
232 Native American Film

FVNS 233/USCS  
233 African American Film



FVNS 301/CS 301	Internet Applications Development
FVNS 344/CS 344	Human Computer Interaction
FVNS 215/TA 215	Acting for the Camera
FVNS 273/TA 273	Acting I
FVNS 278/TA 278	Design & Production: Scenic & Costume
FVNS 279/TA 279	Voice for the Performer

No more than one of the following art courses:

FVNS 124/AR 124	Adobe Creative Suite And Indesign
FVNS 235	Digital Photography I (Cross-listed as AR 231)
FVNS 227/AR 227	Introduction to Time-Based Art Making
FVNS 327/AR 327	Intermediate Time-Based Art Making
FVNS 427/AR 427	Advanced Time-Based Art Making

No more than one of the following journalism courses:

FVNS 234	Photojournalism (Cross-listed as JMC 231)
FVNS 315/JMC 315	Media Criticism
FVNS 335/JMC 335	Interactive Journalism
FVNS 336/JMC 336	Introduction to Video and Audio Journalism
FVNS 339/JMC 339/EL 339	Digital Storytelling
FVNS 340/JMC 340	Photo Essay

## Courses

FVNS 124	Adobe Creative Suite And Indesign (Cross-listed as AR 124)	3
FVNS 201	International Films (Cross-listed as HU 201)	1
FVNS 202	Classic American Films (Cross-listed as EL 202)	1
FVNS 204	Film Noir Hardboiled Lit (Cross-listed as EL 204)	3
FVNS 215	Acting for the Camera (Cross-listed as TA 215)	1
FVNS 227	Introduction to Time-Based Art Making (Cross-listed as AR 227)	3
FVNS 230	Asian American Film (Cross-listed as USCS 230)	2
FVNS 231	U.S. Latino/a Film (Cross-listed as USCS 231)	2
FVNS 232	Native American Film (Cross-listed as USCS 232)	2
FVNS 233	African American Film (Cross-listed as USCS 233)	2
FVNS 234	Photojournalism (Cross-listed as JMC 231)	3
FVNS 235	Digital Photography I (Cross-listed as AR 231)	3
FVNS 250	Introduction to Film Studies (Cross-listed as EL 250)	3
FVNS 273	Acting I (Cross-listed as TA 273)	3
FVNS 278	Design & Production: Scenic & Costume (Cross-listed as TA 278)	3
FVNS 279	Voice for the Performer (Cross-listed as TA 279)	2
FVNS 301	Internet Applications Development (Cross-listed as CS 301)	3
FVNS 315	Media Criticism (Cross-listed as JMC 315)	3
FVNS 327	Intermediate Time-Based Art Making (Cross-listed as AR 327)	3
FVNS 329	Visual Narratives (Cross-listed as EL 329)	3
FVNS 335	Interactive Journalism (Cross-listed as JMC 335)	3
FVNS 336	Introduction to Video and Audio Journalism (Cross-listed as JMC 336)	3
FVNS 339	Digital Storytelling (Cross-listed as EL 339 and JMC 339)	3
FVNS 340	Photo Essay (Cross-listed as JMC 340)	3
FVNS 344	Human Computer Interaction (Cross-listed as CS 344)	3
FVNS 351	Documentary/Avant Garde Film (Cross-listed as EL 351)	3

FVNS 352	World Cinema (Cross-listed as EL 352)	3
FVNS 427	Advanced Time-Based Art Making (Cross-listed as AR 427)	3



## Core/Worldview Studies

Core is the three-part worldview studies program at Whitworth University. Simply put, a worldview is “a commitment, a fundamental orientation of the heart that can be expressed as a story or in a set of presuppositions that we hold about the basic constitution of reality, and that provides the foundation on which we live and move and have our being” (Sire, 2004). A worldview serves as a lens through which we perceive and relate to reality; it is a set of core beliefs and basic understandings about the bigger and deeper questions of life.

**The Program Goals:** The Whitworth University Worldview Studies Program exists to engage you in examining actively the pre-suppositional thinking that forms the basis of all human meaning-making. Its intent is to explore the origins of human thinking at this foundational level, particularly emphasizing the Western tradition of answering questions of meaning. The Worldview Studies Program seeks to meet these four general core objectives:

1. Furnish students with the **basic categories of worldview thinking evident in the West** including the nature of God, the nature of humanity, how we know, the nature of reality, and how we should live individually and corporately.
2. Expose students to a variety of **answers that Westerners have given to these categories of worldview thinking across the disciplines of academic study**, since worldviews express themselves in all aspects of human culture.
3. Provide opportunities for student **contemplation and evaluation of both the categories of worldview thinking and the answers that Westerners have given to these categories in light of Scripture and the historic doctrines of the Christian Church**.
4. Equip and encourage students to **explore the parameters of their own worldviews** via discussions, student activities, directed lectures, examinations, and readings.

**The Ultimate Questions:** To get at these worldview beliefs and their related issues, the Whitworth Worldview Studies Program focuses on three foundational questions:

1. What is the nature of God, the world, and humanity?
2. How do we know?
3. How should we act in response to a broken world, as individuals and as a community?

Although each of these questions will be addressed in some way within all three Core courses (150, 250, and 350), each Core class will emphasize and devote special attention to one question in particular, as follows:

**Core 150:** “What is the nature of God, the world, and humanity?” [This is known as “stating the claims.”] This course examines the various ways in which this question has been answered, using the Christian tradition as a main point of reference, emphasizing questions of a *religious* and *theological* nature.

**Core 250:** “How do we know?” [This is known as “justifying the claims.”] This course explores various ways of “knowing” (intuition, empirical senses, innate reason, and authority), and examines

the rationalist worldview tradition that has emerged and influenced the Christian West, focusing upon questions of a *philosophical* nature.

**Core 350:** "How should we act in response to a broken world, as individuals and as a community?" [This is known as "applying the claims."] This course explores the ways in which Western worldview claims, particularly those of Christianity, are applied in the private and public spheres of life, emphasizing questions of a *practical* and *ethical* nature.

## Core Courses

### CO 150 Western Civilization I: Christian Worldview Perspective 4

The initial Worldview course focuses on theology and anthropology, the nature of God and humanity. The course emphasizes key theological concerns and how those concerns work themselves out in daily life. Issues to be explored include Jewish and Christian theological assumptions about God, humans, and their implications for ethics, work, leisure, creativity, diversity, scientific inquiry, resource allocation, global citizenship, and technological innovation.

### CO 150H Western Civ. I: Christian (Honors) Worldview Perspective 4

The initial Worldview course focuses on theology and anthropology, the nature of God and humanity. The course emphasizes key theological concerns and how those concerns work themselves out in daily life. Issues to be explored include Jewish and Christian theological assumptions about God, humans, and their implications for ethics, work, leisure, creativity, diversity, scientific inquiry, resource allocation, global citizenship, and technological innovation.

### CO 250 Western Civilization II: The Rationalist Worldview 4

The guiding foci for this second course are epistemology/hermeneutics and metaphysics, the nature of knowledge and reality and the interpretation of such knowledge. Examination of epistemological/hermeneutical or metaphysical assumptions and their practical outworking in human affairs whether evident in the humanities, the arts, or the sciences are explored.

### CO 250H Western Civilization II: (Honors) The Rationalist Worldview with Films 4

Relying on film and field trip the guiding foci for this second course are epistemology/hermeneutics and metaphysics, the nature of knowledge and reality and the interpretation of such knowledge. Examination of epistemological/hermeneutical or metaphysical assumptions and their practical outworking in human affairs whether evident in the humanities, the arts, or the sciences are explored.

### CO 300 Reason/Knowing: Nature and Human Nature 4

This worldview course for Continuing Studies students focuses on epistemology, metaphysics and human nature questions within the complex traditions of Christian and Rationalist worldviews from the Hebrews and Greeks in ancient times through the 19th and 20th century challenges to Rationalist assumptions.

### CO 350 Western Civilization III: Applied Ethics, Public Policy and Worldviews 4

This is the third course in the Worldview Studies program. It explores the relationship between our worldviews and our responses to the world's problems. Its emphasis is on the applications of worldview claims, particularly those of Christianity, in the private and public spheres of life, and it addresses practical and ethical questions. The interplay between worldviews, ethics, and public policy in various disciplines will be examined in the discussion groups.

### CO 350H Western Civ III Honors 4

In this section, you will apply the main theme of CO 350 - how worldviews shape ethics and public policy - to the specific case of the American space program. As a part of your enrollment in this 'Honors' section, you are required to demonstrate a deeper understanding of the historical, social, and political factors that have shaped the policy-making process in the space program, as well as how worldviews of the key actors influenced that process.

## General Education Courses

- GE 125 First Year Seminar** 1  
Presentations and discussions are designed to inform freshmen about the university's traditions and procedures and to help them become a part of the Whitworth community. Required of all first-term freshmen.
- GE 130 Success Strategies for Adult Learners** 3  
Development of study and thinking patterns that will allow the student to become independent scholars and critical thinkers. Designed for non-traditional age students returning to college. Periodic offering.
- GE 131 Academic Success Strategies** 0  
This course is designed for students who have 1) been placed academic probation in a previous term or 2) have received multiple midterm grades during a term. It provides individualized assistance to a student to ensure academic success at Whitworth. No credit.
- GE 148 Planning: Major/Career** 1-3  
Explores and defines personal interests, values, goals and personality in relation to choosing a major. Provides specific information on career and job opportunities to help students make career choices and other major decisions. Spring semester.
- GE 303 Latin American Prep Course** 1  
Preparation for the Latin American Study Program.
- GE 304 Maximizing Study Abroad** 2
- GE 325 Transfer Seminar** 1  
Presentations and discussions are designed to inform transfer students about the university's traditions and procedures and to help them become a part of the Whitworth community. Suggested for all Transfer students. Fall and spring semester.
- GE 330 Community Leadership Training** 1  
A survey of topics related to effective community leadership, such as characteristics of community, conflict management, valuing diversity. Attention is given to development of applicable skills. Also listed as LS 330. Fall and spring semesters.
- GE 335 Transitions to Adult Learning** 3  
An introduction to the expectations and methodology of the accelerated learning format and the programs in the School of Continuing Studies. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills. Topics include self-directed collaborative learning, academic research, and history/culture of Whitworth. This course must be taken within the first semester of attendance at Whitworth University.



# Health Science

The Whitworth Health Sciences Department offers majors in health science (for both a B.S. and a B.A.), community health, athletic training, and nursing.



The mission of the Whitworth Health Sciences Department is to equip its graduates to serve humanity through study of the form and function of the human body and the body's connection to health and wellness. Through a curriculum that integrates theory and practice, graduates will be able to appreciate this relationship both critically and creatively and will learn to apply it to various health-related fields.

The learning outcomes of this major prepare graduates to do the following:

- Explain the form and function of the human body.
- Explain various factors that make up holistic human health and wellness.
- Identify their strengths and interests and demonstrate how these can be used to serve humanity.
- Demonstrate appropriate strategies to communicate health and wellness concepts.
- Demonstrate critical-thinking skills and the ability to access and evaluate health information and resources.
- Articulate a worldview that integrates professional ethics with cultural competence and personal values.

## Requirements for a Health Science Major, B.S. and B.A. (59)

### Major Core Courses

BI 140	General Biology I: Genes, Cells and Evolution	4
CH 161	General Chemistry I	3
or CH 101	Introduction to Chemistry	
CH 161L	General Chemistry I Lab	1
or CH 101L	Introduction to Chemistry Lab	
CH 181	General Chemistry II	3
or CH 102	Bioorganic Chemistry	
CH 181L	General Chemistry II Lab	1
or CH 102L	Bioorganic Chemistry Lab	
HS 179	Foundations of Health Sciences	3
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 261	Community Health	3
HS 315	Nutrition	3
HS 320	Structural and Mechanical Kinesiology	4
HS 326	Exercise Physiology	4
HS 326L	Exercise Physiology Lab	0

HS 362	Personal Health	3
HS 365W	Evidence Based Health Science	3
HS 498	Senior Seminar	3
One credit of internship is required (390 or 490)		1
HS 390	Internship	
HS 490	Internship	
Students must take a minimum of twelve credits from major electives		12

## Major Electives

- Classes identified in the catalog as recommended for "Preparation for Health Professions" may also qualify as major electives
- Courses should be selected in consultation with advisor, and based on post-graduate goals

## Electives for B.S. in Health Science (must take a minimum of 12 credits)

BI 141	General Biology II: Organismal Biology	4
BI 141L	General Biology II: Organismal Biology Lab	0
BI 204	Medical Microbiology	4
BI 311	General Biochemistry	3
BI 350	Comparative Vertebrate Anatomy	4
BI 350L	Lab: Comparative Vertebrate Anatomy	0
BI 363	Genetics	4
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 401	Biochemistry I	3
CH 401L	Biochemistry I Lab	1
CH 403	Biochemistry II	3
AT 332	Pathophysiology and Modalities in Athletic Training	3
AT 332L	Lab: Pathophysiology & Modalities	0
AT 334	Physical Examination of the Lower Extremities in Athletic Training	4
AT 334L	Lab: Lower Extremities in Athletic Training	0
AT 335	Physical Examination of the Upper Extremities in Athletic Training	4
AT 335L	Lab: Upper Extremities in Athletic Training	0
AT 336	Medical Issues in Athletic Training	3
AT 432	Therapeutic Exercise	3
HS 390	Internship (1-3 credits)	1-3
HS 410	Chronic Disease Epidemiology and Prevention	3
HS 433	Principles of Conditioning and Nutrition	3
HS 490	Internship (1-3 credits)	1-3

## Electives for B.A. in Health Science (must take a minimum of 12 credits)

PY 210	Developmental Psychology	3
PY 236	Biological Psychology	3
PY 357	Developmental Psychopathology	3
PY 358	Psychopathology	3
SO 271	Introduction to Social Welfare	3
SO 275	Population Analysis	3

SO 368	The Helping Process in Social Services	3
HS 390	Internship (1-3 credits)	1-3
HS 410	Chronic Disease Epidemiology and Prevention	3
HS 420	Evidence Based Health Education	3
HS 433	Principles of Conditioning and Nutrition	3
HS 450	Health Policy and Management	3
HS 475W	Health Promotion Planning Implementation And Evaluation	3
HS 490	Internship (1-3 credits)	1-3

## Community Health

The Community Health major is designed to prepare students to think critically, communicate effectively, and solve complex problems related to the health of communities. Grounded in evidence-based thinking and social justice, majors will: assess individual and community needs and resources; plan, implement, and evaluate effective health education programs; coordinate the provision of health education services; and advocate for the health of all people.

### Requirements for a Community Health Major, B.A. (51)

HS 179	Foundations of Health Sciences	3
HS 220	Anatomy and Physiology I	4
HS 220L	Lab: Anatomy and Physiology I	0
HS 221	Anatomy and Physiology II	4
HS 221L	Lab: Anatomy and Physiology II	0
HS 261	Community Health	3
HS 363	Personal Health and Nutrition	3
HS 385	Sexuality and Society	3
HS 387	Drugs and Society	3
HS 410	Chronic Disease Epidemiology and Prevention	3
HS 450	Health Policy and Management	3
HS 475W	Health Promotion Planning Implementation And Evaluation	3
HS 490	Internship	4
HS 498	Senior Seminar	3
One of the following:		3
MA 256	Elementary Probability and Statistics	
STAT 101	Interdisciplinary Introduction to Stats	
Community Health Electives (must take a minimum of 9 credits)		9
PY 210	Developmental Psychology	
HS 326	Exercise Physiology	
HS 326L	Exercise Physiology Lab	
PY 330	Psychology of Poverty and Social Class	
HS 376	Health Psychology	
PY 358	Psychopathology	
SO 271	Introduction to Social Welfare	
SO 368	The Helping Process in Social Services	
AT 270	Emergency Response	

### B.S. in Health Science, Pre-Athletic Training track

The B.S. in Health Science, pre-athletic training track, is designed for individuals interested in pursuing a Master's degree in Athletic Training (either at Whitworth or at another institution). This pre-athletic training track integrates all pre-requisite courses for Whitworth's Master of Science

in Athletic Training (see more information at <http://www.whitworth.edu/athletictraining/>). An additional pre-athletic training track is offered through the Kinesiology department (p. 185).

### Mission statement

The mission of the Athletic Training Program at Whitworth University is to equip students with the knowledge and skills necessary to become proficient and professional entry-level athletic trainers. This is accomplished through high quality instruction and experiences that model ethical practice, effective communication and compassion. The program utilizes a holistic approach in developing multi-dimensional healthcare professionals and servant-leaders within the context of a Christian liberal-arts environment.

## Requirements for B.S. in Health Science, pre-athletic training track (61-62)

BI 140	General Biology I: Genes, Cells and Evolution	4
CH 101 or CH 161	Introduction to Chemistry General Chemistry I	3
CH 101L or CH 161L	Introduction to Chemistry Lab General Chemistry I Lab	1
HS 179	Foundations of Health Sciences	3
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 261	Community Health	3
HS 320	Structural and Mechanical Kinesiology	4
HS 326	Exercise Physiology	4
HS 326L	Exercise Physiology Lab	0
HS 363	Personal Health and Nutrition	3
HS 365W	Evidence Based Health Science	3
HS 433	Principles of Conditioning and Nutrition	3
One of the following:		1-2
AT 170	Advanced CPR and First Aid	
AT 270	Emergency Response	
AT 271	Introduction to Athletic Training	2
HS 390	Internship (In Athletic Training)	1
PY 101	Introductory Psychology	3
MA 256	Elementary Probability and Statistics	3
Major Electives		12

*A pre-athletic training major is also available through the Kinesiology department (p. 185)*

## Athletic Training Courses

<b>AT 170 Advanced CPR and First Aid</b>	1
This course provides a comprehensive survey of cardiopulmonary resuscitation and first aid, focusing especially on situations likely to be encountered by professionals in health science and kinesiology. The intention is to provide the knowledge and skills necessary to work in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical help can arrive. Leads to certification at the healthcare provider level.	
<b>AT 270 Emergency Response</b>	2
First-aid and safety procedures. Emergency response and CPR certificates from the Red Cross awarded to those who qualify. Lab required.	
<b>AT 271 Introduction to Athletic Training</b>	2
Survey of the profession of athletic training. Injury prevention, assessment, treatment, taping and rehabilitation of common athletic injuries will be presented. Lab required. Spring semester.	
<b>AT 271L Lab: Introduction to Athletic Training</b>	0

<b>AT 283 Clinical Experience I</b>	2
Clinical experience in athletic training.	
<b>AT 284 Clinical Experience II</b>	2
Clinical experience in athletic training.	
<b>AT 332 Pathophysiology and Modalities in Athletic Training</b>	3
This course will address the effective application of therapeutic modalities in order to facilitate the healing and rehabilitation of athletic injuries. Content includes the pathology of athletic injury to various body tissues, the healing response, and the physiological effect of therapeutic modalities commonly used in sports medicine. Prerequisite: HS 220. Co-requisite: AT 332L, lab required.	
<b>AT 332L Lab: Pathophysiology &amp; Modalities</b>	0
<b>AT 333 Organization and Administration of Athletic Training</b>	3
This course is designed to expose students to the organization and administration concepts of athletic training. Content includes management, leadership, legalities, historical perspectives, motivation and technology. Prerequisite: AT 334. Also listed as LS 332. Spring semester.	
<b>AT 334 Physical Examination of the Lower Extremities in Athletic Training</b>	4
Intense in-depth study of the lower extremities including physical examinations, injury recognition, treatment, taping, bracing, and care. Laboratory experiences emphasize the methods and techniques in evaluating lower extremity injuries/conditions. Prerequisite: HS 220 & HS 221. Lab required.	
<b>AT 334L Lab: Lower Extremities in Athletic Training</b>	0
<b>AT 335 Physical Examination of the Upper Extremities in Athletic Training</b>	4
This course is an intense in-depth study of the upper extremities including physical examinations, injury recognition, treatment, taping, bracing, and care. Laboratory experiences emphasize the methods and techniques in evaluating upper extremity injuries/conditions. Prerequisite: AT 334. Lab required.	
<b>AT 335L Lab: Upper Extremities in Athletic Training</b>	0
<b>AT 336 Medical Issues in Athletic Training</b>	3
This course addresses current medical issues that pertain to athletic training. Content includes sports pharmacology, physiological considerations, common illnesses and special concerns. Lab required. Spring semester. Prerequisite or corequisite HS-221.	
<b>AT 338 Sports Medicine Study Program: Preparation</b>	1
This preparatory course is designed to equip students for participation in the AT 339 Seminar in Sports Medicine: Japan program. Content includes basic language instruction, cultural nuances, healthcare differences and Japanese religions. Spring semester, odd years.	
<b>AT 339 Seminar in Sports Medicine: Japan</b>	1-3
Comparative analysis of Eastern and Western philosophies of athletic health care. Conducted at various locations in Japan. May Term, odd years. Prerequisite: AT 338.	
<b>AT 383 Clinical Experience III</b>	2
Clinical experience in athletic training.	
<b>AT 384 Clinical Experience IV</b>	2
Clinical experience in athletic training.	
<b>AT 432 Therapeutic Exercise</b>	3
Instruction on the effective application of therapeutic exercise in order to achieve symptom-free movement and function. Content includes basic principles of exercise, therapeutic effects of exercise, functional evaluation of performance, goniometric measurements and manual muscle testing. Prerequisite: AT-334. Lab required. Fall semester.	



<b>AT 483 Clinical Experience V</b>	2
Clinical experience in athletic training.	
<b>AT 484 Clinical Experience VI</b>	2
Clinical experience in athletic training.	
<b>AT 498 Capstone in Athletic Training</b>	1
This capstone experience is designed to prepare athletic training students for the BOC examination, graduate school and entry-level employment in athletic training. The course will include engagement with current professional issues and reflection on professional philosophy. Prerequisite: AT-483.	

## Health Science Courses

<b>HS 179 Foundations of Health Sciences</b>	3
Foundations of the Health Sciences introduce students to the exploration of careers in the Health Sciences. Through self-evaluation, and critical analysis, students will be introduced to a variety of Health Science related professions. This introductory course is designed for 1st and 2nd year students and is offered each Jan Term.	
<b>HS 185 Medical &amp; Anat. Terminology</b>	2
Designed to help students understand health care related language, and prepare for HS 220 and HS 221. Medical terms, abbreviations, prefixes, suffixes, and root words will be examined as they related to body systems, medical disorders, and health care. Summer.	
<b>HS 220 Anatomy and Physiology I</b>	4
Gross anatomy and physiological applications of the integumentary, skeletal, muscular, respiratory, and nervous systems of the human body. Emphasis given to the relationship of major organs to health and disease. Lab component provides practical application in the location and isolation of anatomical parts. Designed for students in nursing, athletic training, and kinesiology as well as other allied health programs. Lab required. Prerequisite: sophomore standing, Fall semester. Lab fee.	
<b>HS 220L Lab: Anatomy and Physiology I</b>	0
<b>HS 221 Anatomy and Physiology II</b>	4
Gross anatomy and physiological applications of the cardiovascular, lymphatic, endocrine, digestive, urinary, and reproductive systems of the human body. Emphasis given to the relationship of major organs to health and disease. Lab component provides practical application in the location and isolation of anatomical parts and physiological assessments. Designed for students in nursing, athletic training, and kinesiology as well as other allied health programs. Lab required. Prerequisite: HS 220. Spring semester. Lab fee.	
<b>HS 221L Lab: Anatomy and Physiology II</b>	0
<b>HS 261 Community Health</b>	3
This course will explore foundations of community health, our nation's health status, health disparities, social determinants of health, and local and national health agendas. Specific emphasis is placed on social, behavioral, and environmental community health-related issues and the controversies that surround them. Group and presentation work will be included in the course. Class discussions and written reports will examine the complexity of the relationship between the natural environment, the built environment, and health outcomes. Fall and spring semesters. Jan Term.	
<b>HS 301 Introduction to Healthcare Administratio</b>	3
Introduction to Healthcare Administration This course provides an introduction to the structure, operation and financing of the American healthcare system. It examines the major industry participants; how healthcare services are allocated and financed; the factors that influence the cost and quality of care; and opposing positions on the future of healthcare reform.	

- HS 315 Nutrition** 3  
 Consideration of nutrients and their functions in the body. Discussion of nutrition and health, clinical applications of nutrition, facts and fallacies about diet. Prerequisites: CH 101 or CH 161. Fall and spring semester, Jan Term.
- HS 320 Structural and Mechanical Kinesiology** 4  
 A study of human motion, emphasizing analysis of joint and muscular action and the application of biomechanical principles for sport skills common to physical education and athletics. Lab required. Prerequisite: HS 220 and HS 221. Fall and spring semester.
- HS 326 Exercise Physiology** 4  
 The study of theory and practical application of exercise as it applies to the human body. Lab required. Prerequisite: HS 220 and HS 221. Fall semester.
- HS 326L Exercise Physiology Lab** 0
- HS 335 Clinical Anatomy and Orthopedic Evaluation** 3  
 This course will be an in-depth study of the upper and lower extremities including clinical anatomy, physical examinations, and basic injury recognition. Class will be a combined lecture/lab format, and experiences will emphasize recognition and palpation of bony and soft tissue landmarks, the methods and techniques in evaluating orthopedic injuries/conditions, and a discussion of injury/dysfunction implications. Prerequisite: HS-220 & HS-221.
- HS 355 Training Theory & Program Design** 3  
 In this course, students will learn more complex principles and applications of exercise training theory and program design, including needs assessments, periodization, evidence-based practice, and current trends in the field.
- HS 362 Personal Health** 3  
 In this course students will investigate and discuss current issues related to personal health and holistic wellness. Topics include: health in our society, chronic diseases, mental health and stress, spirituality, sleep, nutrition, fitness, body weight and composition, body image, substance abuse, relationships, violence, social health and justice, and health policy. Fall and spring semesters.
- HS 363 Personal Health and Nutrition** 3  
 This course will investigate current issues related to personal health and holistic wellness. Special emphasis will be placed on nutrition for kinesiology and athletic training majors. Required for Kinesiology and Athletic Training Majors only. Fall Term.
- HS 365W Evidence Based Health Science** 3  
 An exploration of research methods, critical appraisal, and the use of evidence to guide practice in a variety of health-related fields. Students will learn to formulate a clear clinical question based on personal area of interest, conduct a relevant literature review, and be able to synthesize the evidence to determine best practice. Prerequisite: HS 326. Spring semester.
- HS 372 Global Medicine** 3  
 This course focuses on three overarching topics: (a) cultural competency in the provision of healthcare services, (b) analysis of global healthcare systems and selected global health concerns, and (c) international health volunteerism. Through study and practical experience, this class aims to equip students to critically analyze public or private health delivery organizations, acknowledge the need for provision of culturally competent healthcare, and appreciate how regional society (history, culture, politics, etc.) influence health.
- HS 376 Health Psychology** 3  
 The study of biological, psychological, and sociocultural perspectives influence an individual's overall health including: behavior change theory and application, coping and stress management, psychoneuroimmunology, the impact of personality and cognitive patterns, vision and goal development to facilitate health behavior change. Cross-listed: PY 376. Prerequisite: PY 101 and junior status. Fall semester.

<b>HS 385 Sexuality and Society</b>	<b>3</b>
This course focuses on issues surrounding the mental-emotional, physical, and social aspects of human sexuality. Key course content areas include: communication, sexual anatomy, reproduction and reproductive technology, sexual consent and coercion, and decision making regarding sexual behavior.	
<b>HS 387 Drugs and Society</b>	<b>3</b>
The course focuses on drug use and abuse from a biopsychosocial perspective. Specifically, the course explores the health related consequences of drug use, the historical aspects surrounding use and abuse, and issues and solutions in treatment and enforcement.	
<b>HS 390 Internship</b>	<b>1-6</b>
<b>HS 410 Chronic Disease Epidemiology and Prevention</b>	<b>3</b>
Survey of major chronic diseases, risk factors, epidemiology, and various public health approaches (e.g. nutrition, physical activity, behavioral interventions and alternative therapies). Conditions include: cancer, cardiovascular disease, diabetes, kidney disease, lung diseases, neurologic disorders, musculoskeletal diseases, and metabolic syndrome. Prerequisites: HS 326, HS 361 and HS 362.	
<b>HS 420 Evidence Based Health Education</b>	<b>3</b>
This course will focus on selected topics within health education and promotion. Using leading health indicators, we will explore philosophies and theories to provide a framework and foundation for understanding the practice and research of health education and promotion. Fall semester.	
<b>HS 433 Principles of Conditioning and Nutrition</b>	<b>3</b>
Development of proficiency in the theory, design, and implementation of conditioning programs. Instruction will include nutritional consideration and ergogenic aids for physical conditioning. Prerequisite: HS 320 and HS 326. Fall and spring semesters. Instructor consent required.	
<b>HS 450 Health Policy and Management</b>	<b>3</b>
This course will explore health policy issues confronting public health. It will review the processes that influence development and implementation of health policies, roles of health service organizations, agencies associated with public health, and current public health trends. Fall semester.	
<b>HS 475W Health Promotion Planning Implementation And Evaluation</b>	<b>3</b>
This course will enable students to create a detailed and effective health promotion program using evidence-based program design. It will allow students to bridge health content knowledge with behavior change theory and application. Emphasis will be placed on developing and understanding: needs assessment, program rationale, mission statements, goals and objectives, implementation plans, and evaluation protocols. Prerequisite: HS-361 and HS-362. Spring semester.	
<b>HS 490 Internship</b>	<b>1-6</b>
<b>HS 498 Senior Seminar</b>	<b>3</b>
Exploration of issues and mechanisms of health professional accountability, a humanistic basis of healthcare, cultural competence, social justice issues in healthcare, basic health policy principles, principles that guide ethical decision-making, patient rights, and healthcare professional duties. Senior standing. Fall and spring semesters.	

# History

## Why Study History at Whitworth?

There are many reasons to study history. First of all, it's just plain interesting. Far from being a mere recitation of names, dates and places, the study of history opens windows and doors to cultures all over the world, from the ancient to the recent past. You can study the fall of the Qing dynasty in China, the impact of the Crusades on Europe and the Middle East, the rise of Mayan and Aztec cultures, the diversity and triumph of African culture, and the culture and influence of the United States. The list goes on and on. History focuses on powerful and influential individuals such as Adolf Hitler, Mao-Tse Tung, Mary Wollstonecraft, Malcolm X, Joan of Arc, Rosa Parks, and Elvis Presley. Historians develop interest in cultures, institutions, politics, religions, economics, anthropology, sociology, science, and psychology. Historians study dreamers, believers, artists, entrepreneurs, politicians, and musicians.



Second, historians ask big questions, such as "Why?" and, sometimes, "Why not?" We ask why any human being would participate in the killing of 6,000,000 Jews — and whether we could do such a thing ourselves. Historians ask small questions that often have big consequences. We are interpreters of the meaning of events who raise difficult questions and avoid easy answers, and we are careful thinkers who practice empathy and offer critical judgment with humility.

Third, history majors get jobs. We'll help you develop a set of skills in research, writing, speaking, and thinking. We'll help you with internships and connections. Mostly, we'll help you develop broader interests and more enthusiasm for the world around you, which is one of the most important steps to meaningful employment.

Here are our goals:

**Vocation:** The history department offers skills-development for a wide variety of vocations, and we offer a program of support for increased knowledge of 1) opportunities available for liberal arts students, 2) how faith and ethics intersect with vocational choices, and 3) how to navigate internships and applications successfully. Each year we offer internships at the Smithsonian, in Washington, D.C., and many local internships.

**Oral and Written Communication:** We teach skills in presentation, debate, group work, and several different kinds of history writing.

**Research Skills:** We teach research methods and presentation, including how to create historical context, how to analyze different kinds of evidence, how to search effectively and efficiently, and how to present research results in various media.

**Historiography:** Every history class presents both context and theory, teaching students how to interpret events through a grid of accepted ideas in the field/region in which they wish to work.

A history degree prepares successful candidates for jobs and for graduate school in a broad range of disciplines, including some for which there are tests such as the Praxis (education certification), the LSAT (law school admission), and the GRE (required by most graduate schools in most fields). Majors are urged to speak with their advisors about online or other preparation for such tests.

## Requirements for a History Major, B.A. (46)

HI 102	The Pacific World	3
HI 182	The United States in a Global Context	3
HI 210	Becoming a Historian	3
HI 211	History Career Exploration	1
HI 498W	Senior Seminar in History	3
Two of the following:		6
HI 101	The Mediterranean World	
HI 181	The Atlantic World	
HI 201	Pirates: A World History through Naval Crime	
Two upper-division American history courses:		6
HI 309	History of Vietnam War	
HI 331	Great Trials in American History	
HI 357	Rise of Modern America: 1877-1945	
HI 358	The Sixties: From Reform to Revolution	
HI 362	Slavery and the Civil War	
HI 384	Pacific Northwest History	
HI 410W	American Intellectual History	
*For teacher certification in Washington state, HI 384 is required		
Two upper-division European history courses:		6
HI 315	Medieval Europe	
HI 328	European Myths of Identity	
HI 354	Colonialism and Globalization	
HI 364	Medieval Russia: Mongols and Madmen	
HI 366	Modern Russia and the Soviet Union	
HI 377	The French Revolution	
HI 425	Holy War in Europe	
See advisor for additional approved courses.		
Two upper-division courses selected from the following:		6
HI 300W	Christianity in Asia	
HI 304W	Political History of Beijing	
HI 305W	Cultural Odyssey of China	
HI 307W	History of Chinese Literature	
HI 325	History of Latin America	
HI 326	Religion in Latin America	
HI 327	History of Mexico	
HI 345	Cultural History of China and Japan	
HI 346	Modern China and East Asia	
HI 348	Medieval Islam	
HI/PO 366	Modern Russia and the Soviet Union	
HI 426	Slavery in Latin America	
HI 427H	Gender and Identity Formation in Latin America	
Three elective courses in history (with advisor approval one history-related course may be from another department)		9
A minimum of two courses in the major must be at the-400 level.		
Require one of the following: field experiences [e.g. student teaching], or internship, or study abroad, or foreign language [at least two years of one language, or one year each of two languages].		



## Requirements for a History/Social Studies Major, B.A. (44-45)

The Whitworth Department of History desires to equip the next generation of public and private school teachers with a broad interdisciplinary education rooted in a solid foundation in history appropriate to the K-12 programs. We provide coursework that will give students the necessary background in history and the social sciences and thus prepare them for the Washington state competency exams in the social sciences. Students are encouraged to pursue website practice opportunities prior to taking the state exams.

All endorsements subject to change; see School of Education for updated requirements. Students must take either EDU 453 or HI 498W.

HI 102	The Pacific World	3
HI 182	The United States in a Global Context	3
HI 210	Becoming a Historian	3
HI 384	Pacific Northwest History	3
PO 102	American National Politics	3
PO 151	International Relations	3
SO 120	Introduction to Sociology	3
Two of the following:		6
HI 101	The Mediterranean World	
HI 181	The Atlantic World	
HI 201	Pirates: A World History through Naval Crime	
One of the following:		3
EC 210	Principles of Microeconomics *	
EC 211	Principles of Macroeconomics *	
EC/PO 250	Environment and Society	
* Prerequisite of MA 158 or MA 171		
One upper-division course in European history		3
One upper-division course in non-Western history		3
Two approved, upper-division history electives		6
One of the following capstone courses is required:		2-3
EDU 453	Social Studies in Secondary School (Prereq of EDU 350)	
HI 498W	Senior Seminar in History	
One W course in history is required for graduation.		

## Allied Programs with Other Departments Requirements for an American Studies Major, B.A. (45)

American Studies is an interdisciplinary major. Students will examine American society through the study of history, politics, literature and sociology. Graduates are encouraged to pursue employment in a broad number of professions, as well as graduate studies in a wide variety of fields.

EL 205	American Literature Before 1865	3
HI 181	The Atlantic World	3
or HI 201	Pirates: A World History through Naval Crime	
HI 182	The United States in a Global Context	3
PO 102	American National Politics	3
Other-disciplinary view of American culture:		6
HI 212	American Popular Culture	
HI 228	Identity, Race, and Power in American Life	
SO 120	Introduction to Sociology	

TH 323	Religion in American Public Life	
Two-300-level American-literature courses		6
Two of the following:		6
HI 309	History of Vietnam War	
PO 336	Gender, Politics and Law	
HI 357	Rise of Modern America: 1877-1945	
HI 358	The Sixties: From Reform to Revolution	
HI 362	Slavery and the Civil War	
Two courses in American intellectual development:		6
HI 410W	American Intellectual History	
PO 464W	American Constitutional Law	
Two approved electives chosen in consultation with an advisor		6
One of the following:		3
HI 498W	Senior Seminar in History *	
*Prerequisite of HI 210		
PO 498W	Senior Seminar	

An internship, if possible, is highly recommended. At least one "W" course is required in the major.

## Requirements for a Cross-Cultural Studies Major, History Emphasis, B.A. (47-49)

In cooperation with other departments, the cross-cultural studies major, history emphasis, is designed for those who seek an interdisciplinary education with a strong foreign-language component in the study of cultures different from one's own. This program works well for those engaged in significant study-abroad learning while at Whitworth.

HI 102	The Pacific World	3
HI 210	Becoming a Historian	3
Two of the following:		6
HI 101	The Mediterranean World	
HI 181	The Atlantic World	
HI 201	Pirates: A World History through Naval Crime	
Choice of one social science course from among the following:		3
EC 210	Principles of Microeconomics *	
EC 211	Principles of Macroeconomics *	
EC/PO 250	Environment and Society	
PO 240	Comparative Politics	
SO 200	Introduction to Cultural Anthropology	
* Prerequisite of MA 158 or MA 171		
Two upper-division area studies courses in history:		6
Africa		
Asia		
Europe		
Latin America		
Russia		
HI 498W	Senior Seminar in History	3
Foreign Language		14-16

A four-course sequence in second- and third-year French, German, or Spanish; when language offerings are limited, students should complete the total credits in a combination of two languages as approved by an advisor.

Foreign Study		9
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Courses of study in culture and language other than the student's own. Courses should be in history, political science, sociology, literature, the arts, or among the established courses of Whitworth semester-abroad programs.

## Requirements for an International Studies Major, History Emphasis, B.A. (45)

The Whitworth Department of History offers this interdisciplinary program designed to encourage the development of a solid foundation of history coupled with coursework in foreign languages, political science, area studies and economics that will assist the students in developing skills necessary for work in the international context of non-governmental organizations, business, military, diplomacy, travel and other forms of international work.

HI 182	The United States in a Global Context	3
HI 210	Becoming a Historian	3
HI 498W	Senior Seminar in History	3
PO 151	International Relations	3
PO 240	Comparative Politics	3

One of the following:

HI 102	The Pacific World	
HI 181	The Atlantic World	
HI 201	Pirates: A World History through Naval Crime	3

One economics class from among the following:

EC 210	Principles of Microeconomics *	
EC 211	Principles of Macroeconomics *	
EC/PO 250	Environment and Society	

\* Prerequisite of MA 158 or MA 171

Two electives from among the following, with one course in history and political science: 6

HI/PO 209	History of Vietnam War	
HI 231	World at War: 1900-1945	
HI/PO 309	History of Vietnam War	
HI 348	Medieval Islam	
HI 354	Colonialism and Globalization	
HI 377	The French Revolution	
PO 297	Nonviolent Defense and Conflict Resolution	
PO 353	International Political Economy	
PO 423W	Marxism and the Socialist World	
PO 425W	International Development	
PO 463W	American Foreign Policy	

Six semester credits of world language 6

(Courses must be at the intermediate level in Chinese or Japanese, or at the advanced (300+) level in German, French or Spanish. The goal is to become functional in the use of language.)

Three courses in area or regional studies: 9

(A two-course sequence is recommended.)

HI 300W	Christianity in Asia	
HI 304W	Political History of Beijing	
HI 305W	Cultural Odyssey of China	
HI 307W	History of Chinese Literature	
HI 325	History of Latin America	
HI 326	Religion in Latin America	
HI 327	History of Mexico	

HI 345	Cultural History of China and Japan	
HI 346	Modern China and East Asia	
HI 348	Medieval Islam	
HI 354	Colonialism and Globalization	
HI 364	Medieval Russia: Mongols and Madmen	
HI/PO 366	Modern Russia and the Soviet Union	
HI 426	Slavery in Latin America	
HI 427H	Gender and Identity Formation in Latin America	
PO 340	Contemporary Africa	
PO 341	Contemporary South Africa	
PO 346	Contemporary China and East Asia	
SO 238	Sociology of Middle-Eastern Society	

One course from among the following theory and concept courses: 3

EC 325	Economic Development	
HI 328	European Myths of Identity	
PH 256	Asian Philosophy	
PO 353	International Political Economy	
PO 445W	Revolution in History	
SP 398	Intercultural Communication	
TH 370	World Religions	

Study abroad is strongly recommended for this major. Courses taken during study-abroad programs may be substituted via petition for some of the above-listed requirements.

## Requirements for a History Minor (21)

HI 210	Becoming a Historian	3
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One of the following: 3

HI 101	The Mediterranean World *	
HI 102	The Pacific World	

One of the following: 3

HI 131	American History Before 1877	
HI 181	The Atlantic World *	
HI 182	The United States in a Global Context	

\* HI 201 can replace either HI 101 or HI 181

One upper-division American history course	3
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One upper-division European history course	3
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One upper-division course on Asia, Africa, Latin America or Russia	3
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One elective	3
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## Asian Studies Minor (18)

Requirements for an Asian Studies Minor are listed under the Asian Studies page (p. 61).

## Latin American Studies Minor (21)

Requirements for a Latin American Studies Minor are listed under the Latin American Studies page. (p. 193)

## Medieval and Early Modern Studies Minor (19-20)

Requirements for a Medieval and Early Modern Studies Minor are listed under the Medieval & Early Modern Studies page. (p. 214)

## Requirements for a Public History Minor (22)

Public history is a rapidly growing field. Students are introduced to museum studies, archival development, and the making of documentaries. Graduates are encouraged to pursue graduate studies in a variety of fields as well as to think broadly about the application of these skills to other professional areas.

Complete one course from the following:	3
HI 101            The Mediterranean World	
HI 102            The Pacific World	
HI 131            American History Before 1877	
HI 181            The Atlantic World	
HI 182            The United States in a Global Context	
HI 201            Pirates: A World History through Naval Crime	
HI 211            History Career Exploration	1
HI 210            Becoming a Historian	3
HI 384            Pacific Northwest History	3
Two upper-division history courses	6
Public History Internship	3
HI 490            Internship	
Placement is dependent on the recommendation of the supervisor for Public History internships.	
HI 498W            Senior Seminar in History	3

## Courses

**HI 101 The Mediterranean World** 3  
 History of the Mediterranean World introduces ancient Greece and Rome, the Byzantine Empire, and early Islam in Spain, Italy, North Africa, and the Middle East, using contemporary film and primary source research. Also listed as EMS 101.

**HI 102 The Pacific World** 3  
 One of four courses in world history, Pacific World introduces China as the focal point of a network of trade and culture that includes the Asian steppes, India, and the rise of Japan, Korea and Vietnam. Also listed as AS 102. Also listed as EMS 102.

**HI 104 Political History of Beijing** 3  
 Provides historical understanding of the political and social history of China's capital city, Beijing. Listed in both Political Science and History. Also listed as AS 104.

**HI 105 Cultural Odyssey of China** 3  
 Provides historical understanding of the cultural and religious history of China through its imperial and modern eras. Listed in both Political Science and History. Also listed as AS 105.

**HI 120 The Crusades** 3  
 The Crusades of the 12th century will be investigated for their impact on Western Europe, the Byzantine Empire, and the Muslim World. Fall semester.

**HI 120H Crusades From Primary Sources** 3  
 Seminar offered to incoming Honors Freshmen first. The course, in the professor's publication field, offers an exciting overview of the Crusade movement through eyewitness chronicles of the medieval era from Jewish, European, and Arab perspectives. It also connects the field of history, meaning the way historians have dealt with the topic, to contemporary issues. Also listed as EMS 120H.

**HI 127 Latin American Culture and Civilization** 3  
 This course will provide a historical overview of Latin American culture and civilization. It will also focus on issues such as family relations, social stratification, authority and violence, gender relations, poverty and social justice, religion and the church, economic development and urban life, and U.S. and Latin American relations. Also listed as LAS 127.



- HI 131 American History Before 1877** 3  
 Discovery and settlement of North America; Puritans and Cavaliers; the Enlightenment and the American Revolution; early democracy and reform movements; Western expansion and slavery; the sectional crisis and causes and results of the Civil War. Course taught with a biographical focus. Periodic offering.
- HI 140 African Life and Culture** 3  
 Examination of representative African peoples, countries, lifestyles, and beliefs. Topics covered will include Media Coverage of Africa, Traditional and Modernizing Influences on African Lives Today, Africans as Global Citizens, Health, Gender, Religion, and Rites of Passage.
- HI 181 The Atlantic World** 3  
 Exploration of the nature and extent of the cultural exchange between the peoples bordering the Atlantic Ocean. Special focus on the interactions between Native Americans, Africans, and Europeans in the Western Hemisphere from Columbus to the 19th Century Revolutions. Also listed as EMS 181.
- HI 182 The United States in a Global Context** 3  
 Historical analysis of the development and maturation of the United States from its emergence as a hemispheric power after the Civil War to the present. Particular emphasis on the sectional, national, and international movements that influenced or were influenced by the American democratic experience.
- HI 201 Pirates: A World History through Naval Crime** 3  
 Pirates: A World History through Naval Crime offers the student Global Perspectives or Humanities credit through readings on maritime law, religious warfare, punishments as government theatre, social commentary on the opportunities available to the poor, memoirs, and other sources relating to piracy. The sources in translation range from both coasts of Africa, through the Mediterranean (with a detour into Viking river-based piracy) to the Indian Ocean. It looks at pirates from early Greece through contemporary Somalia. Also listed as EMS 201.
- HI 209 History of Vietnam War** 3  
 Examination of the history of America's involvement in the war in Vietnam. The causes of the war, the military strategies employed, the political decision-making, and the effects of the war on American society will be examined. Particular attention will be paid to the lessons of the war. Periodic offering.
- HI 210 Becoming a Historian** 3  
 Foundational course for students considering a history major or minor. The course introduces students to ways historians interpret the past. Emphasis on preparing students to use primary sources, to write history, and to evaluate the work of other historians. Students will be introduced to careers that might be pursued with a history degree.
- HI 211 History Career Exploration** 1  
 This course will expose history majors to the variety of careers covered by the field of public history, including museum curatorship, archival work, living history interpretation, historic preservation, cultural resource management, and documentary filmmaking, among others. History majors who plan to teach will be able to explore options at the secondary and university levels. The course includes guest speakers, field trips, and hands-on experience, and prepares students to move into the next stages of career exploration in future history courses.
- HI 212 American Popular Culture** 3  
 Values and ideas that are reflected in the various forms of popular culture. Analysis of music, sport, television and cinema, with special attention to the 20th century. Spring semester.
- HI 222 The Modern World** 3  
 Study of change and continuity in history, focusing on the impact of the social, political, religious and economic forces that have shaped our modern world over the past 500 years. Course available for Continuing Studies students only.

- HI 225 Latin American History Through Film** 3  
 This course introduces students to the history of Latin America through the medium of film. Through supplementary readings, lectures, and class discussions, students will develop the analytical skills necessary to place these films in the proper historical context. Also listed as LAS 225.
- HI 228 Identity, Race, and Power in American Life** 3  
 History and culture of major ethnic and racial groups in American life. Special emphasis on the role of race and nationality in the pursuit and achievement of "the American Dream." Since HI 228 includes a substantial off-campus component, students will need personal access to transportation to and from the off-campus sites. Jan Term. Fee.
- HI 229 African American History** 3  
 An examination of the history of African Americans from African civilization through American slavery, reconstruction, and contemporary struggles. Particular attention will be given to social, political, and economic evolution of African Americans as a whole, as well as individual lives and work of black leaders. Continuing Studies only.
- HI 231 World at War: 1900-1945** 3  
 Comparative analysis of world cultures during the first half of the century of total war. Special emphasis on the broader cultural contexts of the world wars of the twentieth century and their aftermath. Sophomore status strongly recommended.
- HI 238 Arthurian Literature** 3  
 Traces the development of the Arthurian legend from its earliest appearance in chronicles through narrative romance, focusing on medieval texts. Also listed as EL/EMS 238. Jan Term, periodic offering.
- HI 240 African American History to 1877** 3  
 Examination of the African/African American experience from the African background through the end of the Reconstruction Era. Topics covered will include African culture/worldview, the trade of enslaved Africans, the Abolition Movement, religious and educational experience, the Civil War, and Reconstruction.
- HI 241 African American History Since 1865** 3  
 This course will critically examine the history and culture of African Americans from the end of the Reconstruction Era to the present day. Primary focus will be placed on the examination of significant social movements, themes, and historical figures.
- HI 250 History of Buddhism** 3  
 Examines the historical and cultural birth and development of Buddhism in East Asia. Provides a comparative view of religious practice East and West.
- HI 300 History of Rome** 3  
 Analysis of Roman society, politics and culture across the ancient, early-modern and modern periods, with special emphasis on the changing expressions of the classical past in the Renaissance, Risorgimento and contemporary era.
- HI 300W Christianity in Asia** 3  
 This course confronts the Christian message and experience as it transcends national and cultural boundaries. Readings and lectures center on the history of Christian missions and the resulting indigenous Church in Japan and China, and examines how Asian Christianity has conformed to and transformed Christian belief.
- HI 304W Political History of Beijing** 3  
 Provides historical understanding of the political and social history of China's capital city, Beijing. Listed in both Political Science and History. Also listed as AS 105.
- HI 305W Cultural Odyssey of China** 3  
 Provides historical understanding of the cultural and religious history of China through its imperial and modern eras. Listed in both Political Science and History. Also listed as AS 305W.

- HI 307W History of Chinese Literature** 3  
 Explores the history and development of Chinese literature during the late-imperial era. Focuses on China's most famous novel, *Dream of the Red Chamber*.
- HI 309 History of Vietnam War** 3  
 This course examines the history of America's involvement in the war in Vietnam. The causes of the war, the military strategies employed, the political decision-making, and the effects of the war on American society will be examined. Particular attention will be paid to the lessons of the war.
- HI 311 US Civil Rights Struggle** 3  
 Emphasis on the background, methodologies, successes, and failures of the struggle of racial equality by African Americans during the post-WWII era. Special attention to the various leaders and their leadership styles by way of comparative analysis. For continuing studies students only.
- HI 312 South Africa Program Preparation** 1
- HI 315 Medieval Europe** 3  
 Caesar through Charlemagne: European civilization in the first through the eighth centuries will be investigated, with an emphasis on ideas and institutions such as the medieval papacy, feudalism and the concept of Christendom. Also listed as EMS 315.
- HI 325 History of Latin America** 3  
 This is a survey of Latin American history from pre-Columbian civilizations, Spanish and Portuguese colonization, and colonial consolidation, to modernization, neoliberalism, and democratization. It identifies key issues such as state formation, national identities, economic development, race, gender, and the role of the United States in modern developments. Also listed as LAS 325. Also listed as EMS 325.
- HI 326 Religion in Latin America** 3  
 This course examines the history of religious beliefs and institutions in Latin America from 1492 to the present. It recognizes the centrality of the Roman Catholic Church as an institution as well as its interaction with other religions including pre-Columbian religions, Protestantism, and African influenced practices such as Umbanda and Santeria. Also listed as LAS 326. Also listed as EMS 326.
- HI 327 History of Mexico** 3  
 This course is an introduction to basic issues and themes of Mexican history, from the pre-Columbian era to the present-day drug wars. It is suitable for non-majors as well as History students. No prior knowledge of Mexico is needed. Also listed as LAS 327. Also listed as EMS 327.
- HI 328 European Myths of Identity** 3  
 Traditional stories form an important part of the national identity of contemporary European states. Tourists viewing the Tower of London learn the basics of the British story, carrying the lesson away as part of their understanding of English culture. The best- and least-known national stories, from Galway to Budapest, will be examined for their historicity and contemporary influence.
- HI 331 Great Trials in American History** 3  
 This course examines several controversial trials in American history. These trials include but are not limited to the Scopes Trial, the Scottsboro Case, the trial of Alger Hiss, the Rosenberg Trial, and the OJ Simpson Trial. Issues of cultural context, race relations, and judicial justice will focus class discussions. No prerequisites are required but a general familiarity with American history is helpful.
- HI 341 Contemporary South Africa** 3  
 Also listed as PO 341.
- HI 345 Cultural History of China and Japan** 3  
 Illustrates how cultural heritage can explain the current behavior and character of the Chinese and Japanese. Religions, philosophies, arts, politics, and social organizations as basic elements of Asian culture. Also listed as AS 345. Also listed as EMS 345. Periodic offering.

- HI 346 Modern China and East Asia** 3  
 Interpretation of recent events in China, Japan, Taiwan, and Korea. Chinese revolution of 1911, warlord era in China, Japanese militarism, communist revolution on the mainland, Japanese invasion of China, American occupation of Japan, normalization in China, Japan's economic ascendancy. Also listed as AS 346. Periodic offering.
- HI 348 Medieval Islam** 3  
 This course covers the foundation of Islamic civilizations from Arabia through North Africa, Europe, and Asia from the life of Muhammad through the origins of the Ottoman Empire.
- HI 354 Colonialism and Globalization** 3  
 The major European nations move from constitutional monarchy to representative government. Their empires founder in the wake of World War I and II. European institutions and society are examined from 1848 to 1950.
- HI 357 Rise of Modern America: 1877-1945** 3  
 Study of the national and international forces that brought the United States to world prominence by 1945. Special attention given to the deeper cultural contexts of key domestic and foreign policy decisions and their effects--especially on social movements and popular culture.
- HI 358 The Sixties: From Reform to Revolution** 3  
 One of the most significant decade in American history presents a who's who of important individuals and social movements. From Kennedy, Johnson and King, to Vietnam, civil rights, black power and the women's movement, students will explore both roots of the decade in post-World War II America and its ongoing impact on the present as well as controversies among historians regarding its meaning.
- HI 360 Topics in French History** 4  
 Students on the Study Program will do assignments in museums, cathedrals, castles, and other sites that will build a knowledge of medieval and contemporary French history.
- HI 361 American Revolution and the New Nation** 3  
 An in-depth study of the American Revolution and nation building from 1763-1790. Special emphasis on biography research in primary sources and close reading of the documents. Periodic offering.
- HI 362 Slavery and the Civil War** 3  
 Evolution of the American Slave system, its central importance in the development of sectional rivalries and the great national crises of 1848-1877.
- HI 364 Medieval Russia: Mongols and Madmen** 3  
 Survey of Russian civilization from earliest times to 1600. Evolution of the tsarist state from its roots in Byzantine and Mongol autocracies, through the reign of Ivan the Terrible and the following Time of Troubles. Emphasis on culture and religion. Also listed as EMS 364.
- HI 366 Modern Russia and the Soviet Union** 3  
 Challenges to tsarist authority after 1815, rise of revolutionary agitation, adaptation of Marxism to Russian life and culture, history and politics of the Soviet system, transformation of the arts to serve the state, dissident voices, US/USSR relations, Russia since the end of communism. Also listed as PO 366.
- HI 375W Early American History** 3  
 Anglo-American history from the 1600's to the American Revolution. Study of society, economics, politics and cultural development, with particular focus on ideological origins of the revolution, formation of new states and the federal government, and Republicanism.

- HI 377 The French Revolution** 3  
A focus on the French Revolution as the culmination of trends in seventeenth- and eighteenth-century European culture. Students will discover how projects of absolute monarchs in France, Germany, and Russia led to the violence of the Reign or Terror in France and the career of Napoleon I. Periodic offering.
- HI 381 Archival Research** 1-3  
Training in research methods at Spokane archives. Allows the student to choose a research project and then create website, teaching units, public history displays, posters for academic conferences or other appropriate presentation. Jan Term.
- HI 384 Pacific Northwest History** 3  
Explores the Pacific Northwest as a geographic culture area from prehistory to the present. Perspectives of the various peoples who have lived there: Native Americans, Europeans and Americans. Modernization and contemporary issues in the Pacific Northwest. Role of regionalism, international conflict and ecological issues. Also listed as ENS 384.
- HI 410W American Intellectual History** 3  
Focus on major thinkers and periods in American history. Special emphasis on Puritanism, the Enlightenment, Romanticism, Social Darwinism, and the major currents of 20th-century thought. Also listed as LS 410W.
- HI 425 Holy War in Europe** 3  
Holy War in Europe begins with the Crusades and flourishes during the sixteenth and seventeenth centuries, long known as "The Age of Religious Warfare." A survey of propaganda and context for conflicts in England, Germany, France and the Netherlands. A major research paper is required. Also listed as EMS 425. Fall semesters.
- HI 426 Slavery in Latin America** 3  
This intense reading and writing course examines the development of the institution of African slavery in colonial Latin America from the sixteenth century to its abolition in the late nineteenth century. Also listed as LAS 426. Also listed as EMS 426.
- HI 427H Gender and Identity Formation in Latin America** 3  
Exploration of ideas about the self as it relates to gender and Latin America through a case-study approach paired with feminist critical theory. Identity formation will be studied through different disciplinary lenses (mainly history and literary studies). The course will be taught in Spanish. Also listed as SN/WGS/LAS/EMS 427H.
- HI 438 Women in Early Modern Europe** 3  
Explores early modern European history (c. 1400 to 1800) through the female experience. The course examines how women lived, worked, reproduced, believed, and thought in early modern Europe, and how contemporary society encouraged or persecuted such experiences. The course will also include an analysis of the use of gender as a theoretical framework and expose students to the major historiographical trends in the sub-field. A major research paper is required.
- HI 490 Internship** 1-3
- HI 494 Research Assistantship** 1-3
- HI 497 Medieval and Early Modern Studies Senior Portfolio** 1  
Students will submit a portfolio by April 15 of their final year (or mid-way through their final term). The portfolio will include a selection of work from 3 to 4 courses in the minor. Also listed as EL/EMS 497.
- HI 498W Senior Seminar in History** 3  
Capstone course for majors in the department of history. Major research project, focus on preparing for a career or graduate school. Discussion and readings on the topic of faith and history. Offered only in the fall semester.



# Honors, George Whitworth

## George Whitworth Honors

### GEORGE WHITWORTH HONORS PROGRAM PHILOSOPHY AND VALUES

The Whitworth Honors Program is rooted in the following principles that shape the program and reflect Whitworth's core values:

- **Academic excellence:** Requirements for credit granted in honors-program learning experiences will exceed the academic expectations of most Whitworth courses.
- **Active and collaborative learning:** Learning experiences are characterized by joint intellectual effort among students, or between students and faculty in pursuit of deeper knowledge and understanding. Learning experiences in the honors curriculum are designed to require active participation and a high degree of self-direction from students.
- **Christian mission:** The honors program includes experiences with a faith-learning integration component.
- **Community:** Registration for honors program offerings is elective and open to all Whitworth students. When space is limited, priority will be given to honors students, assuming their timely registration.
- **Educational breadth:** Honors graduates must complete academic-enrichment experiences across the curriculum (not just in proximity to their major).
- **Preparation for vocation:** Honors experiences are designed to provide a high level of preparation for post-baccalaureate educational and/or career opportunities.

The primary aim of the program is to provide academic benefits by deepening student engagement, defined as learning that adds "depth, complexity, and novelty."

1. Depth is the level of mastery and understanding of the material presented. Students in the honors program will study course content more extensively or in greater depth than in typical college courses. This leads toward the student's greater insight through the discovery of detail, patterns and trends.
2. Complexity is the level of thought and processing involved in an activity. Dealing with complexity helps students to understand concepts at a higher level and to see the interrelationship of concepts.
3. Novelty refers to the unique personal experience of the student. S/he may study something that is not a part of the regular curriculum but that is of interest to him or her. Self-directed study leads toward heightened individuality and expansion of personal belief systems.

A secondary aim of the program is to provide students a range of experiences to enhance their preparation for post-baccalaureate study and vocations.

### GEORGE WHITWORTH HONORS PROGRAM

The George Whitworth Honors Program allows high-achieving, motivated students who are admitted with honors to be eligible for a menu of challenging academic-enrichment experiences over their four years at Whitworth. Program components benefit students differently, depending upon their particular interests and learning styles. The strength of the program is that the student directs himself/herself through a diverse set of learning experiences across multiple disciplines. These experiences may include honors general education or interdisciplinary courses, honors courses within a major, advanced seminars, honors creative projects, honors research, honors study abroad, and honors internships. Eligibility for priority enrollment in many honors courses is dependent upon the student's GPA. Eligibility to participate in certain types of honors experience (e.g., research, internship, performance) is by faculty approval, based on applications that demonstrate preparation related to the honors area.

### Eligibility to Graduate with George Whitworth Honors

Incoming first-year students with honors at entrance automatically qualify for the honors program (with 1870 SAT and 3.75 cumulative high school GPA). Honors students must register to be officially enrolled in the program, and must maintain a 3.75 GPA to remain in the program. To graduate as a George Whitworth Scholar, a student must complete at least 18 credits with a grade of "C" or higher within the honors program, with at least six of those credits in upper-division courses, seminars, research, etc.

## Honors Contacts

BENDI BENSON SCHRAMBACH (bbschrambach@whitworth.edu)

DOUG SUGANO (dsugano@whitworth.edu)

KARLY RASMUSSEN (krasmussen@whitworth.edu)

## Requirements for George Whitworth Honors (18)

HN 200H	Honors Seminar I: Vocation & Excellence	1
HN 300H	Seminar II: Community Project	1
One of the following:		4
CO 150H	Western Civ. I: Christian (Honors) Worldview Perspective	
CO 250H	Western Civilization II: (Honors) The Rationalist Worldview with Films	
CO 350H	Western Civ III Honors	
The other courses in the program must be earned in at least three of the following five categories:		12
A.	Honors courses or seminars	
B.	Honors research	
C.	Honors internship	
D.	Honors off-campus course or program	
E.	Honors creative project	

\* No more than nine credits can be from one department. Honors courses cannot be taken for P/NC, but can be audited, but honors course that is audited does not count toward the honors requirements.

To be a George Whitworth Scholar, a student must graduate with at least a 3.75 cumulative GPA. Students who do not meet these requirements will still be enriched by these experiences, but will not graduate with George Whitworth honors. Honors graduates will become members of the George Whitworth Society upon graduation.

## Following is a partial list of honors offerings

- CH 120H – Chemistry and Art (Periodic). Professor/contact: Deanna Ojennus
- CO 150H - Western Civilization I: Christian Worldview Perspective (Fall and Spring semesters). Professor/contact: Arlin Migliazzo
- CO 250H - Western Civilization II: The Rationalist Worldview (Fall and Spring semesters). Professor/contact: Leonard Oakland
- CO 350H - Western Civilization III: Applied Ethics, Public Policy and Worldviews (Fall and Spring semesters). Professor/contact: Kamesh Sankaran
- CS 396H - How to Make Darn-Near Anything (Periodic). Professor/contact: Peter Tucker
- EDU 201H - Honors Educational Psychology (Spring semesters). Professor/contact: James Uhlenkott
- EL 115H - Reading in Action (Fall semesters). Professor/contact: LuElla D'Amico
- EL 340H - Writing in Virtual Worlds (Periodic). Professor/contact: Jessica Clements
- EL 396H - Whitworth Life: Audio Storytelling (Periodic). Professor/contact: Nicole Sheets
- EL 422H – Joyce & Woolf Seminar (Periodic). Professor/contact: Casey Andrews
- FR 498H – World Languages & Cultures Capstone (Fall & Spring semesters). Professor/contact: Jennifer Brown
- GE 125H – Freshmen Seminar (Fall semester). Professor/contact: Doug Sugano
- HI 427H – Gender & Identity Formation (Periodic). Professor/contact: Rafaela Acevedo-Field
- HN 200H - Honors Seminar I: Vocation and Excellence (Periodic). Professor/contact: Bendi Benson Schrambach
- HN 300H - Honors Seminar II: Community Project (Periodic). Professor/contact: Doug Sugano

HN 400H - Whitworth TED (Fall and Spring semesters). Professor/contact: Doug Sugano  
HU 226H - Arthurian Legends in French Literature (Periodic). Professor/contact: Bendi Benson Schrambach  
JMC 126H - Writing for Digital Media (Jan term). Professor/contact: Erica Salkin  
KIN 219H - Sport and Film (Jan term). Professor/contact: Kirk Westre  
PH 329H - God, Knowledge, and Language (Periodic). Professor/contact: Nate King  
PY 499H - Advanced Senior Thesis (Spring semesters). Professor/contact: Patricia Bruininks  
SN 427H - Gender & Identity Formation (Periodic). Professor/contact: Katherine Karr-Cornejo  
SN 498H - World Languages & Cultures Capstone (Fall and Spring semesters). Professor/contact: Jennifer Brown  
SP 196H - Honors Interpersonal Communication (Jan term, even years). Professor/contact: Ronald Pyle  
TH 131H - Encountering the Covenantal God (Spring semester, even years). Professor/contact: Karin Heller

# Interdisciplinary Studies



## Overview/Areas of Interdisciplinary Study/Courses

Interdisciplinary teaching and scholarship cross boundaries between academic disciplines or schools of thought to expand traditional limits on knowledge and to address new and emerging challenges. The epidemiology of AIDS and the dynamics of climate change, for example, require the insights and resources of multiple disciplines. The Whitworth 2021 strategic plan emphasizes interdisciplinary studies as essential to a comprehensive and relevant liberal arts education and to subsequent vocational service and success.

Interdisciplinary studies at Whitworth entail a range of offerings, including academic majors, minors and signature general-education courses such as Core 150, 250 and 350. Several of these areas of study incorporate significant programmatic and co-curricular elements such as events, speakers and leadership/service opportunities.

### Interdisciplinary Majors

American Studies, History Emphasis (p. 162)

Art History (p. 46)

Bioinformatics (p. 204)

Cross-Cultural Studies, History Emphasis (p. 163) or Political Science Emphasis (p. 257)

Human Computer Interaction (p. 199)

International Studies, History Emphasis (p. 164) or Political Science Emphasis (p. 258)

Mathematical Economics (p. 201)

Peace Studies, Political Science Emphasis (p. 259)

Visual Design in Computing (p. 46)

### Area of Concentration

Students who wish to integrate related courses from a variety of academic disciplines have the option of declaring an area of concentration in lieu of choosing a departmental major. Here are the guidelines for an area of concentration:

- You must declare the area of concentration before the first semester of your junior year or be a transfer senior.
- Your AOC must involve an in-depth study in one topical area.
- Be sure your AOC reflects an integration of disciplines into one topic.
- Be prepared to meet the AOC requirement of 40-60 credits.
- Remember that your AOC must be at least as rigorous as a departmental program.
- If your AOC involves teacher certification, you must clear it through the School of Education.
- Keep in mind that your AOC cannot include more than four independent studies.
- Be sure to include one writing-intensive course in your AOC.

## **Interdisciplinary Minors**

Asian Studies (p. 61)

Community Engagement and Transformation (p. 104)

Development Studies (p. 105)

Editing and Publishing (p. 107)

Environmental Studies (p. 143)

Film and Visual Narrative Studies (p. 146)

Latin American Studies (p. 193)

Leadership Studies (p. 195)

Medieval & Early Modern Studies (p. 214)

Teaching English to Speakers of Other Languages (TESOL) (p. 279)

U.S. Cultural Studies (p. 304)

Visual Communication (p. 305)

Women's & Gender Studies (p. 306)

Core Worldview Studies Program (p. 149)



# International Education

The Whitworth International Education Center combines off-campus programs, international student services and the English for International Students Program. The team is housed in Hendrick and Westminster halls.

**Mission Statement:** The Whitworth International Education Center prepares students, faculty and staff to be global citizens by expanding opportunities for them to experience and explore cultures throughout the world.

Knowledge of a world culture other than one's own is a major learning goal at Whitworth. In order to provide the best opportunity for students to live and learn in vastly different cultural settings, the university offers a wide variety of international and multicultural courses involving travel. In off-campus venues, students acquire understanding that helps form their value systems, priorities and commitments to serve a world in need. Participants return better prepared to live in an interdependent world.

Whitworth's goal is to ensure that all students who wish to do so are able to study another culture abroad or elsewhere in the United States. The Whitworth Off-Campus Studies Office assists students in planning and executing their international and multicultural study programs. Working with an expanding network of partner universities and institutions in the U.S. and throughout the world, the center provides programs for both individuals and groups; these programs range in cost from no more than campus room and board to \$4,250 in addition to tuition, room and board in areas with high living costs. Official exchange programs between Whitworth and other foreign universities are generally the least expensive for students. Overseas travel scholarships are available to qualified students.

Note: Whitworth does not operate programs in countries where a U.S. Department of State travel warning has been issued.

## English for International Students

gbrekke@whitworth.edu

For students whose primary language is not English, advanced-level courses are available to bring students' reading, writing, and oral communication skills up to a level of proficiency for participation in other courses at Whitworth University. These courses require students to use an integrated set of skills for critical thinking, analytic reasoning, problem-solving, and written and oral communication. Each EIS course carries four semester credits and is creditable toward graduation.

All international students whose primary language is not English or who are non-U.S. citizens are required to take the Test of English as a Foreign Language (TOEFL) and to have their official scores sent by Educational Testing Service to Whitworth University. Official International English Language Testing System (IELTS) scores may be substituted for TOEFL scores. TOEFL or IELTS scores that are more than two years old will not be accepted.

TOEFL minimum score: 79 iBT

TOEFL preferred score: 88 iBT

IELTS score: 6.5

Students who meet the minimum English proficiency requirement but have scores lower than those listed as preferred will be required to enroll in EIS 106, EIS 107, EIS 108, and EIS 109, which are offered only in the fall semester and Jan Term. These students should therefore plan to begin their time at Whitworth in the fall semester.

## English for International Student Courses

### EIS 106 Oral Communication in Academic Discourse

4

Advanced speaking and listening course for international students. Emphasis on understanding and summarizing lectures, participating in discussions and U.S. classroom culture, giving academic presentations, and improving oral fluency. Fall semester.

### EIS 107 Reading in Academic Discourse

4

Advanced reading course for international students. Emphasis on rhetorical patterns, inference, summary, synthesis, and critical response to academic texts and articles. Fall semester.

**EIS 108 Writing in Academic Discourse**

4

Advanced writing course for international students. Emphasis on summary, paraphrase, rhetoric, and research strategies. Attention to grammar, style, and format as required. Fall semester.

**EIS 109 American Studies for International Students**

4

American culture course for international students. Focus on basic U.S. cultural values, beliefs and behaviors. Attention to history, politics, economics, immigration, race relations, education, family and religion. Jan Term.

**Whitworth Semester Abroad**

During at least one semester each year, a group of Whitworth students travels to a foreign country for three or four months and receives instruction from Whitworth faculty as well as from native scholars. These "mini-universities" abroad generally include 12-25 students and are limited to students at or above the sophomore level. Applications for semester-abroad programs are due one year in advance, and students may be screened on the basis of maturity and adaptability to foreign environments. The schedule for these programs is as follows:

**Britain and Ireland**

Courses: Depend on faculty leaders, but have included English literature, history and art, business, theology

Highlights: Visits to major cities and historic sites

Years: 2018 (spring semester) and every third year thereafter

**Central America**

Courses: Spanish language, internship, theology

Highlights: Intensive language study in Guatemala, 10-week internship in Nicaragua or Honduras

Years: 2016 (Jan Term/spring semester) and every third year thereafter

**France**

Courses: Depend on faculty leaders, but have included French literature, music, history, politics, communications and art, including intensive French prior to departure

Highlights: Homestays and living in several French cities

Years: 2016 (spring semester) and every third year thereafter

**Tanzania Study Program**

Courses: Core 350; Swahili; history, political science, theology, internship and possible independent study

Highlights: Homestays, language study in Zanzibar

Years: 2017 (spring semester)

**Whitworth in China**

Courses: Intensive Oral/Written Mandarin (100-, 200-, 300-levels); Chinese Gardens and Temples; Cultural Odyssey of China; Political History of Beijing; Core 350; Business

Highlights: Live on campus at Minzu University, in Beijing, where Mandarin is taught by local professors.

Years: 2017 (fall semester) and every third year thereafter

**Jan Term Programs**

The month of January affords a broad variety of short study programs led by Whitworth faculty. Aside from courses offered on a regular basis (usually alternating every other year), there are often several "one-of-a-kind" experiences for students during Jan Term. Programs are announced the February prior to the Jan Term in question. Applications are accepted shortly thereafter, and program rosters are finalized by the end of the spring semester prior to the Jan Term. The courses are as follows:

**Freshman Honors Jan Term**

Programs and locations vary from year to year. This program is for students admitted to Whitworth with honors.

## Various locations

Course: **International Business**

Highlights: See how cultural differences affect business practice in these countries.

Group size: 20

Periodic

## Costa Rica

Course: **Sustainable Development Abroad**

Highlights: Examine the roles that self-employment, sustainable living, and social development can play in promoting sustainable economic development.

Group size: 8-15

Alternate years: 2018

Course: **Central American Field Ecology**

Highlights: Explore the rich ecological diversity in Central America.

Group size: 8-15

Alternate years: 2018

## Europe

Course: **Core 250**

Highlights: Key historic sites associated with Western philosophers

Group size: 20

Annual

Course: **The Arts in Christian Worship**

Highlights: A week at a Taizé community in France

Group size: 20

Alternate years: 2018

Course: **Math History**

Highlights: The math behind famous buildings

Group size: 15

Alternate years: 2017

## France

Course: **Intensive Oral French**

Group size: 10-15

Alternate years: 2017

## Germany

Course: **German-Language Program**

Highlights: Homestays and cultural immersion

Group size: 10

Periodic

## Great Britain

Course: **British Culture through Theatre and Music, London**

Highlights: Plays, concerts, backstage tours, cultural sites

Group size: Approximately 25

Alternate years: 2018

Course: **Christianity in Britain**

Highlights: Examine origins, development and influence of the Christian Church in Great Britain.

Group size: 20

Alternate years: 2017

## **Ireland and Wales or India or Southeast Asia**

Course: **Technology and Culture**

Highlights: University exchanges, businesses and service projects

Group size: 15

Alternate years: 2018

## **Italy**

Course: **History of Rome**

Group size: 15-20

Periodic, 2017

## **Mexico**

Course: **History and Culture of Mexico**

Group size: 10-15

Alternate years: 2017

## **Mexico/Guatemala/Spain/Chile**

Course: **Intensive Oral Spanish**

Highlights: Live with host families and study Spanish in Guanajuato, Mexico; Quetzaltenango, Guatemala; Seville, Spain; or Santiago, Chile.

Group size: Open

Annual

## **Rome/Florence/Berlin**

Course: **The Power and Politics of Art**

Highlights: Exploration of the arts (especially music and visual arts) in relation to history and culture

Group size: 15

Alternate years: 2017

## **South Africa**

Course: **Contemporary South Africa**

Highlights: Travel extensively in the country, with many different homestays. Meet important figures in politics and the church.

Group size: 20

Alternate years: 2018

## **Tanzania**

Course: **Poverty, Altruism and Hope in Tanzania**

Highlights: Service-learning in the local community

Group size: 12-15

Periodic

## **Turkey**

Course: **Early Christian Sites in Turkey**

This course is designed as a Jan Term study program of biblical Asia minor — modern-day Turkey. Its purpose is to expose students to the earliest Christian sites in the missionary journeys of the Apostle Paul and his companions, to explore sites in Turkey associated with the early church fathers and the monastic movement in Cappadocia, and to study the rise and fall of the Byzantine Empire and the expansion of Islam in Turkey.

Note: This program may be redirected to Greece.

Number of positions per year: Open

Alternate years: 2018

## **U.S.A.**

### **Hawaii**

Courses: **Science In Hawaii**

Highlights: Exploration of volcanoes and marine life

Group size: Approximately 15 per course

Periodic

Courses: **Anthropology In Hawaii**

Highlights: Hawaiian culture

Group size: Approximately 15 per course

Alternate years: Annual

### **Puget Sound**

Course: **Marine Ecology**

Highlights: Explore interaction of temperate marine organisms with their living and non-living environment.

Group size: 7

Periodic

### **New York & Washington, D.C.**

Course: **Media Impact**

Highlights: Visit newspapers, television, radio, magazine and book publishing, and advertising

Group size: 12

Alternate years: 2017

### **New York**

Course: **The Actor's Experience**

Highlights: Attend plays and concerts. Study acting.

Group size: 12

Alternate years: 2017

Course: **The Meaning of Life**

Group size: 15-20

Periodic: 2017

### **Tall Timber Ranch, Cascade Mountains**

Courses: **Monasticism: Old and New**

Highlights: Live in community and study history, theology and the practice of spirituality.

Group size: 20

Alternate years: 2016

Courses: **Ecology and the Bible**

Highlights: Live in community and study history, theology and the practice of spirituality.

Group size: 20

Alternate years: 2015

### **Alaska, Coeur d'Alene Indian Reservation, Yakima Valley, Korea, Jamaica, Taiwan, San Francisco, Spokane Refugee Center, and other venues by arrangement**

Course: **Intercultural Education** (for education majors only)

Highlights: Education students develop an understanding of minority cultures by living and working among the people.



Individual arrangements

Yearly

## Summer Term Programs

### May Term

#### Chicago

Course: **Art and Architecture in Chicago**

Group size: 10-15

Alternate years: 2017

#### Northern Ireland

Course: **Peace and Conflict in Northern Ireland**

Highlights: Explore the historical, political and religious roots of The Troubles.

Group size: 20

Alternate years: 2016

#### France, United Kingdom and Germany

Course: **Chemistry History and Art**

Highlights: Learn the history of chemistry while visiting famous sites; learn about the chemical methods by which famous works of art were made.

Alternate years: 2018

#### Scandinavia

Course: **Social Equality in Scandinavia**

Group size: 10-15

Alternate years: 2017

#### South Africa

Course: **Global Health in South Africa**

Group size: 10-15

Alternate years: 2017

## Exchanges and Study-Abroad Opportunities

Through overseas partnerships and other arrangements, Whitworth can arrange for individual students or small groups to study abroad or at a multicultural setting in the U.S. for one semester or for an entire year. Whitworth students typically pay tuition and room and board to Whitworth University and then receive tuition and room and board at the foreign university without charge.

Students may enroll at the following partner universities (if vacancies are available):

### Argentina

*The Center for Cross-Cultural Study, Cordoba*

Highlights: Students live with host families and study at the Universidad Nacional de Cordoba.

Requirement: Intermediate Spanish language ability

Number of positions per year: Five

### Hong Kong

*Chinese University of Hong Kong*

Highlights: Many classes in many disciplines, taught in English. Students are able to study Mandarin. Exchange is with prestigious Chung Chi (Christian) College.

Number of positions per year: Four (one semester each, or two for the entire academic year)

### Cuba

*The Center for Cross-Cultural Study, Cuba*

Highlights: Students study at the University of Havana.

Requirement: Intermediate Spanish-language ability

Number of positions per year: Five

## France

*University of Provence, Aix-en-Provence*

Highlights: Students attend French classes in beautiful southern France.

Requirement: Intermediate to advanced French-language ability

Number of positions per year: Open

## Germany

*Munich Conservatory of Music*

Highlights: Studies in music theory and performance at one of Germany's most prestigious conservatories

Requirements: Music majors only

Number of positions per year: Open

## Japan

*Shikoku Gakuin University, Zentsuji*

Highlights: Located on rural Shikoku Island; students live in dormitories on campus and may participate in college clubs as part of language training. Special instruction in Japanese culture provided.

Requirement: One year of Japanese-language study

Number of positions per year: Open

## Mexico

*Iberoamericana University, Mexico City*

Highlights: Students live with host families near the university and choose courses ranging from international relations to workshops in oral and written Spanish.

Requirement: Intermediate Spanish-language ability

Number of positions per year: Open

## Netherlands

*Maastricht University, Maastricht*

Highlights: This progressive university in the south of the Netherlands offers cutting-edge courses in business and economics. Instruction is in English.

Requirement: Must take business and economics classes

Number of positions per year: Open

## South Korea

*Keimyung University, Taegu*

Highlights: Students live in dorms and choose from more than 80 courses taught in English, including political studies, business, history, and art.

Requirement: No language requirements

Number of positions per year: Open

*Soong Sil University, Seoul*

Highlights: This Presbyterian university in the capital city of South Korea emphasizes studies in computer science, Christian missions, international affairs, and international business. Instruction is in English.

Requirement: No language requirements

Number of positions per year: Open

## Spain

*The Center for Cross-Cultural Study, Seville, Barcelona and Alicante*

Highlights: Students live with host families or in student residences. Studies emphasize cross-cultural experience through travel, study visits and speaking Spanish.

Requirement: Intermediate Spanish-language ability

Number of positions per year: Five

### **Thailand**

*Payap University, Chiang Mai*

Highlights: Students live in dorm rooms and study Thai culture, language and music.

Requirement: No language requirements

Number of positions per year: Open

### **International Student Exchange Program**

This consortium program allows Whitworth students to attend any of 150 member universities in Europe, Africa, Asia, Australia, Canada, and Latin America. Payment for tuition, room and board is made to Whitworth. The student pays a placement fee, health insurance and airfare. Some scholarships are available to qualified students.

Some of the universities that have welcomed Whitworth students through ISEP include the University of Ulster (Ireland); Linnaeus University (Sweden); University of Hyderabad (India); Pontificia Universidad Catolica de Valparaiso (Chile); and Universidad Americana (Managua, Nicaragua).

### **Council for Christian Colleges and Universities (CCCU)**

As a member of the Council for Christian Colleges and Universities, Whitworth supports three of the coalition's study programs. Four positions per year are open to Whitworth students who want to spend either fall or spring semester studying at one of the following locations:

#### **American Studies Program, Washington, D.C.**

Highlights: Students live in apartments in the nation's capital. The program includes coursework and internships that focus on current national and international issues in public policy in the context of Christian faith.

Requirements: Junior standing, serious Christian commitment, and strong academic record

#### **Latin American Studies Program, San Jose, Costa Rica**

Highlights: Students live with host families. Program includes intensive Spanish-language coursework; seminars on Latin-American history, politics, economic and religious life; a service-related internship; and a two-week tour of other Latin American countries. Two specialized academic tracks — international business and management, and tropical sciences and sustainability — are available to qualified students.

Requirements: Junior standing, serious Christian commitment and strong academic record

#### **Los Angeles Film Studies Center**

Highlights: The program provides an introduction to the mainstream Hollywood film industry and examines the industry within a Christian context and from a liberal arts perspective. Students learn from both theoretical and hands-on approaches, including an internship.

Requirements: Junior standing, serious Christian commitment and strong academic record

#### **Oxford: (SCIO) Scholarship and Christianity in Oxford**

Whitworth students interested in an especially robust academic experience, particularly those enrolled in the George F. Whitworth Honors Program, are invited to consider the Scholarship and Christianity in Oxford Program (SCIO). As a student through SCIO, you are a Registered Visiting Student for a semester at Oxford, which gives you access to one-on-one tutoring with Oxford scholars, world-renowned libraries and an intensive study experience within one of many different academic disciplines. This Oxford experience can be the perfect bridge from Whitworth to the world of graduate studies.

Requirements: Junior standing, serious Christian commitment and strong academic record

# Kinesiology

The Whitworth Kinesiology & Athletics Department offers a major in kinesiology and minors in kinesiology and athletic coaching. These academic programs provide both a theoretical and a practical educational experience for future teachers, coaches, and health/wellness/fitness specialists. The kinesiology major allows students to choose from two educational tracks. The teaching track prepares students to teach/coach in public or private schools. Students in the teaching track are also required to complete an education (elementary or K-12) certification. The non-teaching track prepares students for health, fitness and physical education-related career opportunities and requires an internship in the discipline.



The learning outcomes for this major prepare the student to do the following:

- Develop a holistic understanding of the importance/role/significance of the fitness/wellness discipline.
- Develop the skills and abilities necessary for employment in careers in the education, exercise, and/or health-related professions.
- Learn and apply the concepts of professionalism and integrity in the fitness and wellness industry.
- Be prepared for entry into advanced degrees in health, fitness, physical education, sports management, sports psychology, exercise science, movement studies and related fields.
- Prepare health, fitness and physical education teachers who will have a positive impact on the learning and development of those whom they are called to serve.
- Be eligible for certification exams in strength and conditioning, as well as in personal training.

Whitworth students are required to complete a minimum of one writing-intensive (“W”) course within their major. Kinesiology courses currently meeting that requirement are KIN 322W and KIN 430W. Students pursuing an education endorsement must have an alternate-level field experience, which may be fulfilled with EDU 493, EDU 494, EDU 496, EDU 497, or EDU 498. In addition, EDU 493, EDU 494, EDU 496, EDU 497, or EDU 498 may be substituted for the kinesiology internship experience if the student is pursuing an endorsement in health and fitness. A grade of “C” or higher in all major courses is required if the student is pursuing teacher certification or an education endorsement. All endorsements are subject to change; see School of Education for updated education requirements.

## Varsity Sports

For participants in men’s and women’s sports at the intercollegiate level

ATH 101	Varsity Baseball
ATH 102	Varsity Basketball
ATH 103	Varsity Football
ATH 104	Varsity Golf
ATH 105	Varsity Tennis
ATH 106	Varsity Track and Field
ATH 107	Varsity Swimming
ATH 108	Varsity Softball

ATH 109	Varsity Cross-Country
ATH 110	Varsity Volleyball
ATH 111	Varsity Soccer
ATH 117	Cheer Leadership

## Fitness and Wellness

In addition to the previously described degree programs, the department is responsible for the oversight of the institution's general education requirements for "Fitness and Wellness for Life." Courses that fulfill these requirements are designed to emphasize responsible stewardship of God's creation through maintenance of personal health. Students develop skills and establish habits that prepare them for a lifetime of healthy living and physical well-being. Students are required to complete three activity courses, one of which must be among the fitness/wellness (FW) course listings.

The learning outcomes for the Fitness for Life courses include the following:

- Provide an environment for students to participate in regular physical activity.
- Challenge students to develop healthy lifestyle habits and choices.
- Develop an understanding and appreciation for the miraculous creation of the human body.
- Understand and apply appropriate fitness and wellness terminology.

## Fitness and Wellness/Activity Courses - 3 credits total

One course from the following:

FW 118	Adaptive Physical Activity
FW 132	Fitness Programs
FW 134	Jogging
FW 141	Water Aerobics
FW 149	Swimming for Fitness
FW 166	Aerobics
FW 175	Survey of Physical Education Activities
FW 219	Ice Skating for Fitness

Two additional courses from the Fitness and Wellness section above, or from the following:

PE 110	Introduction to Dance
PE 113	Beginning Basketball
PE 115	Bowling
PE 119	Ice Skating
PE 120	Pilates
PE 121	Yoga
PE 122	Tennis
PE 124	Weight Training
PE 125	Golf
PE 128	Sports Conditioning
PE 129	Badminton
PE 130	Soccer
PE 133	Beginning Volleyball
PE 137	Modern Dance
PE 138	Karate
PE 143	Ballet I
PE 152	West Coast Swing and Lindy Hop
PE 153	American Ballroom Dance
PE 154	International Ballroom Dance
PE 159	Snow Skiing and Boarding
PE 164	Pickleball



PE 178	Karate II
PE 183	Jazz Dance I
PE 184	Postures of the Soul: Sacred Dance
PE 213	Intermediate Basketball
PE 221	Yoga II
PE 229	Intermediate Badminton
PE 233	Intermediate Volleyball
PE 282	Winter Mountaineering

### Requirements for a Kinesiology Major, B.A. (47)

AT 270	Emergency Response	2
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 261	Community Health	3
HS 320	Structural and Mechanical Kinesiology *	4
HS 326	Exercise Physiology	4
HS 326L	Exercise Physiology Lab	0
HS 363	Personal Health and Nutrition	3
HS 433	Principles of Conditioning and Nutrition	3
KIN 330	Adaptive PE & Recreation	2
KIN 345	Elementary PE and Health Education: Curriculum and Methods	2
KIN 351	Curriculum and Methods: Secondary Health, Fitness and PE	2
Complete three credits of an internship:		3
KIN 390, 490	Internship	
KIN 400	Tests and Measurements	2
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE	2
KIN 465	Motor Development, Control and Learning	2
KIN 498	Senior Seminar	2
One of the following:		3
KIN 322	Philosophical and Psychological Aspects Of Coaching	
KIN 370	Sports Psychology	

Note: One writing-intensive course required either KIN 322W or KIN 430W.

### Requirements for B.A. in Kinesiology, pre-athletic training track (50-51)

HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 261	Community Health	3
HS 320	Structural and Mechanical Kinesiology	4
HS 326	Exercise Physiology	4
HS 326L	Exercise Physiology Lab	0
HS 363	Personal Health and Nutrition	3
HS 433	Principles of Conditioning and Nutrition	3
KIN 330	Adaptive PE & Recreation	2
KIN 351	Curriculum and Methods: Secondary Health, Fitness and PE	2
KIN 400	Tests and Measurements	2
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE	2
KIN 465	Motor Development, Control and Learning	2
KIN 390	Internship (can be substituted for AT-571)	2

or KIN 490	Internship	
KIN 322W	Philosophical and Psychological Aspects Of Coaching	3
One of the following:		1-2
AT 170	Advanced CPR and First Aid	
AT 270	Emergency Response	
AT 271	Introduction to Athletic Training	2
HS 390	Internship (in Athletic Training)	1
PY 101	Introductory Psychology	3
MA 256	Elementary Probability and Statistics	3

\*Does not meet Washington state teaching endorsement requirements for health and fitness unless extra course (KIN 345) is successfully completed.

*A pre-athletic training program is also available through the Health Science Department (p. 152)*

## Requirements for a Kinesiology Minor (39)

Meets Washington state teaching endorsement requirements for health and fitness.

AT 270	Emergency Response	2
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 261	Community Health	3
HS 320	Structural and Mechanical Kinesiology *	4
HS 326	Exercise Physiology *	4
HS 326L	Exercise Physiology Lab	0
HS 363	Personal Health and Nutrition	3
HS 433	Principles of Conditioning and Nutrition	3
KIN 330	Adaptive PE & Recreation	2
KIN 345	Elementary PE and Health Education: Curriculum and Methods	2
KIN 351	Curriculum and Methods: Secondary Health, Fitness and PE	2
KIN 400	Tests and Measurements	2
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE	2
KIN 465	Motor Development, Control and Learning	2

\* Prerequisites: HS 220 and HS 221: Anatomy and Physiology I, II

## Requirements for an Athletic Coaching Minor (19-21)

AT 270	Emergency Response	2
KIN 322	Philosophical and Psychological Aspects Of Coaching	3
KIN 370	Sports Psychology	3
KIN 390	Internship	3
KIN 410	Coaching Methods	3
And select five or more credits from the following courses:		5-7
AT 271	Introduction to Athletic Training (2)	
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE (2)	
KIN 490	Internship (1-3)	

## Fitness Wellness Courses

<b>FW 118 Adaptive Physical Activity</b>	1
Adaptive Physical Activity is designed to provide students with physical disability the opportunity to experience individualized instruction in physical activity, fitness, and wellness. The course requires physical activity and a cognitive component related to fitness and wellness. This course is repeatable. Signature of the instructor and documentation of physical disability is required prior to enrollment.	
<b>FW 132 Fitness Programs</b>	1
<b>FW 134 Jogging</b>	1
<b>FW 141 Water Aerobics</b>	1
<b>FW 148 Cross-Country Skiing</b>	1
Lab fee covers: transportation, instruction, and equipment.	
<b>FW 149 Swimming for Fitness</b>	1
<b>FW 156 Aquatic Training for Sports</b>	1
Designed for pre-season or in-season training for both collegiate and amateur athletes. Workouts are sport specific and will be designed as a way to cross train for a wide range of sports in an aquatic environment. Fall semester first half and second half, and spring semester first half.	
<b>FW 166 Aerobics</b>	1
<b>FW 175 Survey of Physical Education Activities</b>	3
Course includes individualized fitness assessment, personalized program development, and exposure to leisure and lifetime wellness activities as they relate to the Continuing Studies student. Also includes a personalized aerobic component and nutritional considerations. For Continuing Studies students only.	
<b>FW 219 Ice Skating for Fitness</b>	1
Ice skating activities are used to promote physical fitness. Course activity furthers ice skating skill and overall fitness while course materials guide students through self-assessment of their life-behaviors related to their wellness levels.	

## Kinesiology Athletics Courses

<b>KIN 219H Sport and Film</b>	3
This course examines sport and its place in human life and culture through films that feature sport	
<b>KIN 322 Philosophical and Psychological Aspects Of Coaching</b>	3
An overview of the application of philosophical and psychological principles to coaching so that the coach is better prepared to develop the maximum potential in athletes. Also listed as LS 322. Fall semester.	
<b>KIN 322W Philosophical and Psychological Aspects Of Coaching</b>	3
An overview of the application of philosophical and psychological principles to coaching so that the coach is better prepared to develop the maximum potential in athletes. Fall semester.	
<b>KIN 330 Adaptive PE &amp; Recreation</b>	2
A study of teaching activities that must be directed toward or modified for special groups. Spring semester.	
<b>KIN 344 Curriculum and Methods: Elementary Health, Fitness and PE</b>	1
Curriculum and methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level. Class management, class discipline and directed teaching are practiced. Prerequisite: EDU 201. Fall semester, Jan Term.	

<b>KIN 345 Elementary PE and Health Education: Curriculum and Methods</b>	<b>2</b>
Curriculum and methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level. Class management, class discipline and directed teaching are practiced. Prerequisite: Kinesiology major. Fall semester.	
<b>KIN 351 Curriculum and Methods: Secondary Health, Fitness and PE</b>	<b>2</b>
Practical applications of educational theory and sports content. Emphasis on preparation of resource units and directed teaching. Spring semester.	
<b>KIN 370 Sports Psychology</b>	<b>3</b>
Exploration of the many facets of sports psychology from both a theoretical and practical standpoint. Topics include characteristics of successful athletes, motivation, regulating anxiety and stress, aggression, team cohesion, leadership styles, and coaching youth sports. Recommended that PY 101 be taken previously. Jan Term.	
<b>KIN 390 Internship</b>	<b>1-7</b>
<b>KIN 400 Tests and Measurements</b>	<b>2</b>
Selection, administration, interpretation and application of tests of fitness, skills and knowledge. Development of computer software proficiency as it relates to the evaluation of tests designed to analyze human movement. Fall semester.	
<b>KIN 410 Coaching Methods</b>	<b>3</b>
Instruction in athletic coaching methodology such as effective practice planning, effective use of drills in skill acquisition, physical conditioning methods (aerobic/anaerobic), strength conditioning, and understanding of athletic training (hydration, taping, injury prevention and rehabilitation). Spring semester, odd years.	
<b>KIN 420 Administrative and Legal Aspects of Health, Fitness and PE</b>	<b>2</b>
Administrative policies and practices as they relate to program development, budget, facilities, equipment, personnel management and public relations in directing physical education, intramural and interscholastic sports programs. Fall semester.	
<b>KIN 430 Sports and Society</b>	<b>3</b>
Interrelationships of sports with other aspects of culture. Role of sports in American society.	
<b>KIN 430W Sports and Society</b>	<b>3</b>
Interrelationships of sports with other aspects of culture. Role of sports in American society.	
<b>KIN 465 Motor Development, Control and Learning</b>	<b>2</b>
Theories and principles of motor activity and motor responses. Spring semester.	
<b>KIN 481 Field Experience</b>	<b>0-3</b>
<b>KIN 490 Internship</b>	<b>1-4</b>
<b>KIN 498 Senior Seminar</b>	<b>2</b>
Career planning, graduate school, financial planning, and effective leadership are discussed as students get ready for professional careers. Emphasis on student presentations. Spring semester.	

## Physical Education Courses

<b>PE 110 Introduction to Dance</b>	<b>1</b>
Basic concepts and principles of jazz, modern, and ballet. This course is designed for the non-dancer student seeking to explore dance in a safe learning environment.	
<b>PE 113 Beginning Basketball</b>	<b>1</b>
<b>PE 115 Bowling</b>	<b>1</b>

<b>PE 119 Ice Skating</b>	1
<b>PE 120 Pilates</b>	1
Body conditioning via a unique method of stretching and strengthening exercises developed by Joseph Pilates. It is composed of hundreds of exercises which allow workouts to be customized to meet individual needs.	
<b>PE 121 Yoga</b>	1
Yoga combines exercise through physical postures (asanas) and breathing technique (pranayama) and when practiced appropriately promotes wellness of body and mind. Yoga benefits the body by lengthening and strengthening muscles and tendons. It benefits the mind and body connections by enhancing energy, promotes relaxation, and improves focus and concentration.	
<b>PE 122 Tennis</b>	1
<b>PE 124 Weight Training</b>	1
<b>PE 125 Golf</b>	1
<b>PE 126 Introduction to Rock Climbing</b>	1
This class is designed to provide students with the basic skills and knowledge of the sport of climbing. Students will learn how to climb and belay, all the while focusing on the safety of the climber and the climbing experience. Through this course students will learn risk evaluation and management, equipment, knots, belaying, rappelling, and various climbing techniques.	
<b>PE 128 Sports Conditioning</b>	1
<b>PE 129 Badminton</b>	1
<b>PE 130 Soccer</b>	1
<b>PE 133 Beginning Volleyball</b>	1
<b>PE 137 Modern Dance</b>	2
Analysis and theory of modern dance with an emphasis on basic technique and movement exploration. Includes a study of the evolution of modern dance and its past and present pioneers. May be repeated. Fall semester. May count as ONE PE activity course.	
<b>PE 138 Karate</b>	1
<b>PE 143 Ballet I</b>	2
Beginning instruction in classical ballet focusing on vocabulary and technique. Includes barre and center exercises designed to develop coordination, balance, flexibility and strength. Fall semester. May count as ONE PE activity course.	
<b>PE 152 West Coast Swing and Lindy Hop</b>	1
PE activity course. Includes the development of these dances, their history and their resurgence in popular culture today.	
<b>PE 153 American Ballroom Dance</b>	1
The study of and practice of various forms of social dance, primarily ballroom dance with some emphasis on country dance. Offered Fall semester and Jan Term.	
<b>PE 154 International Ballroom Dance</b>	1



- PE 159 Snow Skiing and Boarding** 1  
 This course provides you the opportunity to begin or enhance your ski and snowboard skills through 49 North Mountain Resort located in Chewelah Washington. The program provides six instructional sessions on the mountain followed by a free skiing opportunity with friends. The instructional classes range from "never ever" to "advanced". Lab fee (\$255) covers: transportation, professional instruction and lift ticket. There is an additional fee (\$65) if you need to rent equipment from the resort. U-Rec also rents snowboards to students, faculty and staff for a nominal charge. 49 North is providing Whitworth students with an exceptional season pass deal. If you complete all 6 class sessions then a season pass can be purchased for \$49 (which covers skiing for the remainder of the season).
- PE 164 Pickleball** 1
- PE 178 Karate II** 1  
 JKA Shotokan Karate. Course will build upon the kata learned in Karate (PE 138).
- PE 183 Jazz Dance I** 2  
 A beginning course in jazz to empower students to see their strengths in expressing themselves through dance. Emphasis not only on technique, vocabulary, stretching and strengthening, but on stringing movements together through choreography. No experience necessary. May count as ONE PE activity course.
- PE 184 Postures of the Soul: Sacred Dance** 1  
 An exploration of worship through movement and dance. Classes will offer a broad overview of sacred dance expressions. Students will visit churches that incorporate dance in their services, present in chapel, and explore other movement ministry opportunities. Students will also choreograph a movement sequence as it relates to worship.
- PE 213 Intermediate Basketball** 1
- PE 220 Pilates II** 1  
 To continue the advancement of flexibility, balance, and strength for the total body and mind, and to help students to further integrate Pilates into their lives.
- PE 221 Yoga II** 1  
 Gain deeper awareness of subtle aspects of asanas, pranayama, and relaxation. Emphasis is not on doing harder poses, but to enjoy the journey of opening ourselves to challenges and extending holistic health benefits. Prerequisite: PE 121. Spring Semester.
- PE 224 Advanced Weight Training for Intercolleg Athletics** 1  
 an advanced weight training course designed for students who are involved in intercollegiate athletics. This course requires high intensity and rigorous physical activity to enhance athletic performance and overall body strength.
- PE 229 Intermediate Badminton** 1
- PE 233 Intermediate Volleyball** 1
- PE 282 Winter Mountaineering** 3  
 Course includes Nordic skiing with an emphasis on advanced backcountry skiing, snowshoeing, mountaineering technique, peak ascents, first aid, leadership issues, and route finding. Offered at Tall Timber Ranch. Jan Term occasionally.

# Latin American Studies

## Latin American Studies Minor

The Latin American studies minor provides students the opportunity to study the diverse cultures of Latin America from an interdisciplinary perspective. In order to complete the minor, students must complete three main components.

1. Language proficiency: Demonstrate proficiency in Spanish or Portuguese (shown through successful completion of SN 302 for Spanish or proficiency test for Portuguese). (3 credits)
2. Academics: Complete a minimum of 15 credits of academic coursework from at least two academic disciplines. (15 credits)
3. Experiential learning: Participate in a study-abroad program in Latin America or a service-learning internship in which the student serves a population of predominantly Latin American origin. (3 credits)

## Requirements for a Latin American Studies Minor (21)

Complete Latin American Studies courses focused on breadth (9 credits)

9

LAS/AR 267	Precolumbian Art and Architecture
LAS/AR 269	Modern Latin American Art
LAS/EL 209	Latin American Literature in English
LAS/HI 127	Latin American Culture and Civilization
LAS/HI 225	Latin American History Through Film
LAS/HI 325	History of Latin America
LAS/HI 327	History of Mexico
LAS 301	Introduction to Latin American Studies
LAS/SO 303	Globalization and Social Change And Wealth
LAS 308	Latin American Politics (Cross-listed as SO 307)
LAS/PO 445W	Revolution in History
LAS/SN 406W	Latin American Short Story I
LAS/SN 407W	Latin American Short Story II
LAS/SN 409W	Survey of Spanish Literature I
LAS/SN 411W	Latin American Poetry
LAS/SN 419	Latin-American Culture and Civilization

Complete Latin American Studies courses focused on depth (6 credits)

6

LAS/EC 381	Sustainable Development Abroad
LAS/FR 437	Francophone New World Literature And Culture
LAS/HI 326	Religion in Latin America
LAS/HI 426	Slavery in Latin America
LAS/SN/HI/WGS 427H	Gender and Identity Formation in Latin America
LAS/PO 425W	International Development
LAS/SN 412	Performance in Hispanic World
LAS/SN 434	Spanish and Latin American Women Writers
LAS/SN 450	Spanish American Narrative & History

Language Requirement: Students minoring in Latin American Studies must demonstrate a minimum of three years of Spanish or Portuguese language proficiency. This requirement can be fulfilled through coursework (completion of SN 302) or students may take appropriate equivalency language test.

3

Experiential Learning: Students are required to have a hands-on experience by participating in a study abroad program in Latin America, or through a service learning internship involving a population of predominantly Latin American origin in the United States.

3

**Courses**

LAS 127	Latin American Culture and Civilization (Cross-listed as HI 127)	3
LAS 130	Latina & Caribbean Women Writers (Cross-listed as EL 130)	3
LAS 132	American Immigrant Literature (Cross-listed as EL 132)	3
LAS 209	Latin American Literature in English (Cross-listed as EL 209)	3
LAS 225	Latin American History Through Film (Cross-listed as HI 225)	3
LAS 267	Precolumbian Art and Architecture (Cross-listed as AR 267)	3
LAS 269	Modern Latin American Art (Cross-listed as AR 269)	3
LAS 301	Introduction to Latin American Studies	3
LAS 303	Globalization and Social Change And Wealth	3
LAS 308	Latin American Politics (Cross-listed as SO 307)	3
LAS 325	History of Latin America (Cross-listed as HI 325)	3
LAS 326	Religion in Latin America (Cross-listed as HI 326)	3
LAS 327	History of Mexico (Cross-listed as HI 327)	3
LAS 366	The Church in Central America (Cross-listed as TH 366)	3
LAS 381	Sustainable Development Abroad (Cross-listed as EC 381)	3
LAS 406W	Latin American Short Story I (Cross-listed as SN 406W)	3
LAS 407W	Latin American Short Story II (Cross-listed as SN 407W)	3
LAS 409W	Survey of Spanish Literature I (Cross-listed as SN 409W)	3
LAS 411W	Latin American Poetry (Cross-listed as SN 411W)	3
LAS 412	Performance in Hispanic World (Cross-listed as SN 412)	3
LAS 419	Latin-American Culture and Civilization (Cross-listed as SN 419)	3
LAS 425W	International Development (Cross-listed as PO 425W)	3
LAS 426	Slavery in Latin America (Cross-listed as HI 426)	3
LAS 427H	Gender and Identity Formation in Latin America (Cross-listed as SN 427H)	3
LAS 434	Spanish and Latin American Women Writers (Cross-listed as SN 434)	3
LAS 437	Francophone New World Literature And Culture (Cross-listed as FR 437)	3
LAS 445W	Revolution in History (Cross-listed as PO 445W)	3
LAS 450	Spanish American Narrative & History (Cross-listed as SN 450)	3

# Leadership Studies

The mission of the Whitworth Leadership Studies Program is to educate the minds and hearts of those who practice leadership. The program will make a significant and unique contribution to the study and practice of leadership through its integration of principles and theories of leadership with the transforming nature and the moral authority of Christ. Students will acquire knowledge and skills informed by emerging and related collaborative and transforming leadership theories. The program teaches a perspective on world need that is broad, inclusive and empathetic.



The learning outcomes of this minor prepare the student to obtain the following:

## Knowledge

Students who complete the Whitworth Leadership Studies Program will accomplish the following:

- Develop knowledge of the evolution of the theories of leadership and management, as well as theories that inform various practices of leadership, e.g., conflict management.
- Be able to understand, in different kinds of leadership situations, how to choose appropriate situational leadership styles and understand the basic leadership theory that informs their practice of leadership.
- Understand how complexity theory and chaos theory inform their analysis of organizations.
- Understand the differences between transactional and transforming leadership and the benefits of each in different kinds of leadership and organizational settings.
- Learn to develop and present a comprehensive project proposal.
- Explore the relationship of leadership to service by participating in local and global service projects.
- Have appreciation and knowledge of both the breadth and the depth of contemporary and classical leadership literature.

## Skills

Students who complete the leadership studies program will gain skills and competence in the following areas:

- Moral reasoning
- Leading change
- Critical-thinking skills
- Creative problem-solving skills
- Conflict-resolution skills
- Human motivation
- Organizational behavior
- Communications issues
- Servant-leadership
- Ethical practices in leadership
- Participation on leadership teams

## Requirements for a Leadership Studies Minor (19)

### Required core courses:

LS 250	Principles of Service and Leadership	3
LS 350	Transforming Leadership	3
LS 401	Leadership Seminar	1

### Three semester credits from the following:

LS 490	Leadership Internship	3
LS 455	Chaos Theory, Leadership and Management	
LS/GE 330	Community Leadership Training	
LS/TH 170	Leadership Development in Ministry	

### Supporting curriculum (choice of nine semester credits): 9

#### Business and Economics (no more than six semester credits):

LS/BU 110	Introduction to Business and Management
LS/BU 425	Organizational Behavior
LS/BU 450W	Social and Ethical Issues in Business and Economics
LS/BU 453W	Organizational Theory
LS/BU 455	Chaos Theory, Leadership and Management
LS/EC 325	Economic Development

#### Communication Studies (no more than six semester credits):

LS/JMC 244	Publicity and Public Relations
LS/SP 323	Organizational Communication
LS/TH/SP 336	Gospel Proclamation
LS/SP 351	Group Dynamics
LS/SP 362	Argumentation and Debate
LS/SP 398	Intercultural Communication
LS/SP 493	Communication Ethics

#### English, Political Science and History (no more than six semester credits):

LS/EL 316	American Drama Since 1900
LS/HI 410W	American Intellectual History
LS/HI 445	Revolution in History
LS/PO 297	Nonviolent Defense and Conflict Resolution
LS/PO 353	International Political Economy
LS/PO 371	Introduction to Public Administration
LS 424W	International Development (Cross-listed as PO 425W)

#### Psychology and Sociology (no more than six semester credits):

LS/SO 365	Cities and Urban Life
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#### Theology & Philosophy (no more than six semester credits):

LS/TH/PH 221	Ethics
LS/TH 313W	History of Christianity I
LS/TH 314W	History of Christianity II
LS/TH/SP 336	Gospel Proclamation

#### Other Discipline Areas (no more than nine semester credits):

LS/BI 333	Evolutionary Biology
LS/BI 354	Developmental Biology
LS/EDU 201	Educational Psychology for Children and Adolescents
LS 402W	Democracy, Leadership, and Schooling (Cross-listed as EDU 401W)
LS/KIN 322	Philosophical and Psychological Aspects Of Coaching
LS/AT 333	Organization and Administration of Athletic Training
LS/MI 302	Applied Team Leadership



LS/MU 225	General Conducting
LS/MU 427	Advanced Conducting
LS/PO 151	General Physics I
LS 456	Quantum Mechanics (Cross-listed as PS 455)
LS/TA 361	Fundamentals of Directing

## Special Topics:

LS 196	Topics in Leadership Studies
LS 396	Topics in Leadership Studies

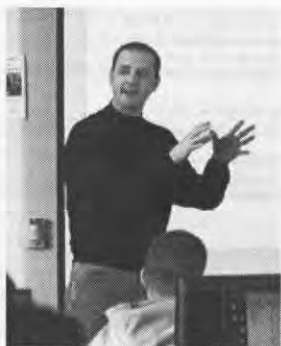
**Courses**

LS 151	General Physics I (Cross-listed with PS 151)	3
LS 151L	General Physics I Lab (Cross-listed with PS 151L)	1
LS 170	Leadership Development in Ministry (Cross-listed with TH 170)	1
LS 196	Topics in Leadership Studies	1-3
LS 201	Educational Psychology for Children and Adolescents (Cross-listed with EDU 201)	3
LS 202	Exploring Teaching (Cross-listed with EDU 202)	1
LS 221	Ethics (Cross-listed with PH 221 and TH 221)	3
LS 225	General Conducting (Cross-listed with MU 225)	2
LS 244	Publicity and Public Relations (Cross-listed with JMC 244)	3
LS 250	Principles of Service and Leadership (Cross-listed with DS 250)	3
LS 297	Nonviolent Defense and Conflict Resolution (Cross-listed with HI 297 and PO 297)	3
LS 302	Applied Team Leadership (Cross-listed with MI 302)	3
LS 305	Introduction to Public Service Leadership	3
LS 313	History of Christianity I (Cross-listed with TH 313)	3
LS 313W	History of Christianity I (Cross-listed with TH 313W)	3
LS 314W	History of Christianity II (Cross-listed with TH 314W)	3
LS 316	American Drama Since 1900 (Cross-listed with EL 316)	3
LS 322	Philosophical and Psychological Aspects Of Coaching (Cross-listed with KIN 322)	3
LS 322W	Philosophical and Psychological Aspects Of Coaching (Cross-listed with KIN 322W)	3
LS 323	Organizational Communication (Cross-listed with SP 323)	3
LS 325	Economic Development (Cross-listed with EC 325)	3
LS 330	Community Leadership Training (Cross-listed with GE 330)	1
LS 332	Organization and Administration of Athletic Training (Cross-listed with AT 333)	3
LS 333	Evolutionary Biology (Cross-listed with BI 333)	3
LS 333W	Evolutionary Biology (Cross-listed with BI 333W)	3
LS 336	Gospel Proclamation (Cross-listed with TH 336 and SP 336)	3
LS 350	Transforming Leadership (Cross-listed with DS 350)	3
LS 351	Group Dynamics (Cross-listed with SP 351)	3
LS 353	International Political Economy (Cross-listed with PO 353)	3
LS 354	Developmental Biology (Cross-listed with BI 354)	4
LS 354L	Lab: Developmental Biology (Cross-listed with BI 354L)	0
LS 354W	Developmental Biology (Cross-listed with BI 354W)	4
LS 361	Fundamentals of Directing (Cross-listed with TA 361)	3
LS 362	Argumentation and Debate (Cross-listed with SP 362)	4

LS 365	Cities and Urban Life (Cross-listed with SO 365)	3
LS 371	Introduction to Public Administration (Cross-listed with PO 371)	3
LS 390	Leadership Internship	1-4
LS 396	Topics in Leadership Studies	1-3
LS 398	Intercultural Communication (Cross-listed with SP 398)	3
LS 401	Leadership Seminar	1
LS 402W	Democracy, Leadership, and Schooling (Cross-listed with EDU 401W)	3
LS 410W	American Intellectual History (Cross-listed with HI 410W)	3
LS 424W	International Development (Cross-listed with PO 425W)	3
LS 425	Organizational Behavior (Cross-listed with BU 425)	3
LS 427	Advanced Conducting (Cross-listed with MU 427)	2
LS 445	Revolution in History (Cross-listed with HI 445)	3
LS 450W	Social and Ethical Issues in Business and Economics (Cross-listed with BU 450W)	3
LS 453W	Organizational Theory (Cross-listed with BU 453W)	3
LS 455	Chaos Theory, Leadership and Management (Cross-listed with BU 455)	3
LS 456	Quantum Mechanics (Cross-listed with PS 455)	4
LS 470W	Strategic Leadership in Public Service Organizations	3
LS 490	Leadership Internship	1-4
LS 493	Communication Ethics (Cross-listed with SP 493)	3
LS 497	Topics: Leadership	1

# Math & Computer Science

The Whitworth Mathematics & Computer Science Department offers a solid foundation in mathematics, statistics, computer programming, databases, networks and software engineering. Talented faculty in the department's interdisciplinary programs help students learn to apply mathematics and computing skills in the fields of natural science, business and industry, and the social and behavioral sciences.



Believing that God wants all individuals to strive to reach their full potential, department faculty challenge motivated students by providing them the opportunity to participate in activities that go beyond the traditional classroom experience. These involve state-of-the-art research and development, service-learning projects and teaching-assistant opportunities. Through theory, practice and the pursuit of knowledge, students develop the problem-solving skills that will help them succeed in their professions and in life. The learning outcomes of this major prepare the student to do the following:

## Mathematics

- Demonstrate an appropriate level of problem-solving skills using analytical reasoning.
- Demonstrate proficiency in oral and written communication.
- Develop necessary skills for ongoing learning.
- Understand the need for solid ethical decision-making. Consider how faith and/or worldview can inform one's vocation and professional practices.
- Transition from concrete to abstract thinking according to the design of the undergraduate program in mathematics.
- Demonstrate proficiency with various technological tools.

## Computer Science

- Demonstrate an appropriate theoretical foundation for computer science.
- Develop software-engineering proficiency.
- Cultivate problem-solving and critical-thinking skills.
- Reinforce interpersonal skills and effective teamwork.
- Demonstrate proficiency in communication skills – written, verbal, and presentation.
- Gain an international perspective and the ability to work cross-culturally.
- Understand the need for sound ethical decision-making and the social and legal implications of those decisions. Consider how faith and/or worldview can inform one's vocation and professional practices.

## Computer Science Honors Program

The intent of the honors program is to provide motivated students with the social and academic activities necessary to foster their growth as individuals and their commitment to excellence and service to others. Students enrolled in the program must complete a major in computer science. To qualify for graduation as a Whitworth Computer Science Honors Program graduate, candidates must successfully complete the following requirements by the end of their senior year. Each requirement will be documented in the student's portfolio.

1. Apply for admission to the honors program after completing CS 172.
2. Maintain an overall cumulative GPA of 3.5 or above.
3. Complete the professional-learning requirement by fulfilling each of the following activities:
  - Join either the Association for Computing Machinery or the IEEE Computer Society.
  - Regularly attend ACM/IEEE Computer Society meetings.
  - Participate in the planning and presentation of a minimum of two ACM meetings.
  - Document meeting plans and presentations in the portfolio.
  - Participate in ACM/IEEE activities (i.e. social events, special-topics seminars, etc.).
4. Complete the service requirement by participating in at least one of the following areas:
  - Teaching assistant for computer science courses
  - Research assistant for a computer science faculty member
  - Lab assistant for the general computing labs
  - Technician for the Whitworth Computing Services Department
  - Participation in related service-learning projects
5. Satisfactory completion of an internship and/or research assistantship
6. Completion and defense of a senior research project
7. Completion of one semester of CS 499W, Research Methods

### Requirements for a Mathematics Major, B.A. (42-43)

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 256	Elementary Probability and Statistics	3
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
CS 171	Computer Science I	3
CS 172	Computer Science II	3

Five of the following courses: 15-16

MA 281	Differential Equations
MA 317	Introduction to Complex Variables
MA 329	Math History
MA 350	Numerical Analysis
MA 352	Intro to Mathematical Biology
MA 357	Mathematical Statistics I
MA 358W	Mathematical Statistics II
MA 360	Number Theory
MA 410	Abstract Algebra I
MA 430W	Graph Theory and Combinatorics
MA 440	Introduction to Real Analysis I
MA 441	Introduction to Real Analysis II
CS 473	Advanced Algorithm Design and Analysis
CS/MA 499W	Research Methods
EN 356 & EN 358	Mathematical Methods I and Mathematical Methods II

Note: MA-396 courses will apply toward this requirement. See advisor for details.

For teacher certification:

MA 365	Modern Geometry
EDU 454	Mathematics in Secondary School

### Requirements for a Mathematics Major, B.S. (55-57)

All endorsements subject to change; see School of Education for updated requirements.

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 278	Discrete Mathematics	3
MA 281	Differential Equations	3
MA 294	Career and Vocation Seminar	1
MA 330	Linear Algebra	3
MA 430W	Graph Theory and Combinatorics	3
MA 440	Introduction to Real Analysis I	3
MA 441	Introduction to Real Analysis II	3
CS 171	Computer Science I	3
CS 172	Computer Science II	3

Four of the following upper-division courses: 12

MA 317	Introduction to Complex Variables	
MA 329	Math History	
MA 350	Numerical Analysis	
MA 352	Intro to Mathematical Biology	
MA 357	Mathematical Statistics I	
MA 358W	Mathematical Statistics II	
MA 360	Number Theory	
MA 410	Abstract Algebra I	
CS 499W	Research Methods	
EN 356 & EN 358	Mathematical Methods I and Mathematical Methods II	

Note: MA-396 courses will apply toward this requirement. See advisor for details.

Two courses as follows: 6-8

EC 210 & EC 211	Principles of Microeconomics and Principles of Macroeconomics	
PS 151 & PS 153	General Physics I and General Physics II	

For teacher certification:

MA 365	Modern Geometry	
EDU 454	Mathematics in Secondary School	

## Requirements for a Mathematical Economics Major, B.A. (55)

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 256	Elementary Probability and Statistics	3
MA 281	Differential Equations	3
MA 294	Career and Vocation Seminar	1
MA 330	Linear Algebra	3
MA 357	Mathematical Statistics I	3
MA 358W	Mathematical Statistics II	3
CS 171	Computer Science I	3
CS 172	Computer Science II	3
EC 210	Principles of Microeconomics	3
EC 211	Principles of Macroeconomics	3
EC 320	Intermediate Microeconomic Analysis	3
EC 321	Intermediate Macroeconomic Analysis	3



EC 402	Econometrics	3
Two of the following:		6
(CS 273, CS 374W and MA 390/490 are strongly recommended for students pursuing actuarial certification)		
EC 365W	History of Economic Thought	
EC 416	International Trade and Finance	
EC 325	Economic Development	
CS 273	Data Structures	
CS 374W	Database Management	
MA 350	Numerical Analysis	
MA 352	Intro to Mathematical Biology	
MA 390	Internship	
MA 490	Internship	

## Computer Science Core Courses (27)

Required for the International Project Management, Business, Network Systems, and Computer Science Major, B.S. options. The Bioinformatics and Human Computer Interaction majors have different computer science core requirements.

CS 171	Computer Science I	3
CS 172	Computer Science II	3
CS 273	Data Structures	3
CS 274	Ethical, Social & Legal Issues in Computer Science	3
CS 278	Computer Organization and Assembler Programming	3
CS 374W	Database Management	3
CS 472	Software Engineering	3
CS 475W	Operating Systems	3
One of the following:		3
CS 370	Programming Languages	
CS 371	Windows Applications Development	
CS 372	Java Applications Development	

Recommended:

CS 294	Career and Vocation Seminar	
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## Requirements for a Computer Science Major, B.A. (56) International Project Management Option

Computer science core classes		27
CS 376	Technology Management	3
BU 110	Introduction to Business and Management	3
BU 230	Financial Accounting	3
BU 311	Principles of International Business	3
MA 256	Elementary Probability and Statistics	3
SP 398	Intercultural Communication	3
Completion of an international study experience		3
CS 360	Technology & Culture: Study Abroad Program (or other prior approved international education experiences such as semester-abroad or year-abroad programs, international internship experience.)	
A World Language & Cultures 201 course or demonstrated second-year language proficiency.		4
One of the following:		4
MA 150	Pre-Calculus	
MA 158	Calculus for Social Sciences	

MA 171	Calculus I
Recommended:	
CS 301	Internet Applications Development
CS 313	Networks
BU 231	Managerial Accounting

## Requirements for a Computer Science Major, B.A. (55) Business Option

Computer science core classes		27
CS 376	Technology Management	3
BU 110	Introduction to Business and Management	3
BU 230	Financial Accounting	3
BU 231	Managerial Accounting	3
BU 333	Accounting Systems and Theory	3
EC 210	Principles of Microeconomics	3
EC 211	Principles of Macroeconomics	3
MA 256	Elementary Probability and Statistics	3
One of the following:		4
MA 150	Pre-Calculus	
MA 158	Calculus for Social Sciences	
MA 171	Calculus I	
Recommended:		
CS 301	Internet Applications Development	
CS 313	Networks	

## Requirements for a Computer Science Major, B.A. (55) Network Systems Option

Computer science core classes		27
CS 313	Networks	3
CS 314	Microsoft Networks	3
CS 315	Distributed Scalable Computing	3
CS 401	Computer Architecture	3
MA 256	Elementary Probability and Statistics	3
Three upper-division computer science courses		9
One of the following:		4
MA 150	Pre-Calculus	
MA 158	Calculus for Social Sciences	
MA 171	Calculus I	
Recommended:		
CS 376	Technology Management	

## Requirements for a Computer Science Major, B.S. (64)

Computer science core classes		27
CS 401	Computer Architecture	3
CS 473	Advanced Algorithm Design and Analysis	3
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
PS 151	General Physics I	3

PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
CS 373	Digital Logic Design (Recommended for Computer Science majors)	3
One of the following:		3
CS 313	Networks	
CS 357	Computer Graphics	
CS 457	Artificial Intelligence	
One of the following:		3
MA 350	Numerical Analysis	
MA 410	Abstract Algebra I	
MA 430W	Graph Theory and Combinatorics	
Recommended:		
MA 256	Elementary Probability and Statistics	
MA 273	Calculus III	
CS 315	Distributed Scalable Computing	
CS 499W	Research Methods	

### Requirements for a Bioinformatics Major, B.S. (68-69)

CS 171	Computer Science I	3
CS 172	Computer Science II	3
CS 273	Data Structures	3
CS 355	Introduction to Bioinformatics	3
CS 374W	Database Management	3
CS 472	Software Engineering	3
CS 473	Advanced Algorithm Design and Analysis	3
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 256	Elementary Probability and Statistics	3
MA 278	Discrete Mathematics	3
Math Elective		3
MA 281	Differential Equations	
MA 430W	Graph Theory and Combinatorics	
BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
BI 363	Genetics	4
Biology Elective		3-4
BI 333	Evolutionary Biology	
BI 399	Molecular Genetics	
MA 352	Intro to Mathematical Biology	
CH 161	General Chemistry I	3
CH 181	General Chemistry II	3
CH 271	Organic Chemistry I	3
CH 278	Organic Chemistry II	3
CH 401	Biochemistry I	3
Recommended Chemistry Courses		
CH 161L	General Chemistry I Lab	
CH 181L	General Chemistry II Lab	
CH 271L	Organic Chemistry I Lab	
CH 278L	Organic Chemistry II Lab	

Three of the following: 9

CS 301	Internet Applications Development
CS 314	Microsoft Networks
CS 315	Distributed Scalable Computing
CS 371	Windows Applications Development
CS 372	Java Applications Development

## Interdisciplinary Courses

**STEM 115 Preparing for a STEM Career** 1

Students will learn about the type of scientific work they would enjoy, explore scientific careers, hear guest speakers, and understand the preparation necessary at the undergraduate level in order to succeed in their chosen career. Spring semesters. Recommended standing: Freshman.

**STAT 101 Interdisciplinary Introduction to Stats** 3

An introduction to the process of research and the practice of statistics. Emphasizes visualizing and summarizing data. Uses a computer-intensive approach for learning the principles of statistical inference.

## Computer Science Courses

**CS 110 Introduction to Computer Information Systems** 3

Basic concepts of computer hardware, software and information processing. Impact of computers on society and the ethics of information technology. Hands-on experience with operating systems, file systems, word processors, spreadsheets, databases and communication tools. Fall semester.

**CS 125 Business Information Systems** 3

Introduction to business application software. Students will cover business application software concepts including Microsoft Excel, Access and very introductory macro programming for these applications. The course will start with advanced Excel topics, proceed to Access and finish with introductory macro programming concepts. Students will implement and present a business-related project using either Excel or Access. Fall and spring semesters.

**CS 171 Computer Science I** 3

Introduction to problem-solving, abstraction and design using the C++ language. Special emphasis on development of algorithms and writing programs in a structured form. Recommended prerequisite: MA 108 or higher. Fall and spring semesters.

**CS 172 Computer Science II** 3

Problem-solving, abstraction and design using the C++ language. Special emphasis on pointer variables, recursion, and file handling. Introduction to data structures (including stacks, queues, linked lists, and binary trees), classes, and object-oriented programming. Prerequisite: CS 171. Fall and spring semesters.

**CS 273 Data Structures** 3

An introduction to stacks, queues, recursion, linked lists, trees, graphs, sorting, and searching. Emphasis on algorithm analysis. Prerequisite: CS 172. Fall and spring semesters.

**CS 274 Ethical, Social & Legal Issues in Computer Science** 3

Students will research, discuss, and argue a variety of current ethical issues related to computer science. Students will also learn about the professional organizations' supporting computer scientists and understand each organization's code of ethics. Finally, students will understand how to be professionals in computer science. Prerequisite: CS 171. Spring semester.

**CS 278 Computer Organization and Assembler Programming** 3

Computer organization and the structure of digital computers. Work in MASM assembler language programming on a PC computer. Prerequisite: CS 172. Fall semester.

- CS 294 Career and Vocation Seminar** 1  
Students in this course will learn about different career and vocational paths related to mathematics and computer science and go about pursuing a specific path. Further, students will explore how their own faith and worldview can interact with their discipline through vocation discussions. Spring semester.
- CS 301 Internet Applications Development** 3  
An information technology course designed as an introduction to the tools and methods of Internet applications development. Special emphasis on Internet programming languages and the design of interactive WWW documents. Prerequisite: CS 171. Also listed as FVNS 301. Jan Term, odd years.
- CS 313 Networks** 3  
Fundamental concepts of computer network theory, topologies, architecture, and protocol layers. Provides a foundation in current networking technology for local area networks, wide area networks, and the Internet. Prerequisite: CS 273. Fall semester, odd years.
- CS 314 Microsoft Networks** 3  
A network-systems technology course designed to provide students with the knowledge and skills necessary to complete day-to-day administrative tasks in a single domain or multiple domain Microsoft-based network. Students will learn how to install, configure, customize, optimize, troubleshoot, and support local- and wide-area network environments. Prerequisite: CS 172. Spring semester, even years.
- CS 315 Distributed Scalable Computing** 3  
Introduction to concepts of distributed and parallel processing paradigms. Project development using a variety of programming technologies. Development in Windows and Linux Operating Systems. Prerequisite: CS 273. Fall semester, even years.
- CS 320 Quality Assurance in Software Development** 3  
Students in this course will cover techniques in testing computer software. Topics will include: History of software and testing, ad-hoc testing methods, test plans, formal testing methods, automation and testing tools, and security testing. Students will have a firm foundation in testing as well as improved skills as software developers. Prerequisite: CS 172. Fall semester, even years.
- CS 344 Human Computer Interaction** 3  
An introduction to the human-computer interaction (HCI). Students will learn definitions of HCI, the history of computer user interfaces, interaction models, and user-centered design and task-analysis. Students will also learn the principles and guidelines for implementing user interfaces using dialogs, voice input, and multi-modal interfaces. Also listed as FVNS 344.
- CS 355 Introduction to Bioinformatics** 3  
This is an interdisciplinary course that integrates molecular biology, biophysics, statistics and computer science. The course provides an introduction to the computational tools, techniques and algorithms that are used by biologists, geneticists and computational chemists to gain a deeper understanding of the fundamental processes that govern biological organisms. Prerequisite: CS 172 recommended. Spring semester, odd years.
- CS 357 Computer Graphics** 3  
Hands-on experience with state-of-the-art computer graphics rendering and display techniques. Emphasis on texture mapping, ray tracing, and 2-D and 3-D object manipulation and animation. Prerequisite: CS 273. MA 330 highly recommended. Also listed as EP 357. Spring semester, odd years.
- CS 359 Introduction to Technology & Culture: Study Abroad Program Preparation** 1



Required for those students taking part in CS 360: Technology & Culture: Study Abroad Program in Jan Term. In addition to preparing students to experience a foreign culture, this course studies technology from global, economic, religious, gender and intercultural viewpoints. The course serves to build community among the program participants and prepares them for international travel, intercultural sensitivity, and cross-cultural experiences. Taken in preparation for CS 360. Permission of instructor. Fall term, odd years. Also listed as CS 359.

### **CS 360 Technology & Culture: Study Abroad Program**

3

A Jan Term study program focusing on the interactions between technology and culture. Students will broaden their cross-cultural understanding by exploring the role of technology in another culture as well as the influence the culture has had on technology. Students will participate in university exchanges, visit vital industries, travel to important historical cultural sites, attend different churches, and engage in other rich cross-cultural experiences such as service projects. Prerequisite: CS 359. Destination country varies, e.g. Ireland/Britain, India, etc. Jan Term, even years.

### **CS 370 Programming Languages**

3

Concepts and paradigms of programming languages. Topics include: history of programming languages, language-design principles, syntax, semantics, data types, control structures, object-oriented languages, functional programming, logical programming, and parallel programming. Includes laboratory experience in comparing paradigms and behaviors of different languages. Prerequisite: CS 273. Fall semester, odd years.

### **CS 371 Windows Applications Development**

3

A foundation for developing conventional Windows applications using object-oriented and component-based programming techniques. Topics include component-based development, network applications, graphical user interface components, exception handling, and components for web applications. Prerequisite: CS 273. Jan Term, even years.

### **CS 372 Java Applications Development**

3

A foundation for developing conventional applications in the object-oriented Java programming language. Topics include Java programming constructs, multithreading, graphical user interface components, exception handling, and Java networking. Prerequisite: CS 172. Jan Term, odd years.

### **CS 373 Digital Logic Design**

3

Combinatorial and sequential logic circuit design and analysis. Hands-on experience with modern design tools, hardware description languages (e.g. VHDL), and FPGA devices. Topics include number systems, minimization, multiplexers, decoders, encoders, code converters, comparators parity, circuits, and shifters. Recommended: MA 278 and PS 153. Fall semester.

### **CS 374W Database Management**

3

Comprehensive introduction to design and development of databases and database applications. Combined approach of relational database theory and application development using popular database management systems. May also include current trends such as XML databases, data warehousing, and web interfaces. Prerequisite: CS 273. Fall semester.

### **CS 375 Mobile Application Development**

3

A foundational approach to developing applications for smart mobile devices, including smart phones and tablets. Students will learn what standard conventions are currently used (e.g. UI design principles) and how to address limitations of developing for mobile devices. Prerequisite: CS 172. Fall term.

### **CS 376 Technology Management**

3

The course examines theory and practice in management of information technology and software projects in internationally competitive organizations. Study includes leadership of cross-functional personnel and international teams, innovative strategies in technical "cultures", analysis of organizational structures, project marketing, quality assurance, and general project management. Prerequisites: CS 125 or CS 171, and must take BU 110. Fall semester, even years.

### **CS 390 Internship**

1-4

- CS 401 Computer Architecture** 3  
Digital computer system design and analysis. Topics include: synchronous/asynchronous sequential machines, parallel structures, pipelining, and input/output. Includes laboratory experience in microprocessor design and architecture. Prerequisite: CS 373 required and CS 278 recommended. Spring semester.
- CS 457 Artificial Intelligence** 3  
Introduction to artificial intelligence concepts. Foundational theory includes intelligent agents, search, first-order logic, knowledge representation, planning, probabilistic reasoning, and genetic programming. Projects and programming of robotics as autonomous agents. Prerequisite: CS 273. Spring semester, even years.
- CS 459 Managing Technology** 3  
Examines information and skills needed by managers to make effective and informed decisions in regard to technological issues. Components will include technological literacy and innovations, as well as strategic technology management. For continuing studies students only.
- CS 472 Software Engineering** 3  
Designed as an intensive, project-oriented, senior capstone course. Topics include software system analysis and design, software project management and life cycle, software tools, documentation, and maintenance. Prerequisites: CS 273 and CS 374W. Senior class standing. Spring semester.
- CS 473 Advanced Algorithm Design and Analysis** 3  
Advanced study of the design and analysis of algorithms. Topics include advanced complexity analysis, advanced recursive algorithms, graph theory algorithms, optimization problems, algorithms related to number theory, and other contemporary topics. Analysis of problems associated with searching and sorting. Prerequisites: CS 273 and MA 278. Fall semester.
- CS 475W Operating Systems** 3  
Introduction to the theory of basic operating systems. Includes memory management, scheduling, resource management, synchronization, process and thread management, security, and concurrent processes. Prerequisites: CS 273 and CS 278. Spring semester.
- CS 496 Research Assistantship** 1-3  
Opportunity to work closely with a professor on a research project. Prerequisite: CS 273. Periodic offering.
- CS 499W Research Methods** 3  
Examination of research methods and a foundation for the Computer Science research program. An opportunity to challenge the advanced and motivated student. Includes readings, dissemination methods research projects in current topics, and working closely with faculty in a mentoring relationship. Prerequisite: CS 172 or instructor permission. Fall semester.

## Mathematics Courses

- MA 107 Basic Concepts in Modern Mathematics** 3  
Mathematics for the liberal arts student. An introduction to contemporary mathematics and its role in society. Current and past applications of mathematics in the real world will be examined. Topics may include management science, coding information, geometric applications, and statistics. Fall and spring semesters. TI 83 or 84 calculator required.
- MA 108 Finite Mathematics for Social Sciences** 4  
A study of mathematical applications to business, economics, social sciences, and personal finance. Topics include mathematics of finance, systems of linear equations, matrices and linear programming. Prerequisite: MA 107 or 500+ SAT. Fall and spring semesters. TI 83 or 84 calculator required.
- MA 150 Pre-Calculus** 4  
Preparation for the calculus sequence. Solving systems of equations, exponential, logarithmic and trigonometric functions, and equations with applications in the social and natural sciences. Prerequisite: MA 107 or 500+ SAT. Fall and spring semesters. TI 83 or 84 calculator required.

<b>MA 158 Calculus for Social Sciences</b>	<b>4</b>
Limits, rates of change, differentiation, graphing and optimization, integration, and business applications. Prerequisites: MA 108 or the equivalent of 550 or above on the SAT. Fall and spring semesters.	
<b>MA 171 Calculus I</b>	<b>4</b>
Functions, limits, continuity, differentiation, and anti-differentiation. Emphasis on solving problems numerically and graphically, as well as algebraically. Prerequisite: MA 150 or 600+ SAT. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 172 Calculus II</b>	<b>4</b>
Applications of integration, transcendental functions, techniques of integration, and infinite series. Prerequisite: MA 171. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 220 Structure of Elementary Mathematics</b>	<b>3</b>
This course is designed for the prospective elementary or middle school teacher. It focuses on development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. It applies toward the general-education math requirement for elementary-education majors only.	
<b>MA 221 Math for Elementary School Teachers I</b>	<b>3</b>
For the prospective elementary teacher, includes an introduction to problem solving, set operations and their application to arithmetic, numeration systems, arithmetic, algebra, and number theory as related to elementary school mathematics curriculum. Does not apply toward the math general education requirement except for candidates for elementary teaching certificates. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 222 Math for Elementary School Teachers II</b>	<b>3</b>
Course designed for future elementary school teachers. Covers topics of probability, descriptive statistics, geometry, measurement, and motion geometry. Does not apply toward the math general education requirement except for candidates for elementary teaching certificates. Prerequisite: MA 221. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 256 Elementary Probability and Statistics</b>	<b>3</b>
Descriptive statistics, probability, probability distributions, hypothesis testing, confidence intervals, correlation, and regression. Fall and spring semesters, and Jan Term. TI 83 or 84 calculator required.	
<b>MA 273 Calculus III</b>	<b>4</b>
Multivariable calculus, including partial differentiation, vector analysis, and multiple integrals. Prerequisite: MA 172. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 278 Discrete Mathematics</b>	<b>3</b>
A study of the foundations of mathematics (including sets, logic, relations, and functions), algorithms, combinatorics, and graph theory. Focus will be on developing logic and problem-solving skills involved in higher mathematics. Prerequisite: MA 171. Fall and spring semesters.	
<b>MA 281 Differential Equations</b>	<b>3</b>
A study of ordinary differential equations and their use in mathematical models in the physical, biological and social sciences, and in economics. Covers analytic and numerical solution techniques. Prerequisite: MA 273. Fall and spring semesters.	
<b>MA 294 Career and Vocation Seminar</b>	<b>1</b>
Students in this course will learn about different career and vocational paths related to mathematics and computer science and go about pursuing a specific path. Further, students will explore how their own faith and worldview can interact with their discipline through vocation discussions. Spring semester.	

- MA 317 Introduction to Complex Variables** 3  
Introduction to complex numbers, analytic and elementary functions, and integration, series, residues and poles, and conformal mapping. Prerequisite: MA 273. MA 278 can also be taken as co-requisite. Spring semester, odd years.
- MA 328 Math History Study Abroad Prep** 1  
Required preparatory course for students planning on participating in the Jan term Math History Study Abroad Program. Includes background reading in the history of mathematics, information on specific sites visited while abroad, research for presentation to be given on site in Europe. Prerequisite: MA 172.
- MA 329 Math History** 3  
Study of the historical and cultural contexts of mathematics through readings, film and site visits in Europe. Prerequisite: MA 171, MA 172 & MA 328.
- MA 330 Linear Algebra** 3  
Vector spaces, linear transformations, matrices, determinants, Euclidean spaces, systems of equations, and eigenvalues. Prerequisite: MA 172. MA 278 strongly recommended. Fall and spring semesters.
- MA 350 Numerical Analysis** 3  
Elementary discussion of errors, polynomial interpolation, quadrature, linear systems of equations, solutions of non-linear equations. Numerical differentiation, integration, solutions to differential equations. Prerequisites: MA 273, MA 330, and CS 172. MA 278 strongly recommended. Spring semester, even years.
- MA 352 Intro to Mathematical Biology** 3  
This course covers the following areas of biology: population growth, neuroscience, epidemiology, predator-prey models, cardiac dynamics and selected special topics. Mathematical topics will include: discrete and continuous differential equations, nonlinear analysis, bifurcation theory. Prerequisite: MA 281. Jan term, odd years.
- MA 357 Mathematical Statistics I** 3  
A theoretical study of probability, random variables and their distributions, confidence intervals, and tests of hypothesis, and regression and correlation. Prerequisites: MA 256 & MA 273. Fall semester. TI 83 or 84 calculator required.
- MA 358W Mathematical Statistics II** 3  
A theoretical study of confidence intervals and estimators, test of hypothesis, ANOVA, regression and correlation, and non-parametric methods. Prerequisite: MA 357. Spring semester, even years. TI 83 or 84 calculator required.
- MA 360 Number Theory** 3  
Divisibility, congruence, prime numbers, Diophantine equations, quadratic reciprocity, and number theoretic functions. Emphasis on mathematics education and problem-solving. Prerequisites: MA 172 and MA 278. Periodic offering.
- MA 365 Modern Geometry** 3  
Sets and propositions, postulation systems, affine geometry, Euclidean, and non-Euclidean geometry. Required for high school mathematics teachers. Prerequisites: MA 171 and MA 278. Spring semester.
- MA 390 Internship** 1-4
- MA 410 Abstract Algebra I** 3  
Logic, sets, relations, functions, groups, rings, fields, and vector spaces. Mathematics education and computing applications studied. Prerequisites: MA 172 and MA 278. Fall semester, odd years.
- MA 411 Abstract Algebra II** 3  
Rings, integral domains, homomorphisms, and fields. Emphasis on theory and proof. Prerequisite: MA 410. Periodic offering.

<b>MA 430W Graph Theory and Combinatorics</b>	<b>3</b>
Study of paths and circuits, trees, planarity and duality, coloring of graphs, digraphs and networks, permutations and combinations, multinomial theorem, generating functions, principle of inclusion and exclusion, and recurrence relations. Prerequisites: MA 172 and MA 278. Spring semester.	
<b>MA 440 Introduction to Real Analysis I</b>	<b>3</b>
Sets and functions, properties of the real numbers, completeness axiom, elements of point-set topology, and sequences. Prerequisites: MA 273 and MA 278. Fall semester, even years.	
<b>MA 441 Introduction to Real Analysis II</b>	<b>3</b>
Limits of functions, continuity, differentiation, Riemann integration, and infinite series of numbers and functions. Prerequisite: MA 440. Spring semester, odd years.	
<b>MA 490 Internship</b>	<b>1-5</b>
<b>MA 496 Research Assistant</b>	<b>1-3</b>
Opportunity to work closely with a professor on a research project. Periodic offering.	
<b>MA 499W Research Methods</b>	<b>3</b>
Examination of research methods and a foundation for the Computer Science research program. An opportunity to challenge the advanced and motivated student. Includes readings, dissemination methods research projects in current topics, and working closely with faculty in a mentoring relationship. Prerequisite: CS 172 or instructor permission. Fall semester.	



# Medieval & Early Modern Studies

The medieval and early modern studies (MEMS) minor is designed for students interested in early time periods (from the fall of Rome, in 450 CE, to about 1800). The minor draws from many different fields on campus, including English, history, music, and art. Students will study these fields and time periods using interdisciplinary approaches.

## Requirements for Medieval and Early Modern Studies Minor (19-20)

Note: No more than six lower-division credits may count toward this minor.

- |  |  |     |
|--|--|-----|
| 1. CULTURE IN CONTEXT (3 credits)  |  | 3   |
| EMS/EL 343   | Shakespeare on Film                          |     |
| EMS/EL 371W  | British Renaissance                          |     |
| EMS/EL 425   | Holy War in Europe                           |     |
| EMS/EL 447   | Shakespeare Seminar                          |     |
| EMS/SN 420   | Spanish Culture and Civilization             |     |
| 2. LITERATURE IN CONTEXT (6 credits)   |  | 6   |
| EMS/EL 207   | British Literature Before 1800               |     |
| EMS/EL/EL 238  | Arthurian Literature                         |     |
| EMS/EL 338   | Arthurian Literature                         |     |
| EMS/EL 371W  | British Renaissance                          |     |
| EMS/EL 405W  | Chaucer and Medieval Literature              |     |
| EMS/FR 409   | Survey of French Literature I                |     |
| EMS/HU 226H  | Arthurian Legends in French Literature       |     |
| EMS/SN 409W  | Survey of Spanish Literature I               |     |
| 3. HISTORY (6 credits)   |  | 6   |
| EMS/EL 101   | The Mediterranean World                      |     |
| EMS/EL 102   | The Pacific World                            |     |
| EMS/EL 120H  | Crusades From Primary Sources                |     |
| EMS/EL 181   | The Atlantic World                           |     |
| EMS/EL 201   | Pirates: A World History through Naval Crime |     |
| EMS/EL 315   | Medieval Europe                              |     |
| EMS/EL 325   | History of Latin America                     |     |
| EMS/EL 326   | Religion in Latin America                    |     |
| EMS/EL 327   | History of Mexico                            |     |
| EMS/EL 345   | Cultural History of China and Japan          |     |
| EMS/EL 364   | Medieval Russia: Mongols and Madmen          |     |
| EMS/EL 425   | Holy War in Europe                           |     |
| EMS/EL 426   | Slavery in Latin America                     |     |
| 4. ONE MORE COURSE from the lists above, or any course on medieval or early modern studies offered in History, English or other departments. (3-4 credits) |  | 3-4 |
- Note: Examples of other courses that could fulfill this requirement if those departments approve:
- |                    |  |
|--------------------|--|
| EMS/AR 261         | History of Renaissance and Baroque Art         |
| EMS/AR 264         | History of Medieval Art                        |
| EMS/EL 247         | Shakespeare                                    |
| EMS/EL 447         | Shakespeare Seminar                            |
| EMS/MU 301         | Music History I                                |
| EMS/SN/EL/WGS 427H | Gender and Identity Formation in Latin America |
| EMS/SN 450         | Spanish American Narrative & History           |

EMS/SN 465H	Don Quixote	
EMS/TH 313W	History of Christianity I	
EMS/TA 476W	History of Theatre I	
5. SENIOR PORTFOLIO FOR MEMS (1 credit)		1
EMS/HI/EL 497	Medieval and Early Modern Studies Senior Portfolio	

## Courses

EMS 101	The Mediterranean World (Cross-listed as HI 101)	3
EMS 102	The Pacific World (Cross-listed as HI 102)	3
EMS 120H	Crusades From Primary Sources (Cross-listed as HI 120H)	3
EMS 181	The Atlantic World (Cross-listed as HI 181)	3
EMS 201	Pirates: A World History through Naval Crime (Cross-listed as HI 201)	3
EMS 207	British Literature Before 1800 (Cross-listed as EL 207)	3
EMS 226H	Arthurian Legends in French Literature (Cross-listed as HU 226H)	3
EMS 238	Arthurian Literature (Cross-listed as EL 238 and HI 238)	3
EMS 247	Shakespeare (Cross-listed as EL 247)	3
EMS 261	History of Renaissance and Baroque Art (Cross Listed as AR 261)	3
EMS 264	History of Medieval Art (Cross-listed as AR 264)	3
EMS 301	Music History I (Cross-listed as MU 301)	3
EMS 313	History of Christianity I (Cross-listed as TH 313)	3
EMS 313W	History of Christianity I (Cross-listed as TH 313W)	3
EMS 315	Medieval Europe (Cross-listed as HI 315)	3
EMS 325	History of Latin America (Cross-listed as HI 325)	3
EMS 326	Religion in Latin America (Cross-listed as HI 326)	3
EMS 327	History of Mexico (Cross-listed as HI 327)	3
EMS 338	Arthurian Literature (Cross-listed as EL 338)	3
EMS 343	Shakespeare on Film (Cross-listed as EL 343)	3
EMS 345	Cultural History of China and Japan (Cross-listed as HI 345)	3
EMS 364	Medieval Russia: Mongols and Madmen (Cross-listed as HI 364)	3
EMS 365W	History of Economic Thought (Cross-listed with EC 365W)	3
EMS 371W	British Renaissance (Cross-listed as EL 371W)	3
EMS 405W	Chaucer and Medieval Literature (Cross-listed as EL 405W)	3
EMS 409	Survey of French Literature I (Cross-listed as FR 409)	3
EMS 409W	Survey of Spanish Literature I (Cross-listed as FR 409W)	3
EMS 420	Spanish Culture and Civilization (Cross-listed as SN 420)	3
EMS 425	Holy War in Europe (Cross-listed as HI 425)	3
EMS 426	Slavery in Latin America (Cross-listed as HI 426)	3
EMS 427H	Gender and Identity Formation in Latin America (Cross-listed as SN 427H and HI 427H and WGS 427H)	3
EMS 447	Shakespeare Seminar (Cross-listed as EL 447)	3
EMS 450	Spanish American Narrative & History (Cross-listed as SN 450)	3
EMS 465H	Don Quixote (Cross-listed as SN 465H)	3
EMS 476W	History of Theatre I (Cross-listed as TA 476W)	3
EMS 497	Medieval and Early Modern Studies Senior Portfolio (Cross-listed as HI 497 and EL 497)	1

## Military & ROTC

Whitworth students may elect to participate in Army ROTC through a partnership program with Gonzaga University. Coursework requires travel to the Gonzaga campus, which is located six miles south of Whitworth.



The ROTC program is a cooperative effort between the U.S. Army, Gonzaga University and Whitworth University. It provides training and qualification for leadership positions in the Regular Army, the U.S. Army Reserve, or the Army National Guard. A student may earn a commission as an Army second lieutenant while achieving a college degree in the academic discipline(s) of his or her choosing. Cadets incur no obligation during their first two years of ROTC and are not members of the U.S. Army (unless they are ROTC scholarship winners). Lower-division courses are open to all Whitworth students.

The objectives of the program are to prepare academically and physically qualified scholar/athlete/leaders for the challenge of serving as commissioned officers in the U.S. Army. To that end, the program stresses building leaders of character and competence to serve their country and community.

The program meets the country's requirement for officer-leaders in the Army (active duty, National Guard, and reserves). It is, therefore, multifaceted, with distinctive sub-elements to meet individual needs and requirements. For example, ROTC is traditionally a four-year program, but individuals with prior service, members of reserve or National Guard units, participants of JROTC in high school and summer Leader's Training Course (LTC) participants may receive advanced placement credit and may complete the program in two years. All students typically enroll in one military science class, the leadership laboratory and the Military Physical Fitness course each semester. The program consists of two phases: the basic (lower-division) course, usually taken during the freshman and sophomore years or completed through advanced placement credit, and the advanced (upper-division) course.

**Basic Course:** First- and second-year courses, MI 101, 102, 201, and 202, designed for beginning students who want to qualify for entry into the advanced course and for students who may want to try military science without obligations. In addition to their academic requirements, basic-course cadets may participate in a variety of extracurricular activities. Placement credit for the basic course may be granted to students who have completed initial entry training for the armed forces, three years of Junior ROTC in high school or the ROTC leaders' training course. MI 101 and 102 concentrate on fundamental skills, concepts, values and problem-solving and provide an overview of how the military fits into society. MI 201 and 202 more thoroughly address problem-solving, critical-thinking, communication and conflict-resolution skills.

**Advanced Course:** The advanced course consists of MI 301, 302, 401, and 402. It is open only to students who have completed the basic course or earned placement credit (see above). Students must also enroll in leadership labs (301L, 302L, 401L, or 402L) and Military Physical Fitness (303, 304, 403, or 404). Students also attend the four-week Cadet Summer Training during the summer

between their junior and senior years. In addition to their academic requirements, advanced-course cadets provide student leadership for the Gonzaga Bulldog Battalion.

Completion of the basic course, advanced course and LDAC, coupled with a bachelor's degree from the university, qualify the cadet for a commission as a second lieutenant in the United States Army.

### **Financial Assistance**

Contracted students receive a subsistence allowance. Junior cadets receive \$450 a month for up to 10 months, and senior cadets receive \$500 a month for up to 10 months. Freshman and sophomore cadets receive \$300 and \$350 a month, respectively, for up to 10 months each year.

### **Scholarships**

Freshman- and sophomore-level students may compete for Army ROTC campus-based scholarships. These scholarships are applied to tuition and fees plus an allowance for books. A student need not be enrolled in ROTC to be eligible to compete for two or three-year scholarships. No commitment is made until a scholarship is accepted, the student meets all administrative and physical criteria, and the oath for contracting is administered. High school seniors interested in applying for a four-year scholarship typically submit applications by Jan. 10 of their senior year.

### **Fees, Uniforms and ROTC Texts**

A lab fee is the only fee associated with participation in the ROTC program. Uniforms and other equipment are furnished without charge. Students are responsible for, and must return, all government property issued to them.

### **Extracurricular Activities**

**Color Guard:** The Gonzaga University Color Guard participates in a variety of school and civic functions where precision drill or presentation of the U.S. flag is appropriate.

**Intramural Sports:** The ROTC program sponsors teams that participate in flag football, volleyball, basketball, softball and other sports in Gonzaga and Whitworth universities' intramural leagues. The program sponsors special-event teams at both Gonzaga and Whitworth and sponsors cadet intramural teams as coordinated by Whitworth cadets with the professor of military science.

**Special Qualification Training:** Advanced-course and select basic-course cadets may participate in confidence-building courses such as Air Assault School, Airborne School, Northern Warfare Training Center, and Cadet Troop Leadership Training at locations around the world.

## **Military Science and Leadership Courses**

### **Lower Division**

#### **MI 101 Foundations of Officership**

3

Develop self-confidence and review basic life skills of fitness and communication through team study and activities in basic skills, drill, physical fitness, rappelling, leadership reaction courses, team-building exercises, first aid, presentations and basic rifle marksmanship. Learn fundamental concepts of leadership, including organization and role of the Army, Army values, and expected ethical behavior in a profession in both classroom and outdoor laboratory environments. Weekly requirements: three hours for class and a required leadership lab, MI 101L, plus required participation in a minimum of three one-hour sessions for physical fitness (MI 103). Participation in one-weekend off-campus exercise required.

#### **MI 101L Leadership Lab**

1

Open only to (and required of) students in the associated Military Science Course. Learn and practice basic skills. Gain insight into the ROTC's advanced course in order to make an informed decision regarding whether to apply. Build self-confidence and team-building leadership skills that can be applied through life. Prerequisite: permission of the professor of military science.

#### **MI 102L Leadership Lab**

1

See MI 101L.

**MI 102 Introduction to Tactical Leadership**

3

Learn and apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper-division ROTC students. Develop communication skills (including active listening and feedback skills) and examine factors that influence leader and group effectiveness to improve individual performance and group interaction. Practice basic skills that underlie effective problem-solving. Examine the officer experience. Weekly requirements: three hours for class and a leadership lab, MI 102L, plus required participation in a minimum of three one-hour sessions for physical fitness (MI 104). Participation in one weekend off-campus exercise required.

**MI 103 Military Physical-Fitness**

1

Intensive military physical-fitness program designed to raise the level of individual physical fitness to its highest potential with emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Participate in and learn to lead a physical fitness program. Prerequisite: permission of the professor of military science.

**MI 104 Military Physical-Fitness**

1

See MI 103.

**MI 190 Directed Readings**

3

Incorporates readings in a variety of subject areas such as military history, leadership development, basic military skills, and related topics. Prerequisite: permission of the professor of military science.

**MI 191 Directed Readings**

3

See MI 190.

**MI 201 Individual Leadership Studies**

3

Learn and apply ethics-based leadership skills including communication, feedback, and conflict resolution that develop individual abilities and contribute to the building of effective teams of people. Develop skills in problem-solving, critical thinking, oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Weekly requirements: three hours for class and leadership lab, MI 201L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 203), and participation in two mandatory weekend exercises.

**MI 201L Leadership Lab**

1

See MI 101L.

**MI 202 Foundations of Tactical Leadership**

3

Challenge current beliefs, knowledge, and skills. Prepare for the ROTC Advanced Course with an introduction to individual and team aspects of military tactics in small-unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Weekly requirements: three hours of class and a leadership lab, MI 201L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 204) and participation in two mandatory weekend exercises.

**MI 202L Leadership Lab**

1

See MI 101L.

**MI 203 Military Physical Fitness**

1

See MI 103.

**MI 204 Military Physical Fitness**

1

See MI 103.



- MI 290 Directed Readings** 3  
 Incorporates readings in a variety of subject areas such as leadership assessment, comparative military systems, basic military skills, and related topics. Prerequisite: permission of the professor of military science.
- MI 291 Directed Readings** 3  
 See MI 290.

**Upper Division**

- MI 300 Ranger Challenge** 1  
 ROTC's "varsity sport," designed to familiarize students with the tactical and technical aspects of the professional soldier through hands-on training. Enhance leadership traits and build teamwork skills in an exciting and competitive atmosphere. The competition includes a 10k rucksack run in combat gear of forced march, building a one-rope bridge, a grenade assault course, rifle marksmanship, orienteering or military land navigation, a physical-fitness test, and weapons assembly. Prerequisite: permission of the professor of military science.

- MI 301 Adaptive Team Leadership** 3  
 A series of practical opportunities to lead small groups and receive personal assessments during execution of leadership development program in situations of increasing complexity. Analyze military missions and plan military operations using squad and small-unit battle drills and tactics and opportunities to plan and conduct training for lower-division students, both to develop skills and to function as vehicles for practicing leadership. Analyze the role officers played in the transition of the Army from Vietnam to the 21st century. Weekly requirements: three hours for class and a required leadership lab (MI 301L) plus required participation in a minimum of three one-hour sessions for physical fitness, MI 303, and participation in two mandatory weekend exercises. Prerequisite: permission of the professor of military science.

- MI 301L Leadership Lab** 1  
 Open to students in the associated military science course only. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training activities with Basic-Course students and the ROTC program. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. Prerequisite: permission of the professor of military science.

- MI 302 Applied Team Leadership** 3  
 Develop cadet leadership competencies. Prepare for success at Cadet Summer Training: analyze tasks, prepare written or oral guidance for team members to accomplish tasks, delegate and supervise tasks, and plan for and adapt to the unexpected while under stress. Examine importance of ethical decision-making in setting a positive climate that enhances team performance and accommodates subordinate spiritual needs. Weekly requirements: three hours for class and a required leadership lab, MI 302L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 304) and participation in two mandatory weekend exercises. Prerequisite: MI 301. Corequisite: MI 302L, MI 304. Also listed as LS 302.

- MI 302L Leadership Lab** 1  
 See MI 301L.

- MI 303 Military Physical Fitness Program** 1  
 Open only to (and required of) students in MI 301, 302, 401, 402, of which this program is an integral part. Participate in, plan and lead physical-fitness programs. Develops the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Prerequisite: permission of the professor of military science.

- MI 304 Military Physical Fitness Program** 1  
 See MI 303.

<b>MI 390 Directed Readings</b>	<b>1-3</b>
Incorporates readings in a variety of subject areas such as leadership dynamics in small units, offensive and defensive tactics, and studies in leadership characteristics and traits. Prerequisite: permission of the professor of military science.	
<b>MI 391 Directed Readings</b>	<b>3</b>
See MI 390.	
<b>MI 395 Leadership Development &amp; Assessment Course</b>	<b>3</b>
A five-week leadership practicum conducted at an active Army installation. Open only to (and required of) students who have completed MI 301, 302. The student receives pay. Travel, lodging, and most meal costs are defrayed by the U.S. Army. The advanced-camp environment is highly structured and demanding, stressing leadership at small-unit level under varied, challenging conditions. Individual leadership and basic skills performance are evaluated during the camp. The leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type of commission and job opportunities given to the student upon graduation from ROTC and the university.	
<b>MI 401 Adaptive Leadership</b>	<b>3</b>
Plan, conduct and evaluate activities of the ROTC cadet organization. Understand and execute staff organization, functions, and processes by articulating goals and putting plans into action to attain them. Assess organizational cohesion and develop strategies to improve organization, including leader responsibilities and methods of counseling. Develop confidence in skills to lead people and manage resources, examine principles of subordinate motivation and organizational change. Apply leadership and problem-solving principles to a complex case study/situation. Weekly requirements: three hours for class and a required leadership lab (MI 401L) plus participation in a minimum of three one-hour sessions for physical fitness (MI 403), and participation in two mandatory weekend exercises. Corequisite: MI 401L, MI 403 Prerequisite: MI 302 and permission of the professor of military science.	
<b>MI 401L Leadership Lab</b>	<b>1</b>
See MI 301L.	
<b>MI 402 Adaptive Leadership</b>	<b>3</b>
Examine leadership responsibilities that foster an ethical command climate. Refine counseling and motivating techniques. Examine aspects of tradition, law, and legal aspects of decision-making and leadership. Prepare for a future as a successful Army lieutenant by performing platoon leader actions, analyzing the Army organization for operations from the tactical to strategic level, and assessing administrative and logistics management functions. Discuss reporting and PCS functions. Weekly requirements: three hours for class and a required leadership lab, MI 402L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 404), and participation in two mandatory weekend exercises. Prerequisite: MI 401 and permission of the professor of military science.	
<b>MI 402L Leadership Lab</b>	<b>1</b>
See MI 301L.	
<b>MI 403 Military Physical Fitness Program</b>	<b>1</b>
See MI 303.	
<b>MI 404 Military Physical Fitness Program</b>	<b>1</b>
See MI 303.	
<b>MI 490 Directed Readings</b>	<b>1-3</b>
Incorporates readings in a variety of subject areas to prepare the cadet for becoming an officer. Prerequisite: permission of the professor of military science.	
<b>MI 491 Directed Readings</b>	<b>3</b>
See MI-490.	

The Whitworth Music Department strives to be a community of musicians that recognizes creativity as an essential aspect of being created in God's image, and a place where individual and community creativity are blended toward a higher purpose. We prepare students for further studies and professional careers in music, as well as for vocational involvement in music, through the study of the discipline on both a theoretical and a practical basis.



This major will develop the following learning outcomes:

- technical skill and musicianship in both individual and ensemble performance
- a strong foundation in music theory, analysis, and aural skills
- knowledge of a wide selection of musical literature, and an understanding of the aesthetic properties of style and the ways in which they shape and are shaped by cultural and artistic forces
- an understanding of the intersection between musical art and worldview and of the vocation of the musician in community

*Note to all music majors: Additional information about course requirements and scheduling is included in the Student Guide to the Music Department, which is available in the music department office.*

## Requirements for a Music Major, B.A. (47-50)

MU 110	Music Theory I	3
MU 111	Ear Training I	1
MU 112	Music Theory II	3
MU 113	Ear Training II	1
MU 210	Music Theory III	3
MU 211	Ear Training III	1
MU 212	Music Theory IV	3
MU 213	Ear Training IV	1
MU 225	General Conducting	2
MU 301	Music History I	3
MU 302W	Music History II	3
MU 303	Music History III	3
MU 383	Junior Recital	0-1
MU R99	Recital Hours (Seven semesters)	0
Six credits of elective music courses		6
Six semesters of private lessons (including at least two semesters at the 300-400 level)		6
Eight semesters of ensembles		8
Piano proficiency		0-2

May be met by passing a proficiency exam or by completing MU 241: Class Piano II, with a minimum grade of "B." MU 141 may be required prior to MU 241. All incoming students must meet with the piano proficiency coordinator to determine their placement for piano study.

In addition to the requirements listed above, students may elect one or more of the following tracks:

### Track I: Composition (52-58)

Music major requirements minus six credits of elective music courses		41-44
Additional lessons at 300 and 400 levels		4
MU 348	Computer Applications in Music	3
MU 432	Instrumental and Choral Arranging	2
Choose 2-3 credits from the following:		2-3
MU 206	Jazz in America	
MU 331	String Techniques	
MU 332	Percussion Techniques	
MU 333	Woodwind Techniques	
MU 334	Brass Techniques	
MU 483	Senior Recital	0-2

### Track II: Instrumental Performance (50-56)

Music major requirements minus six credits of elective music courses		41-44
Additional lessons at 300 and 400 levels		4
MU 427	Advanced Conducting	2
One of the following:		1
MU 149, 249, 349, 449	Jazz Combo	
MU 170, 270, 370, 470	Chamber Ensemble	
One of the following:		2-3
MU 206	Jazz in America	
MU 348	Computer Applications in Music	
MU 416	Wind Literature	
MU 417	Symphonic Literature	
MU 432	Instrumental and Choral Arranging	
MU 442	Contemporary/Jazz Methods	
MU 483	Senior Recital	0-2

### Track III: Jazz Performance (53-58)

Music major requirements minus six credits of elective music courses		41-44
Additional lessons at 300 and 400 levels		4
Take four semesters of the following:		4
MU 149, 249, 349, 449	Jazz Combo	
Take one credit of the following:		1
MU 163, 263, 363, 463	Private Jazz Arranging	
MU 206	Jazz in America	3
MU 483	Senior Recital	0-2

### Track IV: Music Ministry (61-65)

Music major requirements minus six credits of elective music courses		41-44
MU 306	History and Theology of Worship	3
MU 307	Church Music Techniques	3

MU 427	Advanced Conducting	2
One of the following:		2-3
MU 155	Private Organ (two semesters)	
MU 415	Choral Literature	
MU 440	Music Methods in the Elementary School	
MU 442	Contemporary/Jazz Methods	
MU 443	Choral Techniques and Materials	
TH 154	Introduction to the Christian Faith	3
Take two semesters:		4
TH 436	Internship in Ministry - Music	
One course selected from the following:		3
TH 393	Christian Spirituality	
TH 361	Christian Theology	
TH 371	Great Christian Thinkers	
TH 339	Gospel & Growth in a Post Christian Society	

### Track V: Piano Pedagogy (53-56)

Music major requirements minus six credits of elective music courses		41-44
Additional lessons at 300 and 400 levels		4
MU 330	Piano Pedagogy	2
MU 337	Piano Literature	2
Take two semesters of the following:		4
MU 394	Music Practicum	

### Track VI: Piano Performance (49-54)

Music major requirements minus six credits of elective music courses		41-44
Additional lessons at 300 and 400 levels		4
MU 330	Piano Pedagogy	2
MU 337	Piano Literature	2
MU 483	Senior Recital	0-2

### Track VII: Voice Performance (53-58)

Music major requirements minus six credits of elective music courses		41-44
Additional lessons at 300 and 400 levels		4
MU 335	Diction I: Italian, English	2
MU 336	Diction II: French, German	2
MU 438	Song Literature	2
MU 439	Vocal Pedagogy	2
MU 483	Senior Recital	0-2

### Requirements for a Music Education Major, B.A. (57-61)

MU 110	Music Theory I	3
MU 111	Ear Training I	1
MU 112	Music Theory II	3
MU 113	Ear Training II	1
MU 210	Music Theory III	3
MU 211	Ear Training III	1
MU 212	Music Theory IV	3
MU 213	Ear Training IV	1
MU 225	General Conducting	2
MU 301	Music History I	3



MU 302W	Music History II	3
MU 303	Music History III	3
MU 383	Junior Recital	0-1
MU 427	Advanced Conducting	2
MU 432	Instrumental and Choral Arranging	2
MU 440	Music Methods in the Elementary School	2
MU 442	Contemporary/Jazz Methods	2
MU R99	Recital Hours (Seven semesters)	0
Six semesters of private lessons		6
(Including at least two semesters at the 300-400 level)		
Seven semesters of ensembles		7
Piano proficiency		0-2

May be met by passing a proficiency exam or by completing MU 241: Class Piano II with a minimum grade of "B." MU 141 may be required prior to MU 241. All incoming students must meet with the piano-proficiency coordinator to determine their placement for piano study.

Choose one of the following tracks (courses listed below):	9-10
Choral/General track	
Instrumental/General track	

### Track I: Choral/General Track (57-60)

Core courses for music education major (listed above)	48-51	
MU 415	Choral Literature	2
MU 439	Vocal Pedagogy	2
MU 443	Choral Techniques and Materials	3
Take two semesters of the following:	2	
MU 157	Private Piano	

**Professional education courses must be taken from the School of Education. Refer to the School of Education section in this catalog.**

### Track II: Instrumental/General Track (58-61)

Core courses for music education major (listed above)	48-51	
MU 331	String Techniques	1
MU 332	Percussion Techniques	1
MU 333	Woodwind Techniques	1
MU 334	Brass Techniques	1
MU 416	Wind Literature	2
MU 444	Instrumental Methods and Materials	3
Take one of the following:	1	
MU 142	Class Voice	
MU 159	Private Voice	

**Professional education courses must be taken from the School of Education. Refer to the School of Education section in this catalog.**

### Requirements for a Music Minor (19)

Four semesters of private lessons	4	
Four semesters of ensembles	4	
MU 110	Music Theory I	3
MU 111	Ear Training I	1
MU 112	Music Theory II	3
MU 113	Ear Training II	1

One of the following:		3
MU 103	Listening to Music	
MU 104	Music of the Christian Church	
MU 206	Jazz in America	
MU 304	World Music Traditions	
MU R99	Four semesters of recital hours	0

## Fine Arts Courses

<b>FA 301 Power and Politics of Art: Italy/Germany</b>		3
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Exploration of the arts (primarily visual arts and music) in Rome, Florence, and Berlin, with emphasis on the arts in relation to history, culture, and political systems. Jan Term, odd years.

<b>FA 304 The Arts in Christian Worship</b>		3
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Explore the ways that the arts have shaped and been shaped by Christian worship practice from the early church to the present, through study in Rome, Taize, and London. Students will visit cathedrals, museums, and other places of historical and cultural significance. Jan Term, even years.

## Courses

<b>MU 103 Listening to Music</b>		3
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A course that will guide students in intelligent listening and understanding of Western classical music as well as of world music traditions and popular music compositions. Fall semester.

<b>MU 104 Music of the Christian Church</b>		3
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This course will guide students to listen intelligently and understand music in the history of the Christian Church. Attention will focus on the role of music in the life of Christian communities. This course includes visits to local church services. Periodic Jan Term offering.

<b>MU 110 Music Theory I</b>		3
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Notation, scale structure, intervals, simple harmonic progressions. Taken concurrently with MU 111. Fall semester.

<b>MU 111 Ear Training I</b>		1
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Ear training, sight singing. Taken concurrently with MU 110. Fall semester.

<b>MU 112 Music Theory II</b>		3
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Seventh chords, inversions, non-harmonic tones, modulations, altered chords, complex chord progressions. Prerequisite: MU 110 with a minimum grade of C. Spring semester.

<b>MU 113 Ear Training II</b>		1
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Ear training, sight singing. Taken concurrently with MU 112. Prerequisite: MU 111 with a minimum grade of C. Spring semester.

<b>MU 139 Beginning Class Piano</b>		1
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Class instruction for non-music majors. Fall and spring semester. Fee.

<b>MU 140 Beginning Class Guitar</b>		1
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Class instruction. Fall and spring semester. Fee.

<b>MU 141 Class Piano I</b>		1
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Class instruction for music majors. Fall and spring semester. Fee.

<b>MU 142 Class Voice</b>		1
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Class instruction. Fall and spring semester. Fee.

<b>MU 149 Jazz Combo</b>		1
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By audition. Small jazz groups of three to six students learn jazz standards and apply improvisational skills. May be repeated for credit.

- MU 152 Private Brass** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 153 Private Guitar** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 155 Private Organ** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 156 Private Percussion** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 157 Private Piano** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 158 Private Strings** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 159 Private Voice** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 160 Private Woodwinds** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 161 Private Jazz Improvisation** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 162 Private Composition** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 163 Private Jazz Arranging** 1-2  
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.
- MU 167 Concert Band** 1  
No audition required. Students may join if they have played an instrument in band at least through their junior year in high school, or have the consent of the instructor. Meets one evening a week and performs on campus once each semester. May be repeated for credit.
- MU 170 Chamber Ensemble** 1  
By permission. Performance in a small instrumental ensemble. May be repeated for credit.
- MU 171 Whitworth Choir** 1  
By audition. Works of all periods, a cappella and accompanied. Annual tour. May be repeated for credit.
- MU 172 Women's Choir** 1  
By audition. Works from all periods for treble voices, a cappella and accompanied. Christmas and spring concerts. May be repeated for credit.

<b>MU 173 Wind Symphony</b>	1
By audition. Primarily original works for band and wind ensemble. Bi-annual tour. May be repeated for credit.	
<b>MU 174 Jazz Ensemble</b>	1
By audition. All jazz styles. Annual concerts with guest artists, jazz festivals, tours. International travel opportunities during Jan Term. May be repeated for credit.	
<b>MU 175 Chamber Singers</b>	1
A select, small choral ensemble, the members being chosen from the Whitworth Choir. By audition. May be repeated for credit.	
<b>MU 177 Men's Chorus</b>	1
Must be able to match pitches; no previous choral experience required. Works of various styles and musical periods for men's voices, a cappella and accompanied. On-campus and local performance. May be repeated for credit.	
<b>MU 178 Whitworth Orchestra</b>	1
By audition. Works for full orchestra from all musical periods. Frequent concerts and bi-annual tour. May be repeated for credit.	
<b>MU 206 Jazz in America</b>	3
Comprehensive review of the cultural settings from which jazz emerged. Major jazz styles, composers/performers, and recordings. Spring semester.	
<b>MU 210 Music Theory III</b>	3
Continuation of topics in MU 112. Emphasis on traditional musical forms such as theme and variations, rondo and sonata, with some writing in these forms. Prerequisite: MU 112 with a minimum grade of C. Fall semester.	
<b>MU 211 Ear Training III</b>	1
Ear training, sight singing. Taken concurrently with MU 210. Prerequisite: MU 113 with a minimum grade of C. Fall semester.	
<b>MU 212 Music Theory IV</b>	3
An introduction to contemporary harmonic idioms. Composition assignments of varied natures. Prerequisite: MU 210. Spring semester.	
<b>MU 213 Ear Training IV</b>	1
Ear training, sight singing. Taken concurrently with MU 212. Prerequisite: MU 211 with a minimum grade of C. Spring semester.	
<b>MU 225 General Conducting</b>	2
Basic techniques of choral and instrumental conducting. Prerequisites: MU 110 and MU 111. Also listed as LS 225. Fall and spring semesters. Fee.	
<b>MU 235 Classical Music of the Western World</b>	3
A music appreciation course covering basic techniques for listening to classic pieces of music. Exploration of the historical forces that have influenced the great compositions of our culture. Periodic offering. Continuing Studies only.	
<b>MU 241 Class Piano II</b>	1
Class instruction for music majors. Fall and spring semesters. Fee.	
<b>MU 249 Jazz Combo</b>	1
See MU 149.	
<b>MU 252 Private Brass</b>	1-2
See MU 152.	

<b>MU 253 Private Guitar</b>	1-2
See MU 153.	
<b>MU 255 Private Organ</b>	1-2
See MU 155.	
<b>MU 256 Private Percussion</b>	1-2
See MU 156.	
<b>MU 257 Private Piano</b>	1-2
See MU 157.	
<b>MU 258 Private Strings</b>	1-2
See MU 158.	
<b>MU 259 Private Voice</b>	1-2
See MU 159.	
<b>MU 260 Private Woodwinds</b>	1-2
See MU 160.	
<b>MU 261 Private Jazz Improvisation</b>	1-2
See MU 161.	
<b>MU 262 Private Composition</b>	1-2
See MU 162.	
<b>MU 263 Private Jazz Arranging</b>	1-2
See MU 163.	
<b>MU 267 Concert Band</b>	1
See MU 167.	
<b>MU 270 Chamber Ensemble</b>	1
See MU 170.	
<b>MU 271 Whitworth Choir</b>	1
See MU 171.	
<b>MU 272 Women's Choir</b>	1
See MU 172.	
<b>MU 273 Wind Symphony</b>	1
See MU 173.	
<b>MU 274 Jazz Ensemble</b>	1
See MU 174.	
<b>MU 275 Chamber Singers</b>	1
See MU 175.	
<b>MU 277 Men's Chorus</b>	1
See MU 177.	
<b>MU 278 Whitworth Orchestra</b>	1
See MU 178.	



- MU 284 Opera Workshop** 2  
Preparation of roles from opera and/or operetta, with performance at the end of the term. Acting, vocal techniques, stage movement. Audition required. Periodic Jan Term offering.
- MU 285 Elective Recital** 0-1  
Elective course for students taking private lessons. Departmental approval required. Fall and spring semesters. Fee.
- MU 301 Music History I** 3  
Musical styles, forms, composers from ancient times through the 18th century. Lectures, reading, score analysis, coordinated listening. Prerequisite: MU 112. Also listed as EMS 301. Spring semester.
- MU 302W Music History II** 3  
Continuation of topics in MU 301, covering music from the 18th century through the late 19th century. Prerequisites: MU 210 and MU 301 required (CO 250 recommended). Fall semester.
- MU 303 Music History III** 3  
Continuation of the topics in MU 301 and 302W. Covers music from the late 19th century to the present. Prerequisite: MU 302W. Spring semester.
- MU 304 World Music Traditions** 3  
Musical traditions of a variety of cultures, including Native American, African, East European and Indian. Special attention will be given to unique instruments, particularly those from Africa. The relationship of music to religion and politics will also be explored. Periodic offering.
- MU 305 Leadership in Music** 3  
Principles of leadership in the context of a study of famous composers of classical music. Study the lives of composers and explore the specific ways composers shaped the development of a rich artistic tradition. Fulfills the fine arts or humanities requirement. Continuing Studies only
- MU 306 History and Theology of Worship** 3  
History and theology of the practice of corporate worship and the role of music in worship from the Old Testament to the present. Particular emphasis will be placed on the evolving role of congregational song in worship. Also listed as TH 306. Fall semester, even years.
- MU 307 Church Music Techniques** 3  
Survey of techniques and resources for a broad range of church music functions. Class sessions will include preparing the student to work with organs, handbells, children's choirs, worship teams, and audio/video technology in worship. Spring semester, odd years.
- MU 329 String Pedagogy** 2  
This course is designed to teach the art of studio teaching to string players. Through classes, observation, and a teaching practicum, students gain the tools and experiences necessary to become a highly qualified teacher. Prerequisites: music major or minor, or instructor permission. Jan Term, odd years.
- MU 330 Piano Pedagogy** 2  
Exploration of concepts, materials and methods. Prerequisite: music major, music-education major, or music minor. Fall semester, even years.
- MU 331 String Techniques** 1  
Techniques, materials, methods, application of scoring. Prerequisite: music or music education major. Fall semester, even years.
- MU 332 Percussion Techniques** 1  
Techniques, materials, methods and pedagogy for percussion instruments. Prerequisite: music or music education major. Spring semester.

- MU 333 Woodwind Techniques** 1  
Techniques, materials, concepts, and pedagogy for woodwind instruments. Prerequisite: music or music education major. Fall semester, odd years.
- MU 334 Brass Techniques** 1  
Techniques, materials, concepts, and pedagogy for brass instruments. Prerequisite: music or music education major. Spring semester, even years.
- MU 335 Diction I: Italian, English** 2  
Exposure to Italian and Latin diction through study of the International Phonetic Alphabet. Listening, song texts and poetry, performance and score reading of baroque to 20th-century literature. Prerequisite: music major, music education major, or music minor. Fall semester, even years.
- MU 336 Diction II: French, German** 2  
Exposure to French and German diction through study of the International Phonetic Alphabet. Listening, song texts and poetry, performance and score reading of baroque to 20th-century literature. Prerequisite: MU 335. Spring semester, odd years.
- MU 337 Piano Literature** 2  
Study of the major repertoire and its composers from the Renaissance to the present. Prerequisite: music major, music education major, or music minor. Fall semester, odd years.
- MU 344 Elementary Music: Music and Movement** 1  
Curriculum and methods for teaching music and movement in the elementary school. Procedures, materials for teaching music in the self-contained elementary classroom. Designed for non-music majors. Fall and spring semesters, Jan Term. Prerequisite: EDU-201.
- MU 348 Computer Applications in Music** 3  
Students will use synthesizers, sequencers and computers to compose, arrange, orchestrate and/or publish music ranging from jazz to orchestral. Prerequisite: MU 110. Periodic Jan Term offering.
- MU 349 Jazz Combo** 1  
See MU 149.
- MU 352 Private Brass** 1-2  
See MU 152.
- MU 353 Private Guitar** 1-2  
See MU 153.
- MU 355 Private Organ** 1-2  
See MU 155.
- MU 356 Private Percussion** 1-2  
See MU 156.
- MU 357 Private Piano** 1-2  
See MU 157.
- MU 358 Private Strings** 1-2  
See MU 158.
- MU 359 Private Voice** 1-2  
See MU 159.
- MU 360 Private Woodwinds** 1-2  
See MU 160.

<b>MU 361 Private Jazz Improvisation</b>	1-2
See MU 161.	
<b>MU 362 Private Composition</b>	1-2
See MU 162.	
<b>MU 363 Private Jazz Arranging</b>	1-2
See MU 163.	
<b>MU 365 International Culture Through Jazz</b>	3
A select group of Whitworth jazz students (enrollment by audition only) will travel to locations outside the United States and join with international students and instructors in various jazz classes, ensembles and concerts. Includes study of local history and culture through visits to historical and cultural sites in the host city. Offered periodically in Jan Term.	
<b>MU 367 Concert Band</b>	1
See MU 167.	
<b>MU 370 Chamber Ensemble</b>	1
See MU 170.	
<b>MU 371 Whitworth Choir</b>	1
See MU 171.	
<b>MU 372 Women's Choir</b>	1
See MU 172.	
<b>MU 373 Wind Symphony</b>	1
See MU 173.	
<b>MU 374 Jazz Ensemble</b>	1
See MU 174.	
<b>MU 375 Chamber Singers</b>	1
See MU 175.	
<b>MU 377 Men's Chorus</b>	1
See MU 177.	
<b>MU 378 Whitworth Orchestra</b>	1
See MU 178.	
<b>MU 383 Junior Recital</b>	0-1
Music majors only. Department approval required. Fall and spring semesters. Fee.	
<b>MU 385 Elective Recital</b>	0-1
Elective course for students taking private lessons. Departmental approval required. Fee.	
<b>MU 394 Music Practicum</b>	2
Supervised piano teaching experience, primarily intended for students in piano pedagogy track. Prerequisites: junior standing; music major, music education major, or music minor. Fall and spring semesters.	
<b>MU 415 Choral Literature</b>	2
History of choral literature from the Renaissance to the present. Prerequisite: MU 210 (MU 301 recommended). Spring semester, even years.	

<b>MU 416 Wind Literature</b>	2
History of symphonic and wind band/ensemble literature from the baroque period to the present. Prerequisite: MU 210. Fall semester, odd years.	
<b>MU 417 Symphonic Literature</b>	2
Survey of major orchestral literature from the Baroque period to the present. Prerequisite: MU 210 required (MU 302W recommended). Periodic offering.	
<b>MU 427 Advanced Conducting</b>	2
Advanced techniques of choral and instrumental conducting. Score study. Prerequisite: MU 225 with a grade of "C" or better. Also listed as LS 427. Spring semester.	
<b>MU 432 Instrumental and Choral Arranging</b>	2
Practical application of arranging techniques for a variety of instrumental and choral ensembles. Transpositions, instrument and vocal ranges, principles of voicing and score production will be studied. Prerequisite: MU 210. Spring semester, odd years.	
<b>MU 436 Survey of Music Industry</b>	3
Designed to familiarize students with the primary components of the music industry as well as contracts, music licensing and copyrights. They will explore career options, develop a portfolio, and learn to write effective business letters, invoices and resumes. Periodic offering.	
<b>MU 438 Song Literature</b>	2
Survey of the great song literature of Germany, France, Italy, Russia and Scandinavia, and of the literature of English and Spanish languages. Study of style, characteristics, score reading, listening and recognition. Prerequisite: music major, music education major, or music minor. Spring semester, even years.	
<b>MU 439 Vocal Pedagogy</b>	2
A systematic study of vocal physiology and anatomy. Consideration of current teaching trends and preparation of materials for teaching. Prerequisite: music major, music education major, or music minor. Fall semester, odd years.	
<b>MU 440 Music Methods in the Elementary School</b>	2
Procedures, materials for elementary-school music teaching. For music majors and minors who may become elementary school music specialists. Teaching, observation of lessons, performance organization. Prerequisite: music major, music education major, or music minor. Spring semester, even years.	
<b>MU 442 Contemporary/Jazz Methods</b>	2
The study of instrumental and vocal jazz styles, pedagogy and technology. Primarily for music education majors, although it may be taken as an elective for those students wishing to learn about the technical and pedagogical side of jazz and contemporary music. Prerequisite: MU 112. Spring semester, odd years.	
<b>MU 443 Choral Techniques and Materials</b>	3
Techniques, problems in choral conducting, rehearsal procedure. Prerequisite: MU 225; music major or music education major. Fall semester, odd years.	
<b>MU 444 Instrumental Methods and Materials</b>	3
Rehearsal techniques, instrumental literature and materials, marching band techniques, program utilization. Prerequisite: music major or music education major. Fall semester, even years.	
<b>MU 449 Jazz Combo</b>	1
See MU 149.	
<b>MU 452 Private Brass</b>	1-2
See MU 152.	

<b>MU 453 Private Guitar</b>	1-2
See MU 153.	
<b>MU 455 Private Organ</b>	1-2
See MU 155.	
<b>MU 456 Private Percussion</b>	1-2
See MU 156.	
<b>MU 457 Private Piano</b>	1-2
See MU 157.	
<b>MU 458 Private Strings</b>	1-2
See MU 158.	
<b>MU 459 Private Voice</b>	1-2
See MU 159.	
<b>MU 460 Private Woodwinds</b>	1-2
See MU 160.	
<b>MU 461 Private Jazz Improvisation</b>	1-2
See MU 161.	
<b>MU 462 Private Composition</b>	1-2
See MU 162.	
<b>MU 463 Private Jazz Arranging</b>	1-2
See MU 163.	
<b>MU 467 Concert Band</b>	1
See MU 167.	
<b>MU 470 Chamber Ensemble</b>	1
See MU 170.	
<b>MU 471 Whitworth Choir</b>	1
See MU 171.	
<b>MU 472 Women's Choir</b>	1
See MU 172.	
<b>MU 473 Wind Symphony</b>	1
See MU 173.	
<b>MU 474 Jazz Ensemble</b>	1
See MU 174.	
<b>MU 475 Chamber Singers</b>	1
See MU 175.	
<b>MU 477 Men's Chorus</b>	1
See MU 177.	
<b>MU 478 Whitworth Orchestra</b>	1
See MU 178.	
<b>MU 483 Senior Recital</b>	0-2
For music majors with performance track only. Prerequisite: MU 383. Fall and spring semesters. Fee.	



**MU 485 Elective Recital**

0-2

Elective course for students taking private lessons. Department approval required. Fall and spring semesters. Fee.

**MU L99 Music Lab**

0

**MU R99 Recital Hours**

0

nursing@wsu.edu :: mediger@whitworth.edu



The Washington State University College of Nursing is committed to inspiring and transforming healthcare for generations to come. The WSU CON embraces the core values of caring, altruism, social justice, and maximizing human potential. In addition, the college endorses the values of Washington State University and the consortium institutions, Eastern Washington University and Whitworth University, which include inquiry and knowledge, engagement and application, committed partnerships, leadership, character, stewardship, teamwork, and diversity.

The College of Nursing is a unique consortium program established in 1968, serving Whitworth, WSU, and Eastern. The faculty, staff and instructional resources of the College of Nursing are located on the WSU Riverpoint campus, in downtown Spokane.

The bachelor of science in nursing program is accredited by the Commission on Collegiate Nursing Education and is approved by the Washington State Board of Nursing.

The undergraduate nursing major leading to the bachelor of science degree in nursing prepares generalists in professional nursing practice. Upon successful completion of the baccalaureate program, graduates are eligible to take the licensure examination for registered nurses.

Upon acceptance by the College of Nursing, Whitworth students will also be jointly enrolled through WSU, which handles all registration, tuition, course fees and financial aid. Students from out of state will be charged non-resident tuition by WSU unless they have established permanent Washington state residency. Nursing students will not be covered by Whitworth financial aid and other scholarships while at the College of Nursing. Whitworth will charge a minimal enrollment fee. Upon completion of graduation requirements, the student will receive a joint diploma from Whitworth University and Washington State University. Transcripts will be issued by each institution.

## Undergraduate Program (BSN)

### Application/Admission

**Application Deadline:** Applications are completed online through NursingCAS. Visit [nursing.wsu.edu](http://nursing.wsu.edu) for more information and deadlines.

All courses prerequisite to the upper-division major, general university requirements and junior standing must be completed by the end of spring semester for enrollment the following fall and by the end of fall semester for spring enrollment. During the spring or fall semester, when the application is being reviewed, the student must have no more than three prerequisite courses to complete. A letter or numerical grade must be submitted for prerequisite courses. The pass/no credit option or Advanced Placement credit cannot be used. Residency of 32 semester credits is required at Whitworth prior to acceptance at the College of Nursing. The degree is generally completed in two years of study at Whitworth and two years at the WSU College of Nursing.

Applicants are judged on the following criteria:

- a cumulative GPA of 3.0 or higher
- a cumulative GPA of 3.0 or higher in prerequisite courses
- at least a "C" grade in each prerequisite course; P/F grades are not accepted
- junior standing
- a minimum of 50 hours of work or volunteer healthcare experience
- a minimum score of "proficient" on the Test of Essential Academic Skills (TEAS)
- evaluation in a personal interview
- Admission is competitive, and being a Whitworth student does not guarantee admission to the WSU College of Nursing.

For further information please contact Whitworth's nursing advisor, Mike Ediger, at [mediger@whitworth.edu](mailto:mediger@whitworth.edu) or 509.777.4624.

For information on the upper-division program at WSU, contact the College of Nursing, [www.nursing.wsu.edu](http://www.nursing.wsu.edu) or 509.324.7338.

## Requirements for the Bachelor of Science Degree in Nursing, B.S. (101)

126 semester credits, including the 101 credits of prerequisite and nursing courses. Completion of Whitworth's general graduation requirements. Oral communication, modern language, and Core 250 or 350 are waived for nursing majors. Global perspectives will be met by NU courses through WSU.

Nursing prerequisites (36 credits)

BI 204	Medical Microbiology	4
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
CH 101	Introduction to Chemistry	3
CH 101L	Introduction to Chemistry Lab	1
CH 102	Bioorganic Chemistry	3
CH 102L	Bioorganic Chemistry Lab	1
MA 256	Elementary Probability and Statistics	3
HS 315	Nutrition	3
PY 101	Introductory Psychology	3
PY 210	Developmental Psychology	3
SO 120	Introduction to Sociology	3

First aid and CPR certification are required prior to a student registering for courses at WSU and the College of Nursing.

Required nursing courses (WSU College of Nursing) 66 credits

NU 308	Professional Development I: Evidence-Based Practice	3
NU 309	Professional Development II: Ethical Reasoning and Decisions in Nursing	3
NU 311	Pathophysiology and Pharmacology for Nursing	4
NU 315	Nursing Practice: Health and Illness	4
NU 316	Introduction to Nursing Practice in Health and Illness: Theory	2
NU 317	Health Assessment	3
NU 322	The Human Experience of Diversity and Health	2
NU 323	Nursing in the Genome Era Illness in Adults	2
NU 324	Nursing Concepts in Acute and Chronic Illness in the Adult	4
NU 325	Nursing Practice in Acute and Chronic Illness in Adults	5
NU 328	Introduction to Gerontological Nursing	2
NU 408	Professional Development III: Leadership and Management	3
NU 409	Professional Development IV: Transition to Practice	2
NU 412	Family and Community As a Context of Care	1

NU 414	Child and Family Health: Theory	3
NU 415	Children and Families As the Focus of Nursing Care	2
NU 416	Childbearing Health of the Family	3
NU 417	Nursing Care of Childbearing Families	2
NU 424	Psychiatric/Mental-Health Nursing Concepts	3
NU 425	Nursing Practice: Psychiatric/Mental Health	2
NU 426	Community Health Nursing Theory	2
NU 427	Community-Health Nursing Practice	3
NU 430	Senior Practicum	3
	One three-credit graded upper-division elective (nursing or non-nursing)	3

## Undergraduate Elective Courses

Nursing electives are offered each semester, allowing students to explore topics of interest, including some international experiences.

### Courses

NU 308 Professional Development I: Evidence-Based Practice		3
First of professional development series. Focus on nursing and health care research, information management, informatics, and development of nursing research.		
NU 309 Professional Development II: Ethical Reasoning and Decisions in Nursing		3
Continuation of professional development series. Moral and ethical reasoning models, decision processes, and philosophical basis of nursing as a discipline are explored.		
NU 311 Pathophysiology and Pharmacology for Nursing		4
Etiology, pathogenesis, clinical manifestations of common human dysfunction. Nursing implications for prevention and therapeutic approaches including pharmacologic and nonpharmacologic therapies.		
NU 315 Nursing Practice: Health and Illness		4
Introduction to nursing practice and health assessment: professional values, core competencies core knowledge and role development. Co-requisites: NU 308, 311 and 314.		
NU 316 Introduction to Nursing Practice in Health and Illness: Theory		2
NU 317 Health Assessment		3
NU 322 The Human Experience of Diversity and Health		2
Explorations of regional, national, and global expressions of health and illness and implications for health care professionals.		
NU 323 Nursing in the Genome Era Illness in Adults		2
Genome science and application of genetic and genomic concepts to nursing care.		
NU 324 Nursing Concepts in Acute and Chronic Illness in the Adult		4
Theoretical concepts of acute and chronic illness in the adult as a basis for critical thinking and decision-making in nursing.		
NU 325 Nursing Practice in Acute and Chronic Illness in Adults		5
Application of acute/chronic illness concepts in adults as a basis for critical thinking and decision-making in nursing.		
NU 328 Introduction to Gerontological Nursing		2
Professional values, communication and functional assessment in care of elders. Core knowledge and role development of the gerontological nurse. Co-requisite: NU 318.		

<b>NU 391 Nursing Block</b>	<b>1-18</b>
Examination of the nursing concept of caring using personal narratives, storytelling, and literary discussions to foster practices of mutuality, constructed knowing, and heightened sensitivity.	
<b>NU 398 Topics in Nursing</b>	<b>1-3</b>
Selected upper-division topics in nursing. Periodic offering.	
<b>NU 408 Professional Development III: Leadership and Management</b>	<b>3</b>
Continuation of the professional development series. Focus on impact of leadership, management, and resource allocation on patient outcomes.	
<b>NU 409 Professional Development IV: Transition to Practice</b>	<b>2</b>
Continuation of professional development series. Focus on transition to practice and nursing across health care systems/delivery within global arena.	
<b>NU 412 Family and Community As a Context of Care</b>	<b>1</b>
Concepts of family-focused nursing assessment, planning, and interventions with emphasis on referral to appropriate community resources.	
<b>NU 414 Child and Family Health: Theory</b>	<b>3</b>
Analysis and evaluation of scientific and theory base for nursing care of children and families.	
<b>NU 415 Children and Families As the Focus of Nursing Care</b>	<b>2</b>
Synthesis and application of underlying science and nursing process with the unique population of children and families. Prerequisites: NU 324 and 325. Co-requisites: NU 318, 328 and 414.	
<b>NU 416 Childbearing Health of the Family</b>	<b>3</b>
Care of childbearing families within the context of community. Newborn's health and men's and women's reproductive health are addressed.	
<b>NU 417 Nursing Care of Childbearing Families</b>	<b>2</b>
Nursing care of families during the childbearing continuum in community and/or acute care settings. Combination of clinical and seminar.	
<b>NU 424 Psychiatric/Mental-Health Nursing Concepts</b>	<b>3</b>
Healthy to psychopathological states studied within a nursing framework. Includes history, theories, legal and ethical issues of psychiatric/ mental health nursing.	
<b>NU 425 Nursing Practice: Psychiatric/Mental Health</b>	<b>2</b>
Clinical application of the nursing process with clients experiencing acute and chronic psychiatric / mental-health disruptions.	
<b>NU 426 Community Health Nursing Theory</b>	<b>2</b>
Synthesis of nursing and public health concepts with emphasis on community as partner and population-focused practice.	
<b>NU 427 Community-Health Nursing Practice</b>	<b>3</b>
Promoting the public's health through application of the public health functions: assessment, policy development, and assurance.	
<b>NU 430 Senior Practicum</b>	<b>3</b>
Clinical and theoretical concepts are applied in a concentrated clinical practicum. Use of clinical preceptors and student objectives is employed.	
<b>NU 455 Cultural Safety and Social Justice Global Society</b>	<b>3</b>
<b>NU 456 Narrative Health Care in Clinical Practice</b>	<b>3</b>
Narrative process of attention, representation, and affiliation experienced by health professional students in clinical encounters.	

<b>NU 476 Health Law: Application to Practice</b>	3
<b>NU 478 Plateau Tribes: Culture &amp; Health</b>	3
The history, culture and healthcare needs of the Plateau Indian tribes are addressed. Includes both classroom and practicum experience.	
<b>NU 479 Advanced Physiology Clinical Practice</b>	3
<b>NU 481 International Health Care</b>	3
<b>NU 490 Topics in Nursing</b>	1
Selected upper-division topics in nursing. Periodic offering.	
<b>NU 491 Advanced Cardiac Life Support (ACLS) And Laboratory Value Analysis and Interpretation</b>	3
Analysis/interpretation of common laboratory values; basic interpretation of common ECG rhythms, dysrhythmias, and application of ACLS dysrhythmias management guidelines.	
<b>NU 492 Essentials of Disaster Management for Nurses</b>	3
Natural and manmade disasters. Nursing implications for disaster management. Mental health and ethical issues and concerns related to vulnerable populations. Prerequisite: certified major in Nursing. Junior standing.	
<b>NU 497 Topics in Nursing</b>	1-4
Selected upper-division topics in nursing. Periodic offering.	
<b>NU 498 Topics in Nursing</b>	1-3
Selected upper-division topics in nursing. Periodic offering.	
<b>NU 499 Special Problems</b>	1-3



# Philosophy

The Whitworth Philosophy Department introduces students to the content and methodology of the discipline of philosophy. While emphasizing the history of philosophy and current philosophical issues, the department's courses help develop logical-reasoning and critical-thinking skills. The program focuses on both the critical and the constructive aspects of philosophy while encouraging Christian character development and career preparation. The learning outcomes of this major include the following:



## **Content mastery, including knowledge of the following:**

- the history of philosophy, including key authors and texts
- key issues, key questions, and major alternatives
- central issues relative to the intersection of philosophy with other disciplines, e.g. philosophy of religion, philosophy of mind

## **Critical thinking, including the ability to do the following:**

Develop analytical skills:

- ability to listen to and analyze various modes of discourse
- ability to read texts carefully

Develop argumentation skills:

- Identify and follow arguments (including the ability to discern fallacies, detect assumptions, identify presuppositions and implications of ideas).
- Construct arguments both orally and in writing – including the ability to assert, explain and justify a position.

## **Constructive Synthesis:**

- Understand worldviews.
- Articulate competing worldviews (with particular exposure to a Christian worldview).
- Recognize worldviews in dispute.
- Develop a personal worldview.
- Develop ability to connect ideas, pulling ideas from various sources to enhance and synthesize.
- Integrate philosophy into one's personal life.

## **Christian Character Development:**

- Cultivate moral virtues and aid in character development through teaching, modeling and mentoring.
- Expose students to the Christian faith as a viable option for thinking persons.

## **Career Preparation:**

- Prepare some students for law school, seminary, philosophy graduate programs and other liberal arts graduate programs.
- Prepare all students to translate acquired skills into marketable professional competencies.

## Requirements for a Philosophy Major, B.A. (41)

### Philosophical Foundations

PH 110	Introduction to Philosophy	3
Either		3
PH 201	Logic	
PH 301	Symbolic Logic	
CO 250	Western Civilization II: The Rationalist Worldview	4
History of Philosophy		
PH 305	History of Ancient Philosophy	3
PH 306	History of Modern Philosophy	3
PH 307	History of Contemporary Philosophy	3
Philosophical Topics		
PH 221	Ethics	3
PH 320	Philosophy of Religion	3
PH 340W	Epistemology	3
PH 341	Metaphysics	3
PH 425	Philosophy of Mind	3
Six additional approved philosophy credits		
PH 498	Senior Capstone	1

## Requirements for a Philosophy Minor (16)

Twelve approved semester credits, six of which must be upper division		12
CO 250	Western Civilization II: The Rationalist Worldview	4

## Courses

### PH 110 Introduction to Philosophy 3

The great issues and ideas of philosophical inquiry. Treatment of subjects such as logic, metaphysics, epistemology, ethics, political philosophy and different world views. Emphasis on both critical and constructive thinking. Fall and spring semesters.

### PH 199H Philosophy in the Real World 3

The purpose of this class is to explicitly explore how some of the most central areas of philosophy interact with different disciplines. In particular, we will be looking at how philosophical concepts and theories may affect one's understanding and handling of non-philosophical problems. In addition, this class will engage the various interdisciplinary discussions within the context of trying to develop various intellectual virtues. Periodic Offering.

### PH 201 Logic 3

The formal nature of logical thought and the informal, practical application of critical thinking to the analysis of arguments. Includes sections on arguments and fallacies in ordinary language, syllogistic arguments and symbolic logic. Fall and spring semester, odd years.

### PH 205 Utopia: Social Order Vs. Individual Freedom? 3

What would an ideal society be like? Inevitably experimental utopias have grappled with attention between two social values: social order or harmony on the one hand and individual freedom on the other. This course explores questions about the nature and value of freedom, the basis for social order or harmony, and whether or how the latter may justify limits to the former. Periodic Offering.

### PH 209 The Vices: Virtue and Evil 3

An examination of several prominent moral vices, particularly the "seven deadly sins," with a view to their apparent attractiveness and inherent self-destructiveness. Jan Term, odd years.

- PH 210 The Ten Commandments as Moral Law** 3  
 An investigation of how a set of 3000-year-old rules can still have relevance and application for our lives. Includes grounding the Decalogue in divine-command theory and virtue theory, understanding the rules' original context and intent, and translating the rules to contemporary daily life. PH 110 and Core 150 helpful but not required. Cross-listed with TH-210. Jan Term, even years.
- PH 211 The Philosophy of Forgiveness** 3  
 Forgiveness is generally thought to be a morally good response to a wrong-doing. This class will examine the nature of forgiveness. What is the relationship between forgiveness and justice? How is forgiving a wrong-doing different from condoning a wrong-doing? Is there such a thing as unconditional forgiveness? PH 110 is helpful but not required. Periodic Jan Term.
- PH 221 Ethics** 3  
 The nature of moral judgments and values. Examination of the criteria upon which ethical decision-making is based and the nature of the good life. Cross-listed with TH/LS 221. Fall Semester only.
- PH 244 Reasons for Faith** 3  
 An examination of the rational status of Christian belief. Topics include the relationship between faith and reason, the evidence for God's existence, and the evidence for uniquely Christian doctrines (e.g., the Christ's Resurrection). Also listed as PH 344. Periodic Jan Term offering.
- PH 256 Asian Philosophy** 3  
 A study of the major schools of Asian philosophy, with emphasis on Chinese thought. Spring semester, even years. Also listed as AS 256.
- PH 261 C.S. Lewis** 3  
 The thought of C.S. Lewis, as found in his philosophical, theological and imaginative works, and the interconnections between those works. Critical evaluation of Lewis's ideas and application of those ideas to contemporary issues. Also listed as TH 261. Fall semester.
- PH 299 The Meaning of Life** 3  
 This class will investigate the meaning of life in two different ways. First we will explore whether life and all it involves has some greater purpose or aim. In other words we will be looking at different perspectives on whether our life have significance beyond the here and now. Relatedly, we will go on to explore how one goes about organizing one's life with all its competing values and demands. In other words we will be looking and critically evaluating ways in which people might find value in life (e.g. through money, family, religion or relationships) and how we should structure our lives to balance life's various goods. Also listed as TH 299. Offered Jan term, odd years in New York City.
- PH 301 Symbolic Logic** 3  
 This course attempts to formalize the structure of proper logical reasoning through the use of an artificial symbolic language that assists in recognizing proper from improper argumentation. The main goal in this class is to begin mastering this symbolic language with the goal of learning to reason well. We will begin by looking at the nature of propositional statements, the truth-functional connectives they use, and translating statements made in our natural language to this artificial symbolic language. Then we will turn to the construction of arguments. We will learn to recognize valid from invalid arguments by constructing truth-tables to derive valid arguments using universal logical truths. Fall semester, even years.
- PH 305 History of Ancient Philosophy** 3  
 The development of philosophical ideas from the Pre-Socratics to the Middle Ages, using primary source readings. Special emphasis on Plato's and Aristotle's ideas on the major issue of life. Fall semester, even years.
- PH 306 History of Modern Philosophy** 3  
 The development of philosophical ideas from Descartes through the 18th century, using primary source readings. Figures studied include: Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant. Spring semester, odd years.

- PH 307 History of Contemporary Philosophy** 3  
The development of philosophical ideas in the 19th-, 20th-, and 21st-century Europe and America. Both the Continental and Anglo-American traditions will be explored. Fall semester, odd years. Prerequisite: PH 305 or 306W.
- PH 319 Ethics Bowl** 1  
This course constitutes the research and practice leading up to the Intercollegiate Ethics Bowl, Northwest Regional, in November. It also includes the competition. As a team, students analyze, present on, and argue complex ethical cases. Course can be taken repeatedly for credit. Offered Fall and Spring semesters.
- PH 320 Philosophy of Religion** 3  
The place of reason in faith. Issues addressed include classical arguments for and against the existence of God, the relationship of faith and reason, and the nature of religious language, miracles and immorality. Recommended prerequisite: Core 250. Spring semester.
- PH 321W Ethics-Social/Behavioral Studies** 3  
This course focuses on four themes in moral philosophy: The Foundations of morality, Moral knowledge, Moral motivation, and Ethics in real life. The course will apply these ethical themes to topics in social and behavioral fields. Satisfies the Writing-intensive requirement. For continuing studies students only.
- PH 329H God, Knowledge, and Language** 3  
This course explores a number of issues at the intersection of postmodern thought, theology, and Anglo-American (analytic) philosophy. We'll begin with the question, What is the nature of truth?, a question that is sharply to be distinguished from the following two: . Which claims or propositions are true? . How do we know what is true? After a detailed inquiry regarding the nature of truth, we'll consider the extent to which it's sensible to think that some theological claims are true. In this connection, we'll examine classical and contemporary views of the Divine nature. We'll then proceed to consider postmodern views of knowledge and interpretation, taking Descartes' philosophical project as our backdrop. During this part of the course, we'll examine recent debates between postmodernists and their critics (these debates take place both within and outside of Christian circles). Finally, we'll consider the question, Can Christian belief be reasonable in today's intellectual climate? This inquiry will require a deep investigation of the nature of human rationality and the prospective sources for reasonable belief. Periodic Offering.
- PH 336 Social-Political Philosophy** 3  
An examination of the nature of justice and the extents of our social obligations. Considers both historical and contemporary sources, the latter including feminist and multicultural thinkers. Covers both theory and particular issues, like just war, economics and justice, rights to free expression, etc. Also counts as a PO elective. Fall semester, even years.
- PH 340W Epistemology** 3  
The nature and limits of knowledge. Focus on contemporary issues raised in recent books and journals. Recommended prerequisites: PH 305 or PH 306, or CO 250. Fall semester, odd years.
- PH 341 Metaphysics** 3  
The ultimate nature of reality. Focus on issues raised in recent books and journals. Fall semester, even years.
- PH 344 Reasons for Faith** 3  
An examination of the rational status of Christian belief. Topics include the relationship between faith and reason, the evidence for God's existence, and the evidence for uniquely Christian doctrines (e.g., the Christ's Resurrection). Also listed as PH 244. Periodic Jan Term.
- PH 421 Philosophy of Science** 3  
An examination of various issues related to scientific methodology. Topics covered include the demarcation of science from pseudoscience, the rationality of induction, scientific explanation and confirmation, scientific laws, the realism/anti-realism debate, rationality and objectivity in science, and the relationship between science and faith. Spring semester, even years.

**PH 423W Marxism and the Socialist World**

3

Focus on Marx's critique of capitalism. Later interpretations and application of Marx's theories in a variety of revolutions, from those of the Soviet Union, China, Yugoslavia and Cuba to current upheavals in the socialist world. Also listed as PO 423W. Periodic offering.

**PH 425 Philosophy of Mind**

3

An exploration of one of the most actively debated and contentious issues in contemporary philosophy: What is the nature of the human mind? Examines current theories and the relationship to the claims of artificial intelligence, neuropsychology and Christian understandings of human nature, as well as the question of determinism versus free will. Spring semester, odd years. Prerequisite: PH 110 and either PH 196, PH 201, PH 256, PH 261, PH 305 PH 306W or PH 344.

**PH 498 Senior Capstone**

1

Writing and discussion intended to give senior students an opportunity to integrate the various strands of their philosophical education and reflect on their future. Fall semester, senior year.



The purpose of the Whitworth University Physics Department is to provide our students with an academically rigorous education in physics and its application. This education takes place in a context of committed Christian faith, intellectual challenge, and holistic mentoring. We seek to prepare students for careers in which they will explore the laws of the natural world that God has made, share the details of that creation with others, and apply technology to serve the needs of the world.

## Learning Outcomes

### Common Outcomes

The Whitworth University Department of Physics will prepare graduates with the following attributes:

1. the ability to apply knowledge of mathematics and physics
2. the ability to design and conduct experiments, as well as to analyze and interpret data
3. the ability to function on teams comprising individuals with differing skills, habits, and backgrounds;
4. an understanding of professional and ethical responsibility informed by a Christian perspective;
5. the ability to communicate truthfully and effectively
6. the knowledge, experience, and attitude to enhance their capabilities and adapt continuously to a changing world

### Additional Outcomes for the B.S. in Engineering Physics

In addition to the common outcomes for the department of physics, graduates with a B.S. in engineering physics will have the following attributes:

1. an ability to design a system, component, or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety constraints, as well as those of manufacturability and sustainability
2. an ability to identify, formulate, and solve engineering problems
3. a knowledge of contemporary issues pertaining to technology and society
4. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice
5. significant exposure to the engineering profession

### Additional Outcomes for the B.S. in Physics

In addition to the common outcomes for the department of physics, graduates with a B.S. in physics will have the following attributes:

1. the knowledge and habits required to continue with successful advanced study in physics or related fields
2. significant experience conducting original research in basic or applied science

*Note: Students may not receive more than one major in the Department of Physics.*



## Requirements for a Physics Major, B.A. (46)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
PS 251W	General Physics III	4
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
15 credits from the following:		15
PS 271	Computational Physics	
PS 351	Dynamics	
PS 353	Advanced Dynamics	
PS 361	Nuclear Physics	
PS 363	Thermodynamics	
PS 371	Optics	
PS 373	Electronics	
PS 451	Electricity and Magnetism I	
PS 453	Electricity and Magnetism II	
PS 455	Quantum Mechanics	
EN 356	Mathematical Methods I	
EN 358	Mathematical Methods II	
For 4-12 teaching endorsement, the following additional courses are required: All endorsements subject to change; see School of Education for updated requirements.		
MA 256	Elementary Probability and Statistics	
EDU 455	Science in Secondary School	

## Requirements for an Applied Physics Major, B.A. (57-61)

EN 110	Engineering Orientation	1
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
PS 251W	General Physics III	4
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
EN 356	Mathematical Methods I	2
EN 358	Mathematical Methods II	2
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CS 171	Computer Science I	3

One of the following:		3
EN 171	Engineering Graphics & CAD	
CS 172	Computer Science II	
CH 181	General Chemistry II	
One of the following:		3-4
EN 211	Statics	
PS 271	Computational Physics	
PS 373	Electronics	
One of the following:		3
MA 330	Linear Algebra	
MA 357	Mathematical Statistics I	
One of the following:		3-4
EN 351	Dynamics	
PS 363	Thermodynamics	
PS 451	Electricity and Magnetism I	
Two additional approved upper-division courses from physics, computer science, chemistry or engineering		6-8

### Requirements for a Physics Major, B.S. (69-70)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
PS 251W	General Physics III	4
One of the following:		3-4
PS 271	Computational Physics	
PS 373	Electronics	
PS 351	Dynamics	3
PS 353	Advanced Dynamics	4
PS 363	Thermodynamics	4
PS 451	Electricity and Magnetism I	4
PS 453	Electricity and Magnetism II	3
PS 455	Quantum Mechanics	4
PS 388	Internship Preparation	1
PS 393	Internship Reflection	1
One of the following:		4
PS 361	Nuclear Physics	
PS 371	Optics	
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
EN 356	Mathematical Methods I	2
EN 358	Mathematical Methods II	2
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3

For 4-12 teaching endorsement, the following additional courses are required: All endorsements subject to change; see School of Education for updated requirements.

MA 256	Elementary Probability and Statistics
EDU 455	Science in Secondary School

## Requirements for an Engineering Physics Major, B.S. (68)

Physics

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
PS 251W	General Physics III	4
PS 373	Electronics	4
EN 110	Engineering Orientation	1
EN 171	Engineering Graphics & CAD	3
EN 211	Statics	3
EN 356	Mathematical Methods I	2
EN 358	Mathematical Methods II	2
EN 388	Internship Preparation	1
EN 393	Internship Reflection	1
EN 485	Engineering Design Project	3
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CS 171	Computer Science I	3
At least 14 credits from the following:		14
EN 311	Mechanics of Materials	
EN 351	Dynamics	
PS 353	Advanced Dynamics	
PS 361	Nuclear Physics	
PS 363	Thermodynamics	
PS 371	Optics	
PS 451	Electricity and Magnetism I	
PS 453	Electricity and Magnetism II	
CS 373	Digital Logic Design	

## Requirements for a Biophysics Major, B.S. (66-70)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
PS 251W	General Physics III	4
PS 363	Thermodynamics	4
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4

CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
MA 281	Differential Equations	3
One of the following:		3
BI 311	General Biochemistry	
CH 401	Biochemistry I	
Electives		
Four of the following with at least one from physics and one from biology:		12-16
BI 363	Genetics	
BI 399	Molecular Genetics	
BI 404	Neurophysiology	
BI 412	Cell Physiology	
CH 278	Organic Chemistry II	
CH 403	Biochemistry II	
PS 271	Computational Physics	
PS 351	Dynamics	
PS 361	Nuclear Physics	
PS 371	Optics	
PS 373	Electronics	
PS 451	Electricity and Magnetism I	
PS 455	Quantum Mechanics	

## Dual Degree Pre-Engineering Transfer Program

Pre-engineering advisor: Richard Stevens

Whitworth's pre-engineering program is designed to give students the broad foundation of a liberal arts education, as well as technical training to be successful in a variety of engineering disciplines. Arrangements have been made with several top engineering schools to allow pre-engineering students to complete their first two or three years of coursework at Whitworth and the remainder of the five-year program at a partner engineering school. Partnership arrangements exist with Washington University (St. Louis), Washington State University, and Columbia University. Upon completing a customized Whitworth pre-engineering curriculum with at least a 3.25 GPA and a good record, students are assured enrollment in one of the partner engineering schools. Students report that the broad knowledge base and the critical-thinking, teamwork and communication skills acquired at Whitworth have enabled them to thrive in both engineering school and the professional environment. Recent graduates are working at successful engineering firms around the country. The following courses are required to qualify for our partner engineering schools, with additional courses available to prepare for specific engineering fields.

### Pre-Engineering Recommended Courses (38)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
PS 251W	General Physics III	4
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3

CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CS 171	Computer Science I	3
EN 110	Engineering Orientation	1
EL 110	Writing I	3

## Requirements for a Physics Minor (21-24)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3

One of the following:

PS 153L	General Physics II Lab	1
PS 154L	Near Space Research Project	1
PS 251W	General Physics III	4

Three additional courses in physics (with no more than one of these at the 100-level) 9-12

Complete the following courses for Washington state endorsement in physics:

MA 256	Elementary Probability and Statistics (3)
MA 273	Calculus III (4)
MA 281	Differential Equations (3)
EDU 455	Science in Secondary School (2)

All endorsements subject to change; see School of Education for updated requirements.

*Important note:*

*Completion of PS 151 and PS 153 with at least a 3.0 GPA is required for enrollment in all subsequent courses in the sequence. Students with a GPA between 2.5 and 3.0 in those two courses are eligible to file a petition with the chair of the Physics Department for a provisional exemption to enroll in further courses.*

## Requirements for a Science Endorsement for Majors in Biology, Chemistry, or Physics

The science endorsement requires a major in biology, chemistry or physics plus additional courses. For a list of these additional courses, please see the biology or chemistry sections of the catalog.

### Interdisciplinary Courses

**STEM 115 Preparing for a STEM Career** 1

Students will learn about the type of scientific work they would enjoy, explore scientific careers, hear guest speakers, and understand the preparation necessary at the undergraduate level in order to succeed in their chosen career. Spring semesters. Recommended standing: Freshman.

**STEM 151 Seminar for Health Professions** 1

A seminar to introduce students to the pre-health fields. Visiting speakers will represent medical, dental and veterinary fields. Course will also cover specifics of courses, majors, and other issues related to pre-health fields. Spring semester.

**STEM 351 Preparatory Seminar: Health Professions** 1

A cross-disciplinary course focusing on synthesis of general biology, general chemistry, general physics, organic chemistry, physiology, NMR and IR spectroscopy. Strategic course for learning to apply introductory science/math knowledge to questions involving higher-order content. Intended for students planning to take the Medical College Admissions Test, Dental Aptitude Test, or veterinary-school entrance exams. Intended primarily for students in their junior or senior year. Students will prepare for health professions both in terms of the entrance exams and by researching each school's focus and prerequisites. Prerequisites: BI 140, BI 141, CH 161, CH 181, CH 271, CH 278, PS 151, and PS 153.



## Engineering Courses

- EN 110 Engineering Orientation** 1  
 Concerns of the engineering profession: its scope, challenges, opportunities, rewards and educational requirements. Includes guest lectures by professional engineers and tours of engineering facilities in the area. Fall semester.
- EN 121 Epic Fails in Engineering** 3  
 This course will study notorious engineering failures and the scientific, political, and ethical considerations that are associated with these disasters. Failure will be studied not only for its negative consequences, but also from a redemptive perspective. This class is intended for non-science majors, and a high-school level knowledge of algebra and geometry is expected.
- EN 125H Engineering in Society** 3  
 Introduction to principles of engineering design and their application in small-scale design projects, context of engineering vocation and the engineer's place in society, and foundations for collegiate success as an engineering student. Honors Program offering, freshman only. Fall semester.
- EN 171 Engineering Graphics & CAD** 3  
 An introduction to modern concepts, standards, and techniques for preparing technical drawings that provide effective communication between design engineers, analysts, and fabricators. Engineering graphics techniques including spatial visualization, two dimensional sketching, multiview orthographic projection, pictorial drawing, solid modeling, and working drawings will be accomplished using AutoCAD and Inventor computer aided design software. Spring semester.
- EN 173 Introduction to Embedded Systems** 3  
 This course provides an introduction to embedded systems, the computers that are inside the devices you use each day and which allow those devices to monitor and react to the outside world. Learn about the hidden workings of the systems designed by engineers to make modern cars and phones smart.
- EN 211 Statics** 3  
 Mathematical review, equilibrium of a particle, free-body diagrams, equilibrium of a rigid body, structural analysis, friction, center of gravity, moments of inertia. Prerequisite: PS 151 and MA 171. Spring semester.
- EN 311 Mechanics of Materials** 3  
 Basic concepts of solid mechanics & mechanical behavior of materials, including stress-strain relationships, stress transformation, beam bending, elasticity, plasticity and fracture. Quantitative analysis of materials-limiting problems in engineering design. Prerequisite: EN 211. Spring semester, even years.
- EN 351 Dynamics** 3  
 Fundamental principles and methods of Newtonian mechanics including kinematics and kinetics of motion and the conservation laws of mechanics. Basic particle and rigid-body applications. Also listed as PS 351. Prerequisites: PS 153 and MA 281. Fall semester, odd years.
- EN 356 Mathematical Methods I** 2  
 Survey of various mathematical methods commonly used in physics and engineering. Topics covered will include linear algebra, vector calculus, and complex analysis. The emphasis will be not just on the mathematical theory, but also on the various applications of these methods. Prerequisite: MA 273. Spring semester.
- EN 358 Mathematical Methods II** 2  
 Survey of various mathematical methods commonly used in physics and engineering. Topics covered will include ordinary differential equations, elliptic, parabolic and hyperbolic partial differential equations, and various analytical and numerical solution techniques for them. The emphasis will be not just on the mathematical theory, but also on the various applications of these methods. Prerequisite: MA 281. Fall semester.



**EN 388 Internship Preparation** 1  
Students will receive guidance in seeking an internship and will set objectives for that experience. Reading and reflection will deepen students' understanding of the role of work in life and how that is shaped by faith and values.

**EN 393 Internship Reflection** 1  
Students will assess an internship experience and how it has shaped their thinking about their career. Reading and reflection will further deepen their understanding of the role of work in life and important workplace issues.

**EN 485 Engineering Design Project** 3  
Introduction to methodologies, goals and challenges in engineering design. This is a hands-on course, with an emphasis on design of engineering systems for international development, and appropriate technology for developing communities. Also covers issues in communication, cost analysis, and ethics in engineering design. Prerequisites: EN 171 and either EN 211 or PS 373. Fall semester, odd years.

## Geology Courses

**GL 131 Understanding Earth** 4  
Structure of the earth and the forces of plate tectonics that build and move continents. Examination of the dynamic interactions between the lithosphere (crust), atmosphere, and hydrosphere. Laboratory included. Also listed as ENS 131. Jan Term.

**GL 131L Lab: Understanding Earth** 0

**GL 139 Environmental Geology** 3  
Interactions of the human species with land, sea and air. Geologic hazards, earth resources, oceanography, meteorology. Also listed as ENS 139. Fall semester, odd years.

**GL 141 Introduction to Oceanography** 3  
This course provides a broad introduction to the oft times mysterious oceanographic realm. Topics include: nature of the seafloor; seabed resources; chemical and physical properties of water; currents, waves and tides; coastlines; primary production and other "life in the water".

**GL 149 Science in Hawaii** 4  
This science course fulfills the general education requirement and is taught on the "Big Island" of Hawaii. It is designed to provide a basic understanding of foundational earth science topics including: plate tectonics; earthquakes; volcanoes; coastlines; climates; renewable energy; and Earth's place in the Universe.

## Natural Sciences Courses

**NS 101 Earth and Sky** 3  
A broad study of earth science including geology and astronomy, oceans, the atmosphere and fundamental underlying physical concepts. Includes the nature and the origin of the solar system, the structure of the earth, and how earth processes operate and affect human life; for example: volcanoes, earthquakes, rivers, groundwater, glaciers, ocean processes, atmosphere and weather. For elementary education students. Also listed as ENS 101. Fall and spring semesters.

## Physics Courses

**PS 101 Physics of Weapons** 3  
A science course specifically designed for non-majors, this course will examine the ties between science and the technology of weapons. Societal impacts of these weapons and Christian responses will be examined. The primary focus of the course will be on physics, and knowledge of high-school algebra and geometry is expected.

**PS 121 Concepts of Physics** 3  
A study of fundamental unifying ideas of physics and of how scientists learn about the physical world. Emphasis on the comprehension of concepts. For non-science majors. Jan Term.

- PS 123 Origins** 3  
Examination of the human quest to understand the origins of the Universe. Emphasis given to the historical development of scientific theories and the spectrum of Christian perspectives on origins. For non-science majors; algebra and geometry will be used. Periodic offering.
- PS 127 Introduction to Space Flight** 3  
A study of the scientific concepts behind the development and practice of space flight. Other topics include the history of space flight, military applications, socio-political implications, crew training, commercial spinoffs of space exploration and the outlook for the future. For non-science majors. Prerequisite: MA 107 or MA 108. Periodic Jan Term offering.
- PS 141 Introduction to Astronomy** 4  
Nature and origin of the solar system, starlight and star life, components and structure of a galaxy, the expanding universe and cosmology. Astronomical instruments are also discussed. Includes laboratory. Spring semester.
- PS 146 Physics in Current Events** 3  
Using current events as a starting point, we will discuss the physics behind these events and explore where it leads. Topics may include forces, energy, waves, sound, electricity and magnetism, heat, fluids, relativity, nuclear and particle physics, astronomy, and astrophysics. The selection will be based largely on current events in news media, such as newspapers, TV, radio, and the Internet. Students are encouraged to suggest topics of interest to them. Course includes a lab component. Fulfills the natural science requirement. Also listed as ENS 146.
- PS 151 General Physics I** 3  
Basic principles of mechanics. Corequisite: PS 151L & MA 171. Also listed as LS 151. Fall semester.
- PS 151L General Physics I Lab** 1  
Laboratory experiments in mechanics. Includes introduction to propagation of uncertainty. Prerequisite: PS 151 or concurrent enrollment.
- PS 153 General Physics II** 3  
Basic principles of thermodynamics, electricity and magnetism. Prerequisites: PS 151, also MA 172 or concurrent enrollment. Spring semester.
- PS 153L General Physics II Lab** 1  
Laboratory experiments in thermodynamics, electricity and magnetism. Prerequisites: PS 151L, also PS 153 or concurrent enrollment. Spring semester.
- PS 154L Near Space Research Project** 1  
Laboratory course involving the design, implementation, testing, and analysis of an experiment in near space. Provides project-based learning in thermodynamics, electromagnetism, and electronics.
- PS 200 Physics Outreach** 1  
Promotion of physics and engineering education through service-learning in the community. An example of this outreach is working with local middle school students to help design and construct experiments to be flown to the upper atmosphere with a high-altitude balloon.
- PS 251W General Physics III** 4  
Continuation of PS 153. Basic principles of optics special relativity, and modern physics. Includes laboratory. Prerequisite: PS 153. Completion of this three-semester sequence is the normal pattern for entry into all upper-level physics courses.
- PS 251L Lab: General Physics III** 0

<b>PS 271 Computational Physics</b>	<b>3</b>
Introduction to the investigation of physical processes using computers. Survey of various computational techniques to solve equations commonly used in physics and engineering. This is a hands-on course with an emphasis on solving these equations for applications in physics. Prerequisite: MA 273.	
<b>PS 351 Dynamics</b>	<b>3</b>
Fundamental principles and methods of Newtonian mechanics including kinematics and kinetics of motion and the conservation laws of mechanics. Basic particle and rigid-body applications. Also listed with EN 351. Prerequisites: PS 153 and MA 281. Fall semester, odd years.	
<b>PS 353 Advanced Dynamics</b>	<b>4</b>
Continuation of PS 351. Numerical techniques in dynamics, velocity-dependent forces, oscillations (linear, nonlinear, and coupled), motion in a noninertial reference frame, and alternative formulations of mechanics (Lagrangian and Hamiltonian). Includes laboratory. Prerequisite: PS 351. Spring semester, even years.	
<b>PS 353L Advanced Dynamics Lab</b>	<b>0</b>
<b>PS 361 Nuclear Physics</b>	<b>4</b>
Nuclear structure, radioactivity, nuclear reaction interactions of nuclear radiations with matter. Includes Lab. Prerequisites: PS 251W. Spring semester, even years.	
<b>PS 361L Lab: Nuclear Physics</b>	<b>0</b>
<b>PS 363 Thermodynamics</b>	<b>4</b>
Statistical mechanics, kinetic theory, laws of thermodynamics and states of matter. Implications for engines and other applications in many areas of science. Includes laboratory. Prerequisites: PS 251W and MA 281. Spring semester, odd years.	
<b>PS 363L Lab: Thermodynamics</b>	<b>0</b>
<b>PS 371 Optics</b>	<b>4</b>
Nature of light, geometrical and physical optics, interference, quantum optics, optical instruments. Includes laboratory. Prerequisites: PS 251W and MA 281.	
<b>PS 373 Electronics</b>	<b>4</b>
A "learn-by-doing" practical introduction to the fundamentals of electronic devices and circuits. Emphasis on modern instrumentation. Includes laboratory. Prerequisite: PS 153. Spring semester.	
<b>PS 388 Internship Preparation</b>	<b>1</b>
Students will receive guidance in seeking an internship and will set objectives for that experience. Reading and reflection will deepen students' understanding of the role of work in life and how that is shaped by faith and values.	
<b>PS 393 Internship Reflection</b>	<b>1</b>
Students will assess an internship experience and how it has shaped their thinking about their career. Reading and reflection will further deepen their understanding of the role of work in life and important workplace issues.	
<b>PS 451 Electricity and Magnetism I</b>	<b>4</b>
Electric and magnetic fields, boundary value problems, steady and alternating currents, electrical instruments, and measurement techniques Includes laboratory. Prerequisites: PS 153, PS 373 and MA 281. Fall semester, even years.	
<b>PS 453 Electricity and Magnetism II</b>	<b>3</b>
Continuation of PS 451. Maxwell's equations, electromagnetic waves, advanced topics in electrical and magnetic phenomena. Includes laboratory. Prerequisite: PS 451. Spring semester, odd years.	

**PS 455 Quantum Mechanics**

4

Principles of quantum mechanics, including Schroedinger's equation applied to the rigid rotor, the hydrogen atom and the harmonic oscillator. Includes laboratory. Prerequisites: PS 251W and MA 281. Also listed as LS 456. Fall semester, odd years.

**PS 471 Research in Physics**

1-4

Supervised research projects in areas such as electronics, optics, nuclear physics, computer applications, atmospheric physics. Prerequisite: permission of professor. Jan Term.

**PS 473 Experimental Physics**

1-4

Supervised research projects in areas such as electronics, optics, nuclear physics, computer applications, atmospheric physics. Prerequisite: permission of professor.

# Political Science



The Whitworth Political Science Department strives to embody the university's education of mind-and-heart mission through excellent teaching, open and robust debate, active scholarship and personal mentoring. Our goal is to prepare students for careers in government and politics, law, humanitarian work, teaching, research and peacemaking, as well as for work in related fields, such as business and missions. The department is committed to providing students with the political knowledge and skills that will enable them to assume responsibility from the local level to the global community. Through the study of political theory and law, the analysis of a variety of political systems, internships and off-campus study, and rigorous research projects, faculty members challenge students to develop both the tools and the vision for understanding, nurturing and transforming the society in which they live. All of our courses are informed by a commitment to justice and reconciliation as articulated by the great political thinkers throughout history, and, especially, as defined by the principles of the Christian faith.

The learning outcomes of this major prepare students in the following ways:

1. With regard to knowledge, political science students will do the following:
  - Gain competency in the primary sub-fields of political science: American, comparative, international relations, and theory/philosophy.
  - Develop an understanding of citizenship in the local, national, and global community.
  - Understand the role of government and also the way nongovernmental actors (individuals, groups and institutions) can function in society to promote or undermine the common good.
2. With regard to skills, political science students will become proficient in quantitative and qualitative research and analysis, written communication (policy papers, legal positions, literature reviews, and research papers), and oral communication (the ability to speak and listen, skills essential for public discourse). Above all, students will learn to exercise their skills as responsible citizens and as leaders in government, the private sector, education, and the community of faith.
3. With regard to faith and values, political science students will learn civil and global responsibility, principled pluralism, and respect for the common good rather than self-interest. In addition, students will be able to articulate the philosophical or religious foundations of their political commitments, and they will be able to express those commitments in ways that are appropriate in a multicultural and multi-faith society and world.

## Pre-Law

Whitworth's rigorous liberal arts education is ideal training for law school and the legal profession. Recent graduates have been accepted into law schools at Yale, Stanford, Duke, University of Michigan, Cornell and University of Washington, and Whitworth alumni are working at some of the most successful law firms in Washington and throughout the United States. Pre-law students are welcome to select any liberal arts major, but they may find the most relevant law-school preparation in programs offered through the departments of history, political science, literature, philosophy, economics, sociology, psychology, mathematics and science. Regardless of students' majors, Whitworth prepares its graduates to succeed in law school by equipping them with a broad knowledge base and strong analytic, critical-thinking, and communication skills. In addition, the pre-law advisor

actively assists students in developing an appropriate course plan and making other arrangements for taking the Law School Admissions Test (LSAT) and applying for law school.

While Whitworth does not have a designated pre-law curriculum, the following courses are recommended:

### Pre-Law Recommended Courses

PO 102	American National Politics	3
PO 223	Law and Society	3
PO 464W	American Constitutional Law	3
PH 201	Logic	3
PH 221	Ethics	3
JMC 402	Mass Media Law	3
BU 240	Business Law	3

### 3+3 Law and Justice Program

Advisor: Julia Stronks

Highly motivated students interested in law school can complete a bachelor's degree at Whitworth and a law degree at Gonzaga in a total of six years, rather than the typical seven, through a 3+3 partnership between the two universities. This innovative program provides the best of Whitworth's liberal arts foundation and pre-law curriculum with the Jesuit-inspired, solution-oriented curriculum of Gonzaga's law school to provide students a cost-efficient path to a law degree.

### Requirements for a Cross-Cultural Studies Major, Political Science Emphasis, B.A. (40)

PO 102	American National Politics	3
PO 151	International Relations	3
PO 240	Comparative Politics	3
PO 498	Vocations in Political Science	1

Courses of study in culture and language other than the student's own. (Courses should be in sociology, history, political science, literature or the arts, or in the established courses of Whitworth semester-abroad programs. Courses not on the following list may count for the major if approved by the cross-cultural studies advisor.)

Fine Arts and Humanities 6

AR 114	Chinese Gardens and Temples
AR 267	Precolumbian Art and Architecture
AR 269	Modern Latin American Art
EL 251	Modern Global Literature
EL 453	Introduction to Linguistics
SN 406W	Latin American Short Story I
SN 407W	Latin American Short Story II
SN 409W	Survey of Spanish Literature I
SN 410W	Survey of Spanish Literature II
SN 431	Advanced Oral Spanish in Mexico

Area Studies 9

HI 104	Political History of Beijing
HI 105	Cultural Odyssey of China
HI 127	Latin American Culture and Civilization
HI 304W	Political History of Beijing
HI 305W	Cultural Odyssey of China
HI 309	History of Vietnam War
HI 325	History of Latin America
HI 345	Cultural History of China and Japan



HI 346	Modern China and East Asia	
HI 354	Colonialism and Globalization	
HI 364	Medieval Russia: Mongols and Madmen	
HI 377	The French Revolution	
PO 140	African Life and Culture	
PO 326	Peace and Conflict in Ireland	
PO 340	Contemporary Africa	
PO 341	Contemporary South Africa	
PO 346, 446W	Contemporary China and East Asia	
PO 347	Globalization in Southeast Asia	
PO/HI 366	Modern Russia and the Soviet Union	
SO 238	Sociology of Middle-Eastern Society	
Selected interdisciplinary and special-emphasis courses		6
EC/PO 250	Environment and Society	
EC 325	Economic Development	
PO 297	Nonviolent Defense and Conflict Resolution	
PO 353	International Political Economy	
PO 425W	International Development	
PO 445W	Revolution in History	
SO 200	Introduction to Cultural Anthropology	
TH 370	World Religions	
One additional 400 level PO course chosen from any listed above.		3
Six semester credits of foreign language (at the intermediate level in Chinese, Japanese, or Swahili, or at the advanced (300+) level in German, French, or Spanish).		6
Students pursuing a cross-cultural studies major must complete at least 10 of their 40 credits through a foreign-study experience. They must also complete the Cross Cultural Studies Passport advising and reflection as part of their foreign study experience.		

## Requirements for an International Studies Major, Political Science Emphasis, B.A. (43)

EC 211	Principles of Macroeconomics	3
See math prerequisites for EC 211		
PO 102	American National Politics	3
PO 151	International Relations	3
PO 240	Comparative Politics	3
PO 498	Vocations in Political Science	1
Six semester credits of foreign language		6
(at the intermediate level in Chinese or Japanese, or at the advanced (300+) level in German, French or Spanish)		
Four courses in regional studies (two-course sequence recommended):		12
HI 104	Political History of Beijing	
HI 105	Cultural Odyssey of China	
HI 127	Latin American Culture and Civilization	
HI 304W	Political History of Beijing	
HI 305W	Cultural Odyssey of China	
HI 325	History of Latin America	
HI 345	Cultural History of China and Japan	
HI 346	Modern China and East Asia	
HI/PO 366	Modern Russia and the Soviet Union	
HI 377	The French Revolution	

PO 140	African Life and Culture	
PO 326	Peace and Conflict in Ireland	
PO 340	Contemporary Africa	
PO 341	Contemporary South Africa	
PO 346, 446W	Contemporary China and East Asia	
PO 347	Globalization in Southeast Asia	
SO 238	Sociology of Middle-Eastern Society	
SO 307	Latin American Politics	
Three courses in theory, general historical studies or political issues:		9
EC/PO 250	Environment and Society	
HI 354	Colonialism and Globalization	
PO 205	U.S. Foreign Policy in Film	
PO 209, 309	History of Vietnam War	
PO 297	Nonviolent Defense and Conflict Resolution	
PO 336	Gender, Politics and Law	
or PO 436W	Gender, Politics and Law	
PO 353	International Political Economy	
PO 423W	Marxism and the Socialist World	
PO 425W	International Development	
PO 445W	Revolution in History	
PO 463W	American Foreign Policy	
PO 465W	International Law	
One additional 400 level PO course from above		3
Students pursuing an international studies major must complete at least 3 of their 43 credits through a foreign study experience. They must also complete the International Studies Passport advising and reflection as part of their foreign study experience.		

## Requirements for a Peace Studies Major, BA (43)

### Foundations for Peace Studies

PO 102	American National Politics	3
PO 151	International Relations	3
PO 240	Comparative Politics	3
PO 297	Nonviolent Defense and Conflict Resolution	3
Religious Ideals, Social Values and Peace		3

### One of the following:

TH/PH 221	Ethics	
TH 256, 356	Biblical Theme of Shalom	

### National and Global Sources of Conflict, War, Revolution and Peace

6

### Two of the following:

EL 430	Holocaust Literature	
HI 231	World at War: 1900-1945	
HI 325	History of Latin America	
PO 209, 309	History of Vietnam War	
PO 340	Contemporary Africa	
PO 341	Contemporary South Africa	
PO 346, 446W	Contemporary China and East Asia	
PO 445W	Revolution in History	
PO 463W	American Foreign Policy	
SO 222	U.S. Civil Rights Movements	
SO 238	Sociology of Middle-Eastern Society	
SO 377	Sects and Violence	

Economics, Environmental and Social Sources of Conflict and Peace 6

Two of the following:

EC 245	Economics of Social Issues
or EC 345	Economics of Social Issues
EC/PO 250	Environment and Society
EC 325	Economic Development
PO 224	Conflict Mediation
PO 275	Poverty and Community Development
PO 353	International Political Economy
PO 425W	International Development
SO 205	Social Stratification: Power, Prestige And Wealth
SO 275	Population Analysis
SO 283	Deviance, Crime and Criminal Justice
SO 303	Globalization and Social Change And Wealth
SO 365	Cities and Urban Life
SO 425	Making Change: Social Intervention Strategies

Ideologies, Identities, Political Structures and Peace 6

Two of the following:

HI 228	Identity, Race, and Power in American Life
PO 140	African Life and Culture
PO 223	Law and Society
PO 326	Peace and Conflict in Ireland
PO 336	Gender, Politics and Law
or PO 436W	Gender, Politics and Law
PO 423W	Marxism and the Socialist World
PO 465W	International Law
SO 220	Race and Ethnicity
SO 252	Sociology of Gender
SO 343	Sociology of Religion
SP 398	Intercultural Communication
TH 370	World Religions
WGS 201	Intro Women's and Gender Studies

Two additional courses chosen from any listed above, one of which must be a 400-level PO course. 6

Peacemaking in Practice

PO 490	Internship	3
PO 498	Vocations in Political Science	1

Note: Study abroad is strongly recommended.

## Requirements for a Political Science Major, B.A. (40)

PO 102	American National Politics	3
PO 151	International Relations	3
PO 240	Comparative Politics	3
One 400W Political Science course		3
PO 490	Internship	3
PO 498	Vocations in Political Science	1

Eight additional Political Science courses (3 credits each), at least four of which must be upper division. Only three additional internship credits may count toward the major. 24

## Community Engagement and Transformation (18 Credits)

Requirements for the Community Engagement and Transformation minor are listed at the Community Engagement and Transformation page (p. 104).

### Requirements for a Minor in Peace Studies (15)

PO 297	Nonviolent Defense and Conflict Resolution	3
Four approved peace-studies courses		12

### Requirements for a Minor in Political Science (18)

PO 102	American National Politics	3
PO 151	International Relations	3
One course in American politics		3
One course in international politics		3
Two approved upper-division courses		6

### Requirements for a Minor in Law and Justice (21)

PO 102	American National Politics	3
PO 223	Law and Society	3
PO 464W	American Constitutional Law	3
or PO 465W	International Law	

Select four of the following: 12

PO 224	Conflict Mediation	
PO 336	Gender, Politics and Law	
PO 465W	International Law	
or PO 464W	American Constitutional Law	
PO 490	Internship	
PH 201	Logic	
or PH 301	Symbolic Logic	
PH 221	Ethics	
SP 402	Freedom and Responsibility of Speech	
JMC 402	Mass Media Law	

For other approved courses, see Dr. Julia Stronks.

## Courses

<b>PO 102 American National Politics</b>	3
Overview of founding principles, political culture decision-making processes and institutions of American government.	
<b>PO 140 African Life and Culture</b>	3
Examination of representative African peoples, countries, lifestyles, and beliefs. Topics covered will include media coverage of Africa, traditional and modernizing influences on African lives today, Africans as global citizens, health, gender, religion and rites of passage. Jan Term.	
<b>PO 150 Magic is Might? The Politics of Harry Potter</b>	3
This course offers an introduction to politics through the lens of the Harry Potter novels. It considers power, citizenship, activism, identity politics, and governance. Students will read both political science texts and excerpts from the Harry Potter books.	
<b>PO 151 International Relations</b>	3
This course is a balance between understanding the key issues in international relations and the perspectives that help explain those issues. Foreign policy behavior of major states, traditional and recent security issues, cause of war and conflicts, impact of independence. Fall and spring semesters.	

- PO 205 U.S. Foreign Policy in Film** 3  
An analysis of the history, processes and institutions involved in making U.S. foreign policy. The global response to U.S. foreign policy is also prominently featured. Case studies drawn from film where IR and Foreign Policy are emphasized. Periodic offering, Jan Term.
- PO 209 History of Vietnam War** 3  
The causes of America's involvement in the war in Vietnam, the military strategies employed, the political decision-making, and the effects of the war on American society will be examined. Particular attention will be paid to the lessons of war. Also listed as PO 309. Periodic offering.
- PO 223 Law and Society** 3  
The role of law in society. Participants in the legal system (lawyers, judges, police, juries), study of the structure of the judicial system, trial procedures. Periodic offering.
- PO 224 Conflict Mediation** 3  
This course is designed to prepare students to practice mediation in relationships, personal interaction, and as a mediator assisting in conflict resolution. Emphasis will be placed on transformative mediation. Course objectives will target three student groups: a.) All students will acquire the knowledge of what conflict resolution is, the history of mediation, various styles and strategies, and basic skills for mediation. b.) Students with career interest in mediation will acquire sufficient knowledge, skills, and experience to gain basic competency, enabling them to identify themselves as mediators, and to function as such when requested by parties to assist in conflict resolution. c.) Students seeking certification as transformative mediators will complete either eight co-mediation sessions or 12 hours of co-mediation experience. After completion of PO 224, required co-mediation experience involving both self- and outside-evaluation, and a review process, students will be certified by Whitworth University as Transformative Mediators. Jan Term.
- PO 240 Comparative Politics** 3  
Different governmental styles and political life of selected European, Asian and Latin-American governments. Comparisons of government structures, functions and outcomes. The course will examine democratic, authoritarian, patron-client and revolutionary systems.
- PO 242 American Political Parties** 3  
The role and functioning of parties in American politics and government. Interest groups, political action committees, campaigning and voting behavior are also examined.
- PO 247 Contemporary Korea** 3  
Interpretation of recent events in North and South Korea. South Korea's transition from dictatorship to democracy and its growth into an economic powerhouse 6 two successes that many developing countries would like to emulate. The North Korean nuclear threat and negotiations to end it. The fragile detente between North and South Korea, and the controversial U.S. role in Korea. Fulfills the Global Perspectives requirement.
- PO 250 Environment and Society** 3  
Studies the role of markets, governments, and civil society in shaping the way people behave toward the environment, focusing on the concept of sustainability in terms of society, economics and the environment. Because people interact in a variety of ways, the course moves from local to global and focuses on issues at each level. Also listed as DS/EC 250. Also listed as ENS 250.
- PO 275 Poverty and Community Development** 3  
Examines the changing tasks of cities and states in managing our societal future and the effectiveness of structures and policies. Highlights the politics of welfare and affirmative action. Also listed as CE 275.
- PO 297 Nonviolent Defense and Conflict Resolution** 3  
Major themes in the history and politics of nonviolence. Just War theory, nuclear pacifism, alternatives to military force, interpersonal conflict resolution. Ideas of Jesus, Tolstoy, Gandhi, Niebuhr, M.L. King, Jr., Gene Sharp. Also listed as LS 297.



<b>PO 302 Legal Issues in Social &amp; Behavioral Studies</b>	3
This course presents a brief historic overview of the American judicial system, and a comprehensive study of our contemporary legal processes and systems, with emphasis on issues and tensions between the legal system, societal norms, and individual interest.	
<b>PO 309 History of Vietnam War</b>	3
Also listed as PO 209.	
<b>PO 312 South Africa Program Preparation</b>	1
<b>PO 314 Tanzania Program Preparation</b>	1
Preparation course for all students who will be part of the Semester in Tanzania program. Emphasis on the politics, history, economics, religion and culture of Tanzania.	
<b>PO 315 Understanding Global Issues</b>	3
This course provides an opportunity to learn about and reflect upon current issues in today's world. Issues covered will include the concept of human rights, war and peace, economic development, ethnicity, diversity, and environmental degradation. Continuing studies only.	
<b>PO 316 Ireland Preparation</b>	1
Preparation course for Peace and Conflict in Northern Ireland. Acceptance into PO 326 required.	
<b>PO 320 American Political Process</b>	3
This course focuses on Western political theory and its intersection with public administration. Particular focus will be placed on issues related to social services. Required course for the social services major. Continuing studies only.	
<b>PO 326 Peace and Conflict in Ireland</b>	3
Explores of the historical, political, and religious roots of "the Troubles" in Northern Ireland as well as examines the prospects for peace in the region. Explores the ways in which this divided society copes with the attendant political, economic and social problems of religion, peace and conflict. Prerequisite: selection by instructor; sophomore standing. Periodic offering in Ireland.	
<b>PO 331 The American Presidency</b>	3
Constitutional development of the office. Executive branch relations with Congress, the bureaucracy, the judiciary, the media and the public.	
<b>PO 332 Modern Congress</b>	3
Evolution of Congress and its relationship to modern society, the bureaucracy and the executive. Special focus on the process of (and participants in) policy making.	
<b>PO 336 Gender, Politics and Law</b>	3
Issues related to gender in American political history. Theoretical foundation of the women's movement; current political conflict related to gender in workplace, family, and society. Also listed as WGS 336.	
<b>PO 340 Contemporary Africa</b>	3
Recent colonial and independence history of principal African countries. Traditional setting, cultural change, modern philosophies of political and economic development. Also listed as HI 340.	
<b>PO 341 Contemporary South Africa</b>	3
Analysis of the history, politics and religion of this strife-torn region of the African continent. Emphasis on the stress and conflicts between Africans, the British and the Afrikaners in the early years and on recent attempts to dismantle the apartheid system. Also listed as HI 341. Periodic Jan Term in South Africa.	
<b>PO 346 Contemporary China and East Asia</b>	3
Interpretation of recent events in China, Japan, Taiwan, and Korea, through the cultural, historic, economic and institutional aspects of these societies.	



- PO 347 Globalization in Southeast Asia** 3  
 This course serves as a thematic overview of the political, social, cultural, and economic processes shaping Southeast Asia today. We investigate how Southeast Asia countries address and respond to the themes of democratization, liberalization and the environment. Also listed as ENS 347.
- PO 350 Contemporary East Africa** 3  
 Analysis of the political economy and history of East Africa, with a focus on issues such as colonialism, NGOs, ethnicity, and development.
- PO 353 International Political Economy** 3  
 Progress of people in organizing beyond national borders; prospects for a world community based on world law. Advanced study in international relations. Also listed as ENS/LS 353.
- PO 360 Leading Sustainable Organizations** 3  
 This course will teach the need to find resources (fund raising, governmental support, sales) and effectively deliver services. Performance measurement and outcome tracking will be covered.
- PO 366 Modern Russia and the Soviet Union** 3  
 Also listed as HI 366. Periodic offering.
- PO 371 Introduction to Public Administration** 3  
 An introduction to the key elements of public administration, set in a context that considers current political, economic, administrative, social and public service practice. Topics may include organization theory, management of human and fiscal resources, governance, and public policy. Included will be an examination of values and issues contemporary to local, state, and national constituencies. Also listed as LS 371. Periodic offering.
- PO 421W Faith and Politics** 3  
 Politics is a window through which one explores the ways that biblical virtues such as justice, compassion, mercy, equity, humility and integrity offer viable alternatives to the cultural norms evident in our society. We will consider the role that Christianity can play in American public policy, focusing on the evangelical, Reformed, Catholic and Anabaptist traditions. Students will develop expertise in a policy area of their choice. Research and writing intensive.
- PO 423W Marxism and the Socialist World** 3  
 Focus on Marx's critique of capitalism. Later interpretations and application of Marx's theories in a variety of revolutions, from those of the Soviet Union, China, Yugoslavia and Cuba to current upheavals in the socialist world. Also listed as PH 423W. Periodic offering.
- PO 425W International Development** 3  
 This course focuses on the challenges faced by poor countries located in the global south. It will include discussion of the political, cultural, social and economic factors that influence human development. We will practice applying major social science theories to specific, practical development problems. Attention will also be paid to the impact of globalization on the developing world. Regions discussed will include Latin America, Africa, Asia and eastern Europe. Also listed as DS 425W. Also listed as LAS/LS 425W.
- PO 436W Gender, Politics and Law** 3  
 Issues related to gender in American political history. Theoretical foundation of the women's movement; current political conflict related to gender in workplace, family, and society.
- PO 445W Revolution in History** 3  
 Theory and history of revolution. The historical revolutions in the U.S., France, Russia, and China as well as revolutionary movements in Latin America, Africa and Asia will be compared. Also listed as LAS 445W. Periodic offering.
- PO 446W Contemporary China and East Asia** 3  
 Interpretation of recent events in China, Japan, Taiwan, and Korea, through the cultural, historic, economic and institutional aspects of these societies.

<b>PO 463W American Foreign Policy</b>	<b>3</b>
Major themes, debates, patterns and precedents of American foreign policy, emphasizing 20th-century diplomatic issues.	
<b>PO 464W American Constitutional Law</b>	<b>3</b>
Examination of key Supreme Court decisions involving separation of powers, national regulation of the economy, church and state, civil rights and civil liberties. Prerequisite: PO 102.	
<b>PO 465W International Law</b>	<b>3</b>
International law is a tough but interesting concept. Domestic law is positive law, which means that it is written down. Natural law is that which is written on our hearts. International law lives somewhere between the two. Part of it is written down; part of it is written on our hearts. You will make yourself crazy if you cannot allow yourself to live halfway between the concrete and the ephemeral for three months. We'll be looking at the law that binds nations. Sometimes nations are bound when they give their permission; sometimes they are bound in an absolute sense. But, there is no enforcement of this binding law. If there is no enforcement, why does it exist? Who obeys it? Who decides what it is? Is it real? These are the questions that connect all the units of the semester. Prerequisite: PO 364W.	
<b>PO 490 Internship</b>	<b>1-12</b>
<b>PO 498 Vocations in Political Science</b>	<b>1</b>
Skills for graduate study and/or positions in domestic and international affairs.	
<b>PO 498W Senior Seminar</b>	<b>3</b>
In-depth research paper. Skills for graduate study and/or management positions in domestic and international affairs. Fall and spring semesters.	

# Psychology



The Whitworth University Psychology Department is committed to academic rigor and sensitive human service through the promotion of the scientific study of mind and heart. As part of a Christian liberal arts institution, we seek to train and produce responsible, enlightened citizens who think critically and contribute actively to the field of psychology. Following a scientist-practitioner model, the curriculum is designed to develop both breadth and depth of knowledge in core areas of psychology. Students engage in research and practice that encompass foundational and advanced requirements and electives, culminating in dual senior capstone experiences. Students apply their learning as they design their own research projects, critically evaluate scientific information and other claims, and reflect on the integration of psychology with Christian faith and other worldview perspectives. They gain experience working in the community at a practicum placement of their choice, and they have the opportunity to travel to destinations that bring their classroom learning to life. We offer an enduring foundation in the investigation and understanding of human behavior, emotion, and mental processes, in an atmosphere that nurtures relationships among people of diverse backgrounds and offers mutual support and friendship among faculty and students.

The learning outcomes of this major prepare the student to do the following:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Respect and use critical and creative thinking, skeptical inquiry, and, when appropriate, methods of discovery to solve problems related to behavior and mental processes.
4. Understand and apply psychological principles to personal, social, and organizational issues.
5. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science. Engage each student's mind and heart in order that each may "honor God, follow Christ and serve humanity," incorporating the tools that psychology has to offer in this endeavor.
6. Demonstrate information competence and the ability to use computers and other technology effectively for many purposes.
7. Communicate effectively in a variety of formats.
8. Recognize, understand, and respect the complexity of sociocultural diversity.
9. Develop insight into one's own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
10. Pursue realistic, yet creative, ideas about how to implement psychological, interdisciplinary, and personal knowledge, skills and values in vocational pursuits in a variety of settings that meet personal goals and societal needs.

## Requirements for a Psychology Major, B.A. (46)

Introductory course

PY 101                      Introductory Psychology

3

Complete three content courses:

9

PY 210	Developmental Psychology	
PY 225	Cognitive Psychology	
PY 227	Personality and Individual Differences	
PY 236	Biological Psychology	
PY 241	Social Psychology	
<b>Methodology Courses:</b>		
PY 201	Psychological Statistics	3
PY 301	Research in Psychology	3
<b>Senior Capstone Courses</b>		
PY 400	Senior Pre-Practicum	1
PY 401W	Senior Thesis	3
PY 402	Senior Practicum	3
Complete three upper-division psychology courses		9
PY 311	Applied Psychology	
PY 330	Psychology of Poverty and Social Class	
PY 332	Poverty, Altruism, and Hope in Tanzania	
PY 340	Love, Altruism and Forgiveness	
PY 345	Forensic Psychology	
PY 350	Psychology and Christian Faith	
PY 353	Psychological Assessment	
PY 355	Helping Skills	
PY 357	Developmental Psychopathology	
PY 358	Psychopathology	
PY 359	Theories of Counseling	
PY 370	Sports Psychology	
Four additional upper- or lower-division psychology courses (other than Directed Studies)		12

## Requirements for a Psychology Minor (15)

PY 101	Introductory Psychology	3
Four additional lower-division psychology courses		12

## Interdisciplinary Courses

<b>STAT 101 Interdisciplinary Introduction to Stats</b>		3
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An introduction to the process of research and the practice of statistics. Emphasizes visualizing and summarizing data. Uses a computer-intensive approach for learning the principles of statistical inference.

## Courses

<b>PY 101 Introductory Psychology</b>		3
Use of scientific method of examining human behavior. How to deal objectively with questions about behavior. Topics include biological psychology, development, perception, states of consciousness, learning and memory, motivation and emotion, disorders and therapy, social psychology and human diversity. Fall and spring semesters. Periodically offered on-line during summer semester.		
<b>PY 200 Psychopathology and Film</b>		3
Introduction to social issues of psychopathology using film. Exploration of various symptoms, disorders, interpersonal dynamics, influences, treatments and legal and ethical issues. Prerequisite: PY 101. Jan Term. Periodic offering.		
<b>PY 201 Psychological Statistics</b>		3
Introduction to the process of research and the basic principles of statistics. Focus on data collection and analysis. Prerequisite: PY-101. Fall and spring semesters.		

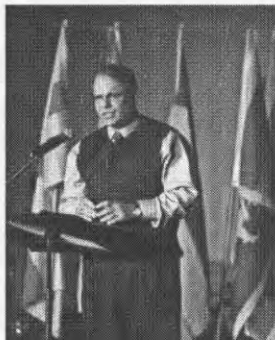
- PY 205 Belief in Weird Things** 3  
 Psychological research on belief in extraordinary, 'weird' phenomena, including, but not limited to, the paranormal, superstition, divination, projective tests of personality, alternative healing practices, and unconscious mind control and repression. Prerequisite: PY 101. Jan Term. Periodic offering.
- PY 206 Sleep and Dreams** 3  
 An exploration of sleeping and dreaming. Considers the scientific study of sleep along with both historical and cultural understandings of dreams. Jan Term.
- PY 210 Developmental Psychology** 3  
 The biological, psychological and cultural influences on human behavioral development from conception through death. Fall and/or spring semester.
- PY 225 Cognitive Psychology** 3  
 An examination of important concepts in Cognitive Psychology, including attention, memory, language, problem solving and decision making, and cognitive neuroscience. Special consideration will be placed on important experimental findings and the applications of cognitive principles in education, the legal system, counseling, marketing, and other fields. Prerequisite: PY 101. Fall or spring semester.
- PY 227 Personality and Individual Differences** 3  
 This course explores historical and current perspectives on the nature of human personality, including personality development, assessment, and change. Other important dimensions along which humans can vary, such as gender, culture, intellectual ability, and genetic/biochemical composition, are also considered. Prerequisite: PY 101. Fall or spring semester.
- PY 232 Faith, Marriage and Parenting** 3  
 Examination of the practice of marriage and a variety of parenting practices including evaluation of them in the light of the Christian worldview. Consideration of the factors that make for successful marriages and parenting. Jan Term. Periodic offering.
- PY 236 Biological Psychology** 3  
 An examination of the biological underpinnings of human thought, feeling and action. Considers neuronal and hormonal communication, along with behavioral genetics and evolutionary psychology. Prerequisite: PY-101. Fall semester.
- PY 241 Social Psychology** 3  
 An attempt to understand how an individual's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. Trends and findings of current research and its limitations. Prerequisite: PY 101. Fall or spring semester.
- PY 301 Research in Psychology** 3  
 Introduction to conducting psychological research. Topics include ethics, hypothesis formation, descriptive research, experimental design, reliability and validity. Students will practice skills learned in PY201 through data collection and analyses. Prerequisite: PY-101 and PY-201. Fall and spring semesters.
- PY 311 Applied Psychology** 3  
 This course relates research in psychology to policies and practices relevant to programs, community organizations, and members of the community. Examines how psychological concepts can be applied to help meet community needs. Through classroom instruction and university-community partnerships students learn to apply research to real world problems and come to appreciate the bidirectional relationship between research and practice. Prerequisite: PY 101.
- PY 330 Psychology of Poverty and Social Class** 3  
 Examines how social class affects cognitive, emotional, and social development; how the more affluent make attributions of behavior and circumstances of the poor; and how these attributions affect helping behavior and psychological outcomes. Prerequisite: PY 101. Sophomore level and above. Also listed as CE 330. Fall semester.

- PY 331 Poverty, Altruism, and Hope in Tanzania Prep Course** 2  
Serves as preparation for the Psychology in Tanzania course. Topics include the history and culture of East Africa; altruism and its effect on the psychology of those served; and mastery of beginning Swahili. Prerequisite: PY 101. Fall semester, odd years.
- PY 332 Poverty, Altruism, and Hope in Tanzania** 3  
Examines global poverty and its effect on human psychology via immersion in a small town in Tanzania, one of the poorest nations in the world. Service-learning provides reflection on appropriate acts of altruism. Prerequisites: PY 101, PY 330, PY 331, and selection by instructor. Jan Term, even years.
- PY 340 Love, Altruism and Forgiveness** 3  
An examination of why people experience love and behave altruistically. Topics include the emotions of love and hate, empathy, forgiveness, hope, and courage; social categorization; and self-other relationships. Prerequisite: PY 101. Periodic offering.
- PY 345 Forensic Psychology** 3  
Examines the relationship between psychology and the law, police psychology, investigative psychology, legal psychology, and criminal psychology. Special consideration will be placed on how concepts such as developmental, clinical, cognitive, and social psychology can be applied and integrated into the legal system. Prerequisite: PY 101.
- PY 350 Psychology and Christian Faith** 3  
Explores the integration of psychological research and Christian faith. Examines potential tensions and resolutions in integrating psychological and Christian approaches to understanding development, maturity, conversion, and counseling. Prerequisite: three courses in psychology, including PY 101. Spring semester.
- PY 353 Psychological Assessment** 3  
Provides a survey of fundamental goals and principles of psychological assessment in both theoretical and applied contexts, including identifying the primary constructs assessed by psychologists. Students will explore theories, techniques, applications, and limitations of assessments and sample commonly used psychological screenings/tests. Includes overview of psychometric principles: test reliability/validity, and consideration of ethical and professional issues. Prerequisites: PY 101 and PY 227. Recommended: PY 201 and PY 301. Periodic offering.
- PY 355 Helping Skills** 3  
Learn to use concepts and models of research-based helping skills. Skills-based and experiential course format providing first-hand experience in simulated role-play helping situations. Prerequisites: PY 101 and PY 227. Fall semester.
- PY 357 Developmental Psychopathology** 3  
Explore the developmental psychopathology perspective and how it is used to understand selected disorders of childhood. Review of the description, assessment, epidemiology, etiology, and treatment of commonly diagnosed behavioral and emotional disorders in childhood. Prerequisite: PY 101 & either PY 210 or PY 358. Periodic offering.
- PY 358 Psychopathology** 3  
Study of behavior categorized as mental illness or mental disorder. Introduction to the DSM-IV and treatment. Pertinent issues in genetic and neurochemical factors, family interactions, and other social relationships examined. Prerequisites: PY 101 and PY 227. Fall semester.
- PY 359 Theories of Counseling** 3  
Introduction to the field of counseling, including major theoretical orientations, both historical and recent: psychoanalytic, behavioral, humanistic/existential. Prerequisites: PY 101 and PY 227 (PY 358 recommended). Fall and spring semesters.



- PY 360 Psychology of Consumerism** 3  
Explores the effect of consumer culture on the lives of individuals. Topics include identity formation, psychological motivations for materialism and consumption, how consumerism shapes relationships, and its effect on the environment. Antidotes such as voluntary simplicity, gratitude, and mindfulness are also discussed. Spring semester.
- PY 370 Sports Psychology** 3  
Exploration of the many facets of sports psychology from both a theoretical and practical standpoint. Topics include characteristics of successful athletes, motivation, regulating anxiety and stress, aggression, team cohesion, leadership styles, and coaching youth sports. Recommended that PY 101 be taken previously. Jan Term.
- PY 376 Health Psychology** 3  
The study of biological, psychological, and sociocultural perspectives influence an individual's overall health including; behavior change theory and application, coping and stress management, psychoneuroimmunology, the impact of personality and cognitive patterns, vision and goal development to facilitate health behavior change. Cross-listed: HS-376.
- PY 394 Research Assistantship** 1-3
- PY 400 Senior Pre-Practicum** 1  
Serves as preparation for Senior Practicum course. Topics include exploring student post-baccalaureate goals and interests, selecting a practicum site, and preparing for the practicum experience. Senior psychology major. By instructor permission only. Prerequisite: PY 400. Fall semester.
- PY 401W Senior Thesis** 3  
Final learning/evaluation situation for psychology majors. Design and carry out independent research project. Seminar format. Prerequisite: PY 301 or PY 352. Fall semester.
- PY 402 Senior Practicum** 3  
Placement in community agency or organization. Applications of psychological concepts and analysis of individual experiences in a seminar format. Prerequisite: PY-400 and senior psychology major. By instructor permission only. Spring semester.
- PY 475 Research Colloquium** 1-3  
Gain firsthand experience of the process of researching, critiquing, and writing in a collaborative small-group format under the guidance of a psychology faculty member and their research. Prerequisite: PY 101 and senior psychology major. Selection by instructor. Periodic offering.
- PY 499H Advanced Senior Thesis** 1  
Students will refine their original senior research project for publication in a professional journal or presentation at a regional or national professional conference. Prerequisite: PY 401W and approval of a faculty sponsor. Spring semester.

# Sociology



The Whitworth Sociology Department's mission is to prepare students with the skills to describe, explain, interpret, and make a difference in social life. The department equips students to promote well-being in the arenas of social life around them and encourages students to explore the relationships between sociology and faith. To these ends, students are expected to master the substantive content of sociology and its methods of research and data analysis, to develop an ideal vision of social life as informed by sociology and their deepest convictions, and to be prepared to advance that vision through a career and social engagement. The faculty is committed to providing excellence in teaching, scholarship and mentoring, and to modeling community engagement through research, writing, consultation, and service. In addition, the faculty members help foster a stimulating and supportive learning community and offer perspectives on social life and social issues from a variety of value frameworks and Christian traditions.

The learning outcomes of this major prepare students to do the following:

- Demonstrate proficiency of the conceptual core of sociology in one of the four specialized tracks within the major.
- Demonstrate an understanding of the breadth of human social experience and inequalities.
- Demonstrate an ability to conduct and assess social research using digital data analysis.
- Demonstrate an ability to access and use reliable sources of sociological data and analysis.
- Demonstrate proficiency in written communication.
- Work to clarify their worldviews, values and deepest convictions, relating them in meaningful ways to sociology, to social issues and to the way they conduct their lives.
- Identify and apply sociological concepts toward a career.
- Demonstrate an understanding and appreciation of humans as social and cultural beings and apply that knowledge to responsible participation in social life.

## All tracks require the following core courses: (15)

SO 120	Introduction to Sociology	3
SO 320W	The Sociological Tradition: Theories in Context	3
SO 337	Social Research	3
SO 338	Statistical Analysis in Sociology	3
SO 478	Contemporary Sociology: Perspectives and Practice	3

## Track I: Social Analysis (45)

### Core Courses

SO 120	Introduction to Sociology	3
SO 320W	The Sociological Tradition: Theories in Context	3
SO 337	Social Research	3
SO 338	Statistical Analysis in Sociology	3
SO 478	Contemporary Sociology: Perspectives and Practice	3

Social Inequalities		6
SO 205	Social Stratification: Power, Prestige And Wealth	
SO 220	Race and Ethnicity	
SO 252	Sociology of Gender	
SO 303	Globalization and Social Change And Wealth	
Social Institutions		6
SO 230	Sociology of Education	
SO 283	Deviance, Crime and Criminal Justice	
SO 311	Families and Society	
SO 343	Sociology of Religion	
SO 430	Sports and Society	
Social Research Practicum		3
SO 437	Social Research Practicum	
SO 438	Social Research Practicum II	
Electives (may include any of the above courses or any of the following courses)		15
SO 200	Introduction to Cultural Anthropology	
SO 222	U.S. Civil Rights Movements	
SO 275	Population Analysis	
SO 365	Cities and Urban Life	
SO 375H	Planned Communities	
SO 377	Sects and Violence	

## **Track II: Social Service and Community Action (45)**

Core Courses		15
SO 120	Introduction to Sociology	
SO 320W	The Sociological Tradition: Theories in Context	
SO 337	Social Research	
SO 338	Statistical Analysis in Sociology	
SO 478	Contemporary Sociology: Perspectives and Practice	
Required courses		15
SO 205	Social Stratification: Power, Prestige And Wealth	
SO 271	Introduction to Social Welfare	
SO 368	The Helping Process in Social Services	
SO 425	Making Change: Social Intervention Strategies	
SO 475	Sociology Practicum	
Electives		15
SO 220	Race and Ethnicity	
SO 222	U.S. Civil Rights Movements	
SO 230	Sociology of Education	
SO 252	Sociology of Gender	
SO 275	Population Analysis	
SO 283	Deviance, Crime and Criminal Justice	
SO 343	Sociology of Religion	
SO 365	Cities and Urban Life	
SO 375H	Planned Communities	

## **Track III: Criminal Justice (45)**

Core Courses		15
SO 120	Introduction to Sociology	
SO 320W	The Sociological Tradition: Theories in Context	
SO 337	Social Research	

SO 338	Statistical Analysis in Sociology	
SO 478	Contemporary Sociology: Perspectives and Practice	
<b>Required Courses</b>		<b>15</b>
SO 220	Race and Ethnicity	
SO 283	Deviance, Crime and Criminal Justice	
SO 370	Delinquency and Juvenile Justice	
SO 386	Readings	
SO 475	Sociology Practicum	
<b>Electives</b>		<b>15</b>
SO 205	Social Stratification: Power, Prestige And Wealth	
SO 252	Sociology of Gender	
SO 275	Population Analysis	
SO 311	Families and Society	
SO 326	Sociology of Marriage	
SO 365	Cities and Urban Life	
SO 368	The Helping Process in Social Services	
SO 377	Sects and Violence	
SO 425	Making Change: Social Intervention Strategies	
PO 223	Law and Society	
PY 345	Forensic Psychology	

*Note: One writing-intensive course is required.*

## **Track IV: Global Sociology (45)**

<b>Core Courses</b>		
SO 120	Introduction to Sociology	3
SO 320W	The Sociological Tradition: Theories in Context	3
SO 337	Social Research	3
SO 338	Statistical Analysis in Sociology	3
SO 478	Contemporary Sociology: Perspectives and Practice	3
<b>Required Courses</b>		
SO 238	Sociology of Middle-Eastern Society	3
SO 303	Globalization and Social Change And Wealth	3
SO 425	Making Change: Social Intervention Strategies	3
SO 475	Sociology Practicum	3
Study Abroad: Participate in any study abroad program for a minimum of 3 credits. If more than 3 credits are taken, the remaining credits may satisfy elective credits.		3
<b>Electives</b>		<b>15</b>
SO 200	Introduction to Cultural Anthropology	
SO 220	Race and Ethnicity	
SO 205	Social Stratification: Power, Prestige And Wealth	
SO 275	Population Analysis	
SO 365	Cities and Urban Life	
PO 151	International Relations	
PO 353	International Political Economy	
PO 425W	International Development	
Study Abroad: Participate in any study abroad program		

## **Requirements for a Sociology Minor (15)**

SO 120	Introduction to Sociology	3
Four additional courses in sociology chosen in consultation with a sociology advisor		12

## Courses

### SO 120 Introduction to Sociology

3

Examination of the concepts, methods and findings sociologists use to understand social life in the U.S. and other cultures. Analysis of social groups and processes, from families and cities to crime, social change, and inequalities of gender, race and class. Exploration of social problems and how to make a difference. Also listed as TES 120. Fall and spring semesters.

### SO 143H Race Across America

3

This unique Amtrak study tour across America exposes students to the history and experience of non-white racial/ethnic groups. These histories, communicated via museum exhibitions, tours, and special lecturers, detail the contributions, sufferings and cultures of these groups. These specific analyses are complemented by an examination of the general sociological dynamics of race in America.

Prerequisites: selection by instructor, completion of SO 120; freshman Honors standing. Fulfills the American Diversity requirement. Jan Term, odd years

### SO 200 Introduction to Cultural Anthropology

3

This course has two basic objectives: to develop a framework for understanding other cultures and to learn skills to communicate that understanding. Through a systematic investigation of the nature of culture and a comparative study of cultures and peoples known to humankind at the present time, it is expected that we can better understand ourselves and the social world around us. Also listed as DS 200. Offered Jan Term in Hawaii.

### SO 205 Social Stratification: Power, Prestige And Wealth

3

Examination of structural and cultural processes that govern social stratification, life chances, and social exclusions. Application of concepts to social problems related to stratification, demonstrating an ability to propose effective ways to treat harmed persons and develop preventive structural changes. Prerequisite: SO 120.

### SO 220 Race and Ethnicity

3

Examines racial and ethnic relations around the world, with emphasis on the United States. Students explore race as a social construct and its intersections with class, gender and immigrant status.

Emphasis is put on racism within social institutions along with analysis of beliefs and privilege at the individual level. Prerequisite: SO 120. Also listed as DS/WGS/USCS 220.

### SO 222 U.S. Civil Rights Movements

3

This course explores social movements by focusing on a single case the US Civil Rights Movement. The course looks at the history of the civil rights movements as a vehicle to explore the dynamics of social movements. Prerequisites: SO 120. Jan Term.

### SO 230 Sociology of Education

3

This course explores the relationship between education and society: why some students advance further than others; what shapes the organization of schools; how race, class, and gender interact with education; and educational reform. Prerequisite: SO 120. Spring semester.

### SO 238 Sociology of Middle-Eastern Society

3

An overview of geography, history, demographic characteristics, social stratification, political behavior, socio-religious institutions, revolutionary change, problems of diversity, complementarity and integration in the people and cultures of the Middle East, including the Palestinian-Israeli conflict; the gulf crisis and its aftermath; the Middle East and international inequality; and prospects for peace and the future. Also listed as DS 238. Fall semester.

### SO 252 Sociology of Gender

3

This course will cover topics related to the construction, development, and impact of gender in society. Students will examine how are gender intersects with race, ethnicity, class, sexuality and other dimensions of identity. Finally, students will look at the relationship between family, education, the media, politics, economics, and religion. Students will be asked to consider the role of faith and values and how that shapes our understanding of gender in society. Prerequisites: SO 120 or WG 201. Also listed as WGS 252.

**SO 271 Introduction to Social Welfare** 3

Examine the theory and practice of social welfare in social and historical context. Develop an understanding of the variety of at-risk populations served by public and private agencies and look at the ways in which we attempt to provide for their welfare. Thoughtfully consider social welfare in light of Christian faith. Prerequisite: SO 120. Fall semester.

**SO 272H Honors Sociology of Religion: Religious Ecology** 3

This course offers a hands-on, in-depth exploration of one approach within sociology of religion - religious ecology. Religious ecology does not refer to religious and theological approach to ecological issues such as the environment or global climate change. Rather this is an approach that seeks to understand religious institutions and organizations by examining them within their own ecological context: by situating them within their local social, cultural, demographic and organizational contexts.

**SO 275 Population Analysis** 3

An analytical approach to population movements and the effects that population movements have on social environments. Students will interface with computer-based Geographic Information Systems (GIS) to learn specific skills and techniques used by professional demographers. Students will apply these skills to promote social well-being in various local and global contexts, reflecting upon their moral responsibilities as members of a populated world. Prerequisite: SO 120. Also listed as ENS 275.

**SO 283 Deviance, Crime and Criminal Justice** 3

Analysis of the theoretical core of criminology, including concepts related to deviance, crime, and criminal justice. Students will assess the nature of social problems related to the criminal justice system, show an ability to propose effective ways to treat harmed persons, and develop preventive structural changes. Students will also clarify faith commitments, values, and deepest convictions as they relate to social issues regarding deviance and crime. Prerequisite: SO 120.

**SO 303 Globalization and Social Change And Wealth** 3

Globalization and Social Change is an introduction to global studies from sociological and interdisciplinary perspectives. The course will examine economic, political, cultural, and social ties between nations, drawing on theories and concepts from several disciplines that include international studies, political science, economics and the humanities in addition to sociology. Topics to be covered include global social movements, global inequality, the media, and the spread of western cultures and ideologies. Also listed as DS 303. Also listed as LAS 303.

**SO 307 Latin American Politics** 3

Explore the wide range of problems facing Latin American societies based on their past underdevelopment. Takes a thematic approach, focusing on subjects as diverse as the military, peasants, Indians, U.S. foreign policy, multinational corporations, urbanization and education. Build an understanding of Latin America using the resources of sociology. Prerequisite: SO 120. Also listed as LAS 308.

**SO 311 Families and Society** 3

Family, kinship and marriage in societal context. Human families in their many forms are examined cross-culturally and historically; primary emphasis is upon the changing shape and character of American families today. Impact of class, race and values on family life is explored. Special focus is on parent-child relations and the problems of children in American families. Prerequisite: SO 120. Fall semester.

**SO 311W Families and Society** 3

Family, kinship and marriage in societal context. Human families in their many forms are examined cross-culturally and historically; primary emphasis is upon the changing shape and character of American families today. Impact of class, race and values on family life is explored. Special focus is on parent-child relations and the problems of children in American families. Continuing Studies only.



**SO 315 Funding and Grant Writing** 3

Identification of potential funding sources and preparation of application documents is covered. Analysis of successful grants and assistance from local resources will be reviewed. Individuals who work for entities who depend on grants and outside funding should take this course. For continuing studies evening students only.

**SO 320W The Sociological Tradition: Theories in Context** 3

An examination of the emergence of sociology and sociological thought focusing on the men and women who developed sociology and how their questions and perspectives were shaped by philosophical and social contexts. The course will assess the sociological tradition, explore how it helps us understand contemporary society, and relate it to faith perspectives. Prerequisite: SO 120. Fall semester.

**SO 325 Sociology of Death and Dying** 3

Looks at death due to both disease process and trauma. Elements of study will include various care giving options; emotional aspects associated with lengthy dying process v. traumatic death; as well as loss and grief; cultural influences regarding care/treatment; religious/spiritual influences; legal and business issues.

**SO 326 Sociology of Marriage** 3

Examination of marriage and intimate relationships in the U.S. today. Sociological research and value perspectives are used to understand such issues as mate selection, cohabitation, careers and marriage, power, communication and conflict, diverse marriage styles, divorce and remarriage. Major emphasis given to the nature and dynamics of sexuality and gender in intimate relationships. Faith perspectives on marriage, sex, and gender are explored. Prerequisite: SO 120.

**SO 337 Social Research** 3

Designing, conducting and interpreting research in an essential skill required of many modern occupations. In this class in organized curiosity, students receive experience in social research by participating in the design and implementation of a class research project. Valuable skills in problem formulation, research design, measurement, questionnaire construction, interviewing, data collection and analysis will be gained as the student encounters these issues in our class research project. Prerequisite: SO 120 and two other sociology courses. Fall semester.

**SO 338 Statistical Analysis in Sociology** 3

Learn how to use the computer to do statistical analysis. Become familiar with some basic statistical procedures and develop skills ranging from simple tasks of data entry, data management, data transformation, defining data files and file editing to more complex tasks of univariate, bivariate and multivariate statistical data analysis. Hands-on experience using SPSS software. Prerequisite: SO 120. Spring semester.

**SO 343 Sociology of Religion** 3

How can one make sense of religion? A variety of theoretical and methodological "ways of looking" will be used in an attempt to understand religious behavior. Religion will be explored both as it is affected by its social context and as it affects society. Sociology has been seen as both serious threat to cherished religion and a valuable tool for ministry. Both tensions and conversations between Christianity and sociology will be examined. Prerequisite: SO 120. Periodic offering.

**SO 365 Cities and Urban Life** 3

Develop skills for understanding today's urban world. Explore the development of the city, patterns of urban settlement, the influence of urban environment upon group life and individual personality, the pathology and possibilities of urban life, and social aspects of urban planning. Examine the situation of the "truly disadvantaged" and learn how to explore an urban subculture. The real city as a learning laboratory: literature, games, guests, movies, field trips, class TV studies and field projects. Prerequisite: SO 120. Also listed as CE/LS 365.

**SO 368 The Helping Process in Social Services** 3

Learn to use core concepts, values, and skills for helping people in social-service settings. Become familiar with interviewing, assessing and behaving professionally in these settings. A Christian view of the helping process will be integrated with the skills and knowledge.

**SO 370 Delinquency and Juvenile Justice** 3

The class will review prominent theories on delinquency causation and will use these theories to understand case examples of people who exhibit delinquent behavior. A firsthand introduction to the components, agencies, programs and trends in the juvenile-justice system will move from theory to more pragmatic concerns. Prerequisite: SO 120. Spring semester.

**SO 375H Planned Communities** 3

This course examines the way the physical environment affects social dynamics. But instead of just talking about the relationship between space and social life, students will create tangible models of communities that manipulate these relationships. In this sense, students will become community planners. Travel to various planned communities is required.

**SO 377 Sects and Violence** 3

This course investigates the organizational dynamics of new religious movements: seeking to understand why/how they proliferate, and exploring processes of recruitment. We will also examine conflicts of these movements with churches, anti-cult organizations, and the state. Prerequisite: SO 120.

**SO 386 Readings** 3

Students will better understand the criminal justice system and policing. Students will analyze current public policies regarding criminal justice within the American social context. Field experiences and guest speakers will prepare students for their practicum as well as expose them to career opportunities. Students will be required to reflect on their personal policing philosophy given their Christian faith or deepest convictions.

**SO 425 Making Change: Social Intervention Strategies** 3

Learn to use a 'sociological imagination' to explore the relationship between personal troubles and public issues while examining a variety of social problems. Examine steps, strategies, approaches and skills used to make change while developing an understanding of neighborhoods, communities and organizations. Experience change firsthand and apply course material by participating in a service learning project outside the classroom. Prerequisite: SO 120 and SO 337. Also listed as DS 425. Spring semester.

**SO 430 Sports and Society** 3

Interrelationships of sports with other aspects of culture. Role of sports in American society. Prerequisite: SO 120. Also listed as KIN 430. Spring semester.

**SO 437 Social Research Practicum** 2

This is hands-on research practicum in which the students will engage in an actual social research project under the guidance and supervision of a faculty member, write an article-length paper based on the project, and present their findings and results at two scholarly conferences in the Spring - the Pacific Sociological Association Conference (PSA) and the Spokane Intercollegiate Research Conference (SIRC). Prerequisite: SO-120, SO-337, and SO-338.

**SO 438 Social Research Practicum II** 1

This is hands-on research practicum in which the students will engage in an actual social research project under the guidance and supervision of a faculty member, write an article-length paper based on the project, and present their findings and results at two scholarly conferences in the Spring, the Pacific Sociological Association Conference (PSA) and the Spokane Intercollegiate Research Conference (SIRC). Prerequisites: SO-120, SO-337, SO-338 and SO-437.

**SO 466 Ethics in Public Service** 3

Examining the role, values and issues of management in social service and public agencies in the context of democratic governance, citizen participation, power structures and professional codes of conduct, with an emphasis on developing skill in critical and ethical reasoning and decision making.

**SO 475 Sociology Practicum**

3

Through placement in a social agency, students apply their sociological understandings and develop new questions and insights to enrich their sociology. Interns meet in a cluster-group seminar to learn together and process their experiences. Prerequisite: SO 120. Junior or senior sociology major. Spring semester.

**SO 478 Contemporary Sociology: Perspectives and Practice**

3

A capstone course for senior sociology majors. Contemporary sociological perspectives are examined, from neo-Marxist to postmodern sociologies. Diverse forms of sociological practice are explored with emphasis upon how sociologists connect their personal commitments with sociological practice. Students clarify how they will "live their sociology." Prerequisite: SO 320W. Spring semester.

# Teaching English to Speakers of Other Languages

The short-term TESOL minor program is intended for students who desire to teach English to speakers of other languages. It is not designed as certification for the U.S. public school system, which can be obtained through the School of Education. This program focuses on the theories and the practice of teaching English, including English language structure and acquisition, sociocultural knowledge, language pedagogy, and field experience.

## Requirements for a TESOL Minor (16)

One of the following:		3
TES/EDU 361	Second-Language Acquisition	
TES 396A	Introduction to Teaching English to Speakers of Other Languages (TESOL)	
TES/EDU 362	ELL Methodology	3
TES/EL 388	Structure and Development of the English Language	3
TES 396	Refugee and Immigrant Experiences (Cross-listed as EDU 396)	3
One of the following:		3
TES/SO 120	Introduction to Sociology	
TES/SO 200	Introduction to Cultural Anthropology	
TES/SP 398	Intercultural Communication	
TES/EL 480	Field Studies	1

## Courses

TES 120	Introduction to Sociology (Cross-listed as SO 120)	3
TES 200	Introduction to Cultural Anthropology (Cross-listed as SO 200)	3
TES 361	Second-Language Acquisition (Cross-listed as EDU 361)	3
TES 362	ELL Methodology (Cross-listed as EDU 362)	3
TES 388	Structure and Development of the English Language (Cross-listed as EL 388)	3
TES 396	Refugee and Immigrant Experiences (Cross-listed as EDU 396)	3
TES 396A	Introduction to Teaching English to Speakers of Other Languages (TESOL) (Cross-listed as EL 396)	3
TES 398	Intercultural Communication (Cross-listed as SP 398)	3
TES 480	Field Studies (Cross-listed as EL 480)	1-4

# Theatre

Whitworth Theatre is dedicated to cultivating artistic integrity in its students and its program as we explore the many aspects of theatre in an environment that challenges our students to integrate their faith with their art both within and beyond the Whitworth University community.



Students in the theatre program address two primary questions:

- What does it mean to be a Christian in theatre? Or what does it mean to be a theatre artist
- What is Christian theatre? Or what is the function of theatre?

## Departmental Goals and Objectives

By the end of the sophomore year, the student will be able to do the following:

- Analyze a dramatic script from the perspective of the actor.
- Employ a variety of rehearsal techniques.
- Prepare an audition.
- Create both individual and group performances from a variety of texts.
- Articulate basic theoretical and ethical performance issues.
- Construct basic stock units for a set.
- Employ proper vocal techniques for performance (acting track).
- Employ proper movement techniques for performance (acting track).

By graduation, the student will be able to do the following:

- Define "Christian theatre" and explain what it means to be a Christian in theatre from a personal point of view (or, if a student is not a Christian, s/he is asked to define "theatre" and what it means to be in theatre given his or her worldview).
- Execute the four fundamentals of play directing: play analysis, communication with actors, design and production, interpretation and style.
- Identify important practices, playwrights, and plays in the history of theatre, and articulate the relationship between theatre and the culture within which it exists.
- Construct a theoretical argument using historical information.
- Create and present a project demonstrating expertise in a chosen area: performance, directing, theatre in education or community engagement, design or research.
- Develop and demonstrate a standard audition packet as defined by URTA (acting track) or a portfolio (production track).

## Requirements for a Theatre Major, B.A. (38-40) Required Core Courses (25)

Take 2 credits from the following:

TA 145	Theatre Production
TA 245	Theatre Production
TA 345	Theatre Production

TA 445	Theatre Production	
TA 231	Performance Theory and Practice	3
TA 270	Stage Makeup & Costume Construction	2
TA 273	Acting I	3
TA 275	Stagecraft I	3
TA 361	Fundamentals of Directing	3
TA 476W	History of Theatre I	3
TA 477W	History of Theatre II	3
TA 498	Senior Project	3

All students enter the major in the general track and remain in the track unless they apply for admission into one of the other tracks. Only students who have specific post-graduate education and/or career goals in another track should apply into that track. Admission into track II, III, or IV carries with it the expectation of significant contributions to the department in those areas. Admission is limited to two tracks.

### Track I: General (38-40)

Required core courses		25
TA 278	Scenography I	3
Two courses from the following:		4-6
TA 100	Introduction to Theatre	
TA 215	Acting for the Camera	
TA 276	Improvisational Acting	
TA 301	The Actor's Experience: New York City	
TA 314	Church Drama	
TA 348	Performing the Self	
EL 247	Shakespeare	
EL 316	American Drama Since 1900	
Six additional credits in theatre		6

### Track II: Acting (40)

Required core courses		25
TA 276	Improvisational Acting	3
TA 279	Voice for the Performer	2
TA 342	Principles of Movement	2
TA 473	Acting II	3
Five additional credits in theatre		5

### Track III: Community-Based Theatre (40)

Required core courses		25
TA 116	Theatre in Community	3
TA 348	Performing the Self	3
TA 316	Community-Based Theatre	3
AR/TA 435	Arts Administration	3
Three additional advisor-approved credits in community engagement courses		3

### Track IV: Production (40)

Required core courses		25
TA 278	Scenography I	3
TA 375	Stagecraft II	3
TA 478	Scenography II	3
One of the following Art History courses:		3
AR 260, 360	History of Ancient Art	



AR 261, 361	History of Renaissance and Baroque Art	
AR 263, 363	History of Modern Art	
AR 264, 364	History of Medieval Art	
One of the following Art	Studio courses	3
AR 101	Drawing I	
AR 120	2-D Design	
AR 124	Adobe Creative Suite And Indesign	
AR 210	Painting I	
AR 355	Sculpture I	

## Requirements for a Theatre Minor (17)

(meets current endorsement requirements)

All endorsements subject to change; see School of Education for updated requirements.

TA 100	Introduction to Theatre	3
TA 231	Performance Theory and Practice	3
TA 270	Stage Makeup & Costume Construction	2
TA 273	Acting I	3
TA 275	Stagecraft I	3

One of the following 3

TA 316	Community-Based Theatre
TA 361	Fundamentals of Directing

Required for teaching endorsement only

TA 344	Theatre Across the Curriculum (1 cred)
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Three additional advisor approved credits

## Requirements for a Theatre-Dance Minor (21)

TA/PE 137	Modern Dance I	2
TA/PE 143	Ballet I	2
TA/PE 183	Jazz Dance I	2
TA 342	Principles of Movement	2
TA 384	Perspectives on Faith and Dance	2
TA 381	Choreography	2

Two of the following: 4

TA 337	Modern Dance II
TA 343	Ballet II
TA 383	Jazz Dance II

One of the following: 3

TA 231	Performance Theory and Practice
TA 348	Performing the Self
TA 373	Character Study

Two additional approved dance credits 2

## Fine Arts Courses

**FA 101 Introduction to the Fine Arts** 3

Integrates the disciplines of art, music, theatre and dance into an examination of the fine-arts experience. Examines elements, media, expressiveness. Periodic offering.

**FA 300 British Culture through the Arts** 3

Experience various aspects of English theatre and British culture through three weeks in London. Students are required to visit museums, art galleries, cathedrals, universities and other places of historical and cultural significance, as well as multiple chosen theatre and music events. Priority will be given to junior/senior students. Graded S/NS. Periodic Jan Term.

- FA 301 Power and Politics of Art: Italy/Germany** 3  
Exploration of the arts (primarily visual arts and music) in Rome, Florence, and Berlin, with emphasis on the arts in relation to history, culture, and political systems. Jan Term, odd years.
- FA 304 The Arts in Christian Worship** 3  
Explore the ways that the arts have shaped and been shaped by Christian worship practice from the early church to the present, through study in Rome, Taize, and London. Students will visit cathedrals, museums, and other places of historical and cultural significance. Jan Term, even years.
- FA 305 Christianity and the Arts in Italy** 3  
This course will lead students to the following Italian cities: Milan, Venice, Florence, Siena, Assisi and Rome. The goals of this program are to study and analyze historical and religious developments of Christianity in Italy with an additional emphasis on Christian fine arts. Students will face important political, religious and artistic issues that have shaped Italian Christianity and culture in the past and present. Periodic offering.
- FA 309 Power and Politics of Art Prep Course** 1  
A survey of European art, history, and culture for students enrolled in the Jan Term Power and Politics of Art study program. Fall semester, even years. Must be accepted for Jan Term Power and Politics of Art study program.
- FA 365 Fine Arts Culture in Britain** 3  
Taught when a faculty member from the Whitworth Theatre, Music or Art Department is part of the study program to the British Isles. Periodic offering.

## Theatre Courses

- TA 100 Introduction to Theatre** 3  
An introduction to theatre history, literature, criticism, and the practicalities of creating theatre, with particular emphasis upon its cultural and social influences on society.
- TA 110 Introduction to Dance** 1  
Basic concepts and principles of jazz, modern, and ballet. This course is designed for the non-dancer student seeking to explore dance in a safe learning environment.
- TA 116 Theatre in Community** 3  
An introduction to theatre in a community context. Includes study of at-risk student populations, urban poverty, and playwriting as a tool for social change. Practical application of skills and knowledge in Spokane public school. Jan Term, even years. Meets American diversity requirement.
- TA 130 Private Lessons** 1-2  
Individual instruction arranged with members of the theatre faculty. All theatre majors must enroll for private lessons concurrently with TA 494, Senior Project. Arrangements by non-majors must be made with the department before registering for private lessons. Fall and spring semesters. Fee.
- TA 137 Modern Dance I** 2  
Analysis and theory of modern dance with an emphasis on basic technique and movement exploration. Includes a study of the evolution of modern dance and its past and present pioneers. May be repeated. Fall semester. May count as ONE PE activity course.
- TA 143 Ballet I** 2  
Beginning instruction in classical ballet focusing on vocabulary and technique. Includes barre and center exercises designed to develop coordination, balance, flexibility and strength. Fall semester. May count as ONE PE activity course.
- TA 145 Theatre Production** 1  
Instruction and performance on stage or backstage in a major theatre production. Repeatable for credit to a maximum of 6 semester credits. Registration for credit in Theatre Production is contingent upon a successful audition or permission granted for backstage work. Graded S/NS.

<b>TA 183 Jazz Dance I</b>	2
This course is a first level study of jazz dance. Students will explore this art form through monthly lectures on the history of jazz, physical exploration of the unique aspects of jazz, and strengthen individual understanding of fundamental jazz dance vocabulary, technique and choreography. Fall semester. May count as ONE PE activity course.	
<b>TA 184 Physicality and Spiritual Formation</b>	1
The course seeks to offer students opportunities to explore the biblical, historical and experiential connection of prayer, posturing and movement. An overview of embodied prayers and movement meditations will be presented. Jan Term.	
<b>TA 215 Acting for the Camera</b>	1
This course teaches basic camera acting skills. Distinctions between commercial, television and film acting are included. Marketing materials, daily exercises, on set terminology and protocol, and reading a screenplay are all covered. Practicum in camera work is emphasized. Also listed as FVNS 215. Spring semester, even years.	
<b>TA 216 Modern Drama</b>	3
A survey of modern drama including the major movements, playwrights and representative plays from 1900 to the present.	
<b>TA 217 Mask-Making</b>	3
An overview of the design concepts and production concepts of mask making. Experimentation with a variety of artistic mediums. Jan Term. Fee.	
<b>TA 220 Art At Large</b>	3
Production Techniques of Large Scale Painting for Community Enrichment. A lab based course teaching the skills to produce large scale two dimensional artwork and providing a means of combining creative expression with community enrichment. Course will culminate in the creation of a collaborative artwork for public display. Jan Term. Fee.	
<b>TA 230 Private Lessons</b>	1-2
See TA 130.	
<b>TA 231 Performance Theory and Practice</b>	3
Students create solo and group performances in non-traditional styles. Emphasis on both practical skill-building and theoretical understanding of performance. Limited enrollment. Should not be taken concurrently with TA 273. Fall and spring semesters.	
<b>TA 236 Hip Hop</b>	2
An intermediate level course focused on challenging students to explore multiple styles and levels of hip hop dance. Students will learn the following styles of dance including: hip hop, breaking, popping, locking, and contemporary hip hop through classroom warm-ups, choreography and instructional videos. As this course is performance based, students are required to perform in Broadway Unbound and the majority of class-time will be spent on learning and polishing choreography. Spring semester, even years. Prerequisite: TA-183. Fee.	
<b>TA 243 Accelerated Ballet</b>	1
Continuing instruction in classical ballet focusing on vocabulary and techniques. Includes intermediate barre and center combinations designed to develop coordination, balance, flexibility and strength. Prerequisite: PE/TA 143. Fall and Spring semesters, periodic offering.	
<b>TA 245 Theatre Production</b>	1
See TA 145.	
<b>TA 250 Stage Management</b>	3
Introduction to the principles and practices of stage and production management for theatre and the related performing arts. Emphasis on management style, facilitating communication and conflict management. Spring semester, periodic.	

- TA 270 Stage Makeup & Costume Construction** 2  
An introduction to the art of stage makeup. Lab experience includes brief explanations and demonstrations followed by student applications. Enrollment is limited. Spring semester. Fee.
- TA 273 Acting I** 3  
Learn to live truthfully under the imaginary circumstances of a play. The objective is for the student to become an intelligent actor, able to analyze and critique a script, develop a character, and respond to a directors coaching. Enrollment is limited. Not to be taken concurrently with TA 231. Also listed as FNVS 273. Fall and spring semesters.
- TA 275 Stagecraft I** 3  
This course will provide an introduction to terms, tools and equipment utilized in technical theatre including, but not limited to, scenic construction, basic lighting, and sound. Lectures will focus on terminology, identification and basic principles. Labs will offer hands-on experience building the spring Main Stage production constructing flats and platforms, hanging and focusing lighting instruments and setting up basic sound reinforcement. Spring semester. Fee.
- TA 276 Improvisational Acting** 3  
Learn exercises and techniques leading to self-discovery in the releasing of creative potential. Experience problem-solving games and activities and perform before various audiences. Fall semester. Fee.
- TA 278 Design & Production: Scenic & Costume** 3  
A project based course introducing the principles, methods, historical development, and evolution of scenic & costume design. Includes exploration of the design process, script analysis, visual research skills, and the application of design principles. The format of the course includes demonstrations of design tools & techniques, project lab sessions, discussion of design theory and practices, and peer critiques of the process and projects. Fall semester, even years.
- TA 279 Voice for the Performer** 2  
Training in the effective use of the speaking voice for public performance. Limited to theatre majors; others by permission. Also listed as FVNS 279.
- TA 283 Musical Theatre Dance** 2  
Examination of the unique history of musical theatre. Students study the techniques and choreographic styles required for performance in musicals. The culminating project is a public performance. Spring semester, odd years. Fee.
- TA 301 The Actor's Experience: New York City** 3  
Explore culture, history and arts in New York City, from the artist's point of view. Students are exposed to a variety of art forms, including music, visual art, film, dance and theatre. It also includes a participatory, skill-building experience, in which students work with NYC arts professionals to learn performance skills. Jan Term study tour, odd years.
- TA 311 Playwriting** 3  
Fundamentals of playwriting. Students will learn to write monologues, scenes and short plays, how to analyze a script, and the differences between play-writing and screen-writing. Prerequisite: Writing I. Periodic offering.
- TA 314 Church Drama** 3  
This course involves study of classic and contemporary drama used in Christian worship. Students will engage in biblical text study, critical writing, playwriting, and performance of original theatre on campus and in area churches. Periodic offering.
- TA 316 Community-Based Theatre** 3  
A practical study of Community-Based Theatre concepts and practices. As a group, students will devise and perform an original piece of theatre in collaboration with a community organization. The topic that students create a performance about changes each year; please check with the department to find out what the topic is this semester. Spring semester, even years. TA 348 is recommended but not required.

<b>TA 317 Company Class</b>	<b>3</b>
An ensemble-based performance project where students are responsible for all aspects of the production including research, publicity, performance and tech. The student company will also develop educational workshops, presentations, and discussions to accompany the production. Course will culminate in public performance and may include touring. Permission required. Audition only. Periodic offering.	
<b>TA 321 Gender, Performance, and Pop Culture</b>	<b>3</b>
Exploration both of gender as performance and gender in performance. Engagement with a range of theories in the areas of gender and representation, including how ideas about gender are portrayed, reinforced, or challenged through a variety of plays, films, and other performance materials. Also listed as WGS 321.	
<b>TA 330 Private Lessons</b>	<b>1-2</b>
See TA 130.	
<b>TA 335 American College Dance Festival Intensive</b>	<b>2</b>
Development of dance fundamentals and performance strategies. Exposure to a collection of diverse dance techniques, warm-up and cool-down exercise, locomotor development and innovative choreography. Required for ACDF participants. Open to other students with instructor permission only. Prerequisite: TA/PE-137, TA/PE-143 or TA/PE-183.	
<b>TA 337 Modern Dance II</b>	<b>2</b>
This course will provide instruction and performance experiences in advanced principles and techniques of Modern Dance. This is a performance-based course. Spring semester, even years. Fee.	
<b>TA 342 Principles of Movement</b>	<b>2</b>
Students will be given tools to understand then connect the anatomy and physiology of the body to dance. The performance of practical exercises will allow application of the knowledge earned.	
<b>TA 343 Ballet II</b>	<b>2</b>
An intermediate course in classical ballet focusing on vocabulary, technique and choreography. Includes barre and center combinations designed to further develop coordination, balance, flexibility and strength. The course culminates in a public performance. Prerequisite: TA/PE-143 or TA 243. Spring semester.	
<b>TA 344 Theatre Across the Curriculum</b>	<b>1</b>
Theatre techniques can be applied across the curriculum in any elementary classroom. Students will study creative drama, story theatre, reader's theatre and improvisation. Students will learn the techniques and perform them, as well as apply them to their own teaching situations. Priority to elementary-education majors. Prerequisite: TA/PE-143 or TA 243. Fall and spring semesters.	
<b>TA 345 Theatre Production</b>	<b>1</b>
See TA 145.	
<b>TA 348 Performing the Self</b>	<b>3</b>
Theatre games and performance techniques for effective communication, problem-solving, relationship building, self-exploration and self-expression. No previous performance experience necessary. Sophomore and above. Every other year.	
<b>TA 361 Fundamentals of Directing</b>	<b>3</b>
The technical aspects of directing include play selection, casting, blocking, emphasis on characters, picturization, composition, rhythm. The student will study, then apply these techniques by staging a short production for a public audience. Prerequisite: TA 231 and TA 273. Also listed as LS 361. Fall semester.	



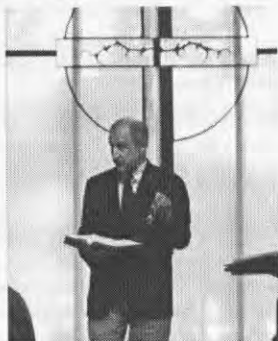
- TA 373 Character Study** 3  
A practical exploration of theories and methods for creating character, including scene work, playing multiple characters, creating original work, and solo performance. Students must have completed TA 231 and TA 273 prior to registering for TA 373. Course is substitutable for TA 473 in the Acting track. Spring semester, even years.
- TA 375 Stagecraft II** 3  
Project based course providing training in professional Stagecraft skills including: computer aided drafting for scenic and lighting production, technical direction including materials handling, advanced scenic construction techniques, basic rigging, equipment maintenance, production supervision, scheduling, and budgeting. Prerequisite: TA 275. Spring semester, even years. Fee.
- TA 378 Design & Production: Scenic & Costume** 3  
A project based course introducing the principles, methods, historical development, and evolution of scenic costume design. Includes exploration of the design process, script analysis, visual research skills, and the application of design principles. The format of the course includes demonstrations of design tools techniques, project lab sessions, discussion of design theory and practices, and peer critiques of the process and projects. Fall semester, even years.
- TA 379 Advanced Voice for the Performer** 3  
Advanced training in diction and vocal production with emphasis on text work. Prerequisite: TA 279. Spring semester.
- TA 381 Choreography** 2  
Learn basic principles and concepts for constructing dance choreography. Students will create, cast, and produce an original dance composition for an adjudicated public performance. Fee.
- TA 382 Dance History** 2  
A comprehensive study of dance from early recorded history to the present. Explores and examines dance practices in a historical and cultural context. Fall semester, odd years.
- TA 383 Jazz Dance II** 2  
In this second level course, students continue to learn to express themselves creatively through the artistic medium of jazz dance. This course prepares students for performance in Broadway Unbound while developing further understanding of positions, anatomy, exercises and jazz dance principles. Students will practice technique, stretching and strengthening in the daily warm-up and across the floor combinations.
- TA 384 Perspectives on Faith and Dance** 2  
This course fosters the appreciation and understanding of dance history within the context of faith, ministry, and the church. Students will be challenged spiritually through scripture and textbook readings and technically through movement exercises and choreography. Fee.
- TA 430 Private Lessons** 1-2  
See TA 130.
- TA 435 Arts Administration** 3  
An in-depth study of the administration of community art projects. Topics covered will include grant-writing, business plans, safety/liability, marketing and public relations. An emphasis will be placed on laying the groundwork for successful community art projects within the disciplines of fine arts, music and theater. No prerequisites however, some background in art is recommended. Also listed as AR 435. Fall semester, even years.
- TA 445 Theatre Production** 1  
See TA 145.
- TA 473 Acting II** 3  
Advanced training in acting with special attention to contemporary theatre, Shakespeare, and monologue work. Priority will be given to junior and senior Acting track theatre majors. Signature required. Fee. Prerequisites: TA 231 and TA 273. Spring semester, odd years.



- TA 476W History of Theatre I** 3  
The history of theatre's relationship to society through the literature, design, acting, and production styles of ancient Greece to neo-classical France. Also listed as EMs 476W. Fall semester, odd years.
- TA 477W History of Theatre II** 3  
The history of theatre's relationship to society through the literature, design, acting, and production styles from Restoration England to the present day. Spring semester, even years.
- TA 478 Scenography II** 3  
A project based course in theatrical design and the values, methods, and theories of scenography. Emphasis will be on the theatre design process, play analysis, visual arts analysis, research skills, and the application of principles and elements. The format of the course includes project lab sessions, discussion of scenographic theory and practices, group critiques of the process and projects, and creation of a professional design portfolio. Prerequisite: TA 278, AR 120, AR 124, or AR 220. Spring semester, odd years.
- TA 481 Projects in Theatre** 1-3  
Projects in performance or research in some aspect of theatre that is not available in regularly scheduled courses but has particular significance in that students program. The project is proposed by the student and refined in consultation with the professor. Feasibility and appropriateness must be approved by the department faculty. Prerequisites: completion of a minimum of four courses in Theatre, two of which must be upper division. Fall and spring semesters.
- TA 482 Projects in Theatre** 1-2  
See TA 481.
- TA 498 Senior Project** 3  
The Senior Project is the capstone experience for the theatre major and allows the student to demonstrate expertise and artistry by completing one of the following: performance (solo or group, original or interpretive), project (directing, playwriting, arts administration, internship, etc.), or research paper. All majors must apply by submitting a proposal in their chosen area during the spring semester of their junior year. Proposals are subject to faculty approval. Prerequisites: faculty approval, senior status and concurrent registration for TA 430 (private lessons).

# Theology

The Whitworth Theology Department is solidly rooted in the Trinitarian faith of the church throughout the ages. We are committed to the authority of Holy Scripture as God's word and to the worldwide mission and ministry of Jesus Christ. Our goal is to provide students with an intellectually challenging, academically rigorous and spiritually enriching theological education that will equip them to serve in a wide variety of contexts. The theology major focuses on the classical disciplines of biblical studies, church history and Christian theology; as students move through the curriculum, we encourage them to discern Jesus Christ's call on their lives and to respond in faithful obedience.



Students will develop strengths in the following areas:

#### Understanding of the Bible:

- a good working knowledge of the content, emphases, major theological themes and central message of Scripture
- an awareness of various contextual considerations (historical, religious, political, geographic, socio-economic, linguistic and literary) necessary for reading and understanding scripture
- an ability to interpret Scripture Christo-centrally; the development of a biblical theology with a focus on the gospel of Christ

#### Understanding of the history, theology, and mission of the church:

- an overview of the historical and cultural development of the church throughout the centuries;
- an introduction to the major thinkers, texts, leaders, spiritual traditions and movements of the church
- an understanding of the history and development of Christian doctrine
- a commitment to the church and its ministry throughout the world

#### The skills of critical thinking, reading, research, writing, and speaking:

- a spirit of open inquiry
- an appreciation of excellent scholarship
- an introduction to the use of primary and secondary source texts
- the ability to think and communicate clearly and critically
- the ability to understand and argue a point of view
- the ability to develop and formulate independent conclusions

*Whitworth's theology department affirms that true knowledge consists of knowing and receiving God's love for the world as revealed in Jesus Christ. At the heart of this revelation is the gospel, Christ's work of reconciliation, which the Holy Spirit applies to our lives. The foundation of the department's curriculum is rooted in this gospel: how the Bible witnesses to it, how theology describes it, how church history explores its global impact over the past 2000 years, and how Christians are called to believe and live. The curriculum also helps students develop important skills, like careful reading and clear writing, which will serve them well no matter what their vocation is. The curriculum includes a set of core courses all students must take as majors, and a series of tracks, which allows students to go deeper in their area of interest and to apply the discipline of theology to current culture.*

## Requirements for a Theology Major, B.A.

### All theology tracks require the following core curriculum (26)

TH 119	Introduction to the Theology Major	1
TH 241	New Testament	3
TH 313W	History of Christianity I	3
TH 314W	History of Christianity II	3
TH 331	Old Testament Theology	3
TH 361	Christian Theology	3
TH 393	Christian Spirituality	3
TH 376	Theology and Culture	3
TH 368	Interpreting Scripture	3
TH 499	Senior Seminar	1

### Basic Track: Theology (41)

Required core courses	26
Select one Research Seminar:	3
TH 307	Seminar on Early Christianity
TH 319	Greek Reading and Exegesis II
TH 323	Religion in American Public Life
TH 371	Great Christian Thinkers
TH 372	Three Outsiders: Kierkegaard, Barth, and Bonhoeffer
TH 389	Theologies in Dialogue
(or three credits of 2nd year biblical language)	
Four additional theology courses	12

### Track 2: Biblical Studies (43)

In this track, students will acquire deeper knowledge in the field of biblical studies: what the Bible teaches, considering its original setting, and how students can learn to study it for themselves and teach it to others.

Required core courses	26
Choose one year of a biblical language:	8
TH 310	New Testament Greek I
& TH 311	and New Testament Greek II
TH 341	Biblical Hebrew I
& TH 342	and Biblical Hebrew II
One additional Biblical Literature course	3
One additional upper-division theology course	3
One Research Seminar (see course options under Basic Track: Theology)	3

### Track 3: Christian Thought (41)

In this track students will acquire deeper knowledge of Christian thought: how Christians have understood the Christian faith throughout history and how they do today, where and why they have disagreed, and what theology teaches about living the Christian faith.

Required core courses	26
Choose one:	3
TH/PH 221	Ethics
PH 320	Philosophy of Religion
TH 370	World Religions
Two courses in Doctrine	6
TH 367	The Triune God

TH 373	Who Is Jesus Christ?	
	(or other approved courses)	
One Research Seminar		3
(see course options under Basic Track: Theology)		
One additional theology course		3

### Track 4: History and Culture (41)

In this track students will acquire deeper knowledge of various Christian perspectives on contemporary issues, like the environment and gender roles. Students must choose an area of concentration that addresses one of these contemporary issues.

Required core courses 26

Choose one: 3

TH/PH 221	Ethics
PH 320	Philosophy of Religion
TH 370	World Religions

One Research Seminar (see course options under Basic Track: Theology) 3

Plus an area of concentration:

#### A. WOMEN AND GENDER STUDIES

Purpose: to explore how the Bible and Christian theology inform our understanding of what it means to be made in the image of God as male and female, what it means for male and female to be in relationship, and how gender shapes roles in marriage and in society.

TH 362	Christian Anthropology: Man and Woman In the Image of God	3
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Choose two: 6

EL 222	Gender and Faith in Film and Literature
TH 275	Bible and Gender
TH 350	Gender Theologies
SO 311	Families and Society
PO 336, 436W	Gender, Politics and Law

(or other approved courses)

#### B. ENVIRONMENTAL STUDIES

Purpose: to explore how the Bible and Christian theology shape our understanding of the world as created and redeemed by God and what responsibility rests on the shoulders of Christians as they care for creation in the light of the redemptive work of Jesus Christ and in anticipation of the new heavens and the new earth.

TH 214	Theology & Ecology	3
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Choose two: 6

BI 120	Introduction to Environmental Science
TH 212	Redemption of Creation
PO/EC 250	Environment and Society
TH 369	Science and Faith
TH 435	Internship in Ministry

(or other approved courses)

#### C. GLOBAL CHRISTIANITY

Purpose: to explore how the Bible and Christian theology inspire Christians to fulfill the Great Commandment and the Great Commission, especially in light of the global nature of the Christian movement.

TH 316	The Global Christian Movement	3
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Choose two: 6

HI 300W	Christianity in Asia
TH 317	Cross-Cultural Ministry
TH 324	Missional Church

TH 364	Early Christian Sites in Turkey	
TH 365	Christianity in Britain	
TH 435	Internship in Ministry	

(or other approved courses)

#### D. THE PUBLIC SQUARE

Purpose: to explore how the Bible and Christian theology inform how Christians view the social order, view various social issues, live out the gospel, and function as salt, leaven and light in society.

TH 377	Theology in the Public Square	3
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Choose two: 6

PH 244	Reasons for Faith	
PH 320	Philosophy of Religion	
TH 369	Science and Faith	
PO 421W	Faith and Politics	
TH 435	Internship in Ministry	

(or other approved courses)

*The theology minor is designed to introduce students to the academic field and practical application of theology without having to major in the discipline. Students who minor in theology will be able to sample from the great feast of Christian theology. Our goal is to help students learn to think theologically and to see the relevance of the gospel for every area of life. In addition to the generic theology track, the theology minor also allows students to pursue an area of specialization. These tracks integrate the field of classical theology with important areas of contemporary concern. Our ultimate aim is to help students understand the gospel and to explore its implications for their lives.*

### Requirements for a Theology Minor (18)

Eighteen theology credits 18

### Requirements for Biblical Studies Minor (18)

Choose one: 3

TH 154	Introduction to the Christian Faith	
TH 361	Christian Theology	
TH 241	New Testament	3
TH 331	Old Testament Theology	3
TH 368	Interpreting Scripture	3

Two additional Biblical Literature courses 6

### Requirements for Christian Thought Minor (18)

Choose one: 3

TH 313W	History of Christianity I	
TH 314W	History of Christianity II	
TH 361	Christian Theology	3
TH 376	Theology and Culture	3

Two Biblical Literature courses 6

One additional theology course 3

### Requirements for Theology and Gender Minor (18)

TH 362	Christian Anthropology: Man and Woman In the Image of God	3
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TH 221	Ethics	3
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Choose one: 3

TH 275	Bible and Gender	
TH 350	Gender Theologies	
One Biblical Literature course		3
Two additional, advisor-approved theology courses		6

### Requirements for Theology and Ecology Minor (18)

TH 212	Redemption of Creation	3
TH 214	Theology & Ecology	3
Two Biblical Literature courses		6
Two additional, advisor-approved theology courses		6

### Requirements for Global Christianity and Missions Minor (18)

TH 316	The Global Christian Movement	3
TH 317	Cross-Cultural Ministry	3
TH 370	World Religions	3
Two Biblical Literature courses		3
One additional, advisor-approved theology course		6

### Requirements for Theology in Public Square Minor (18)

TH 323	Religion in American Public Life	3
Choose one:		3
TH 377	Theology in the Public Square	
TH 376	Theology and Culture	
Choose one:		3
TH 221	Ethics	
PH 320	Philosophy of Religion	
One Biblical Literature course		3
Two additional theology courses		6

### Requirements for Spiritual Formation Minor (18)

Choose one:		3
TH 154	Introduction to the Christian Faith	
TH 361	Christian Theology	
Choose one:		3
TH 393	Christian Spirituality	
TH 363	Monasticism: Old and New	
Choose one:		3
TH 256	Biblical Theme of Shalom	
or TH 356	Biblical Theme of Shalom	
TH 375	Soul Care Through Life Stages	
Choose one:		3
TH 307	Seminar on Early Christianity	
TH 313W	History of Christianity I	
Two Biblical Literature courses		6



## Requirements for Biblical Languages Minor (20-22)

TH 310	New Testament Greek I	4
TH 311	New Testament Greek II	4
TH 341	Biblical Hebrew I	4
TH 342	Biblical Hebrew II	4
Select two of the following reading courses:		4-6
TH 318	Greek Reading and Exegesis I	
TH 319	Greek Reading and Exegesis II	
TH 343	Hebrew Reading & Exegesis I (Narrative)	
TH 344	Hebrew Reading & Exegesis II (Poetry)	

*Note: Four credits of Latin may be substituted with department permission.*

## Courses

<b>TH 119 Introduction to the Theology Major</b>		<b>1</b>
This course is an introduction and invitation to the study of Christian theology. It is intended for students who would like to explore what Christian theology is all about. We'll read great texts and have conversations about a range of interesting and important topics, such as what the point of going to college is, what Christians believe about God and the world, and what it means to follow Jesus Christ in the world today. Spring semester.		
<b>TH 130 Introduction to the Bible</b>		<b>3</b>
An overview of the entire Bible, with emphasis on literary, historical and theological themes and the diversity and unity within the Bible.		
<b>TH 131H Encountering the Covenantal God</b>		<b>3</b>
This class is an introduction to a theological understanding of God's biblical covenant with mankind. It provides an answer to the following key questions: Who is the covenantal God and who are man and woman created in his image?		
<b>TH 135 A Biblical Introduction to God</b>		<b>3</b>
This class presents a Christian view of the nature and character of God based on the Bible. Our goal: to bring students' perspectives on God into conversation with the biblical view, as we learn to think, speak, and write theologically.		
<b>TH 140 Great Themes of the Bible</b>		<b>3</b>
An examination of central biblical themes (creation, covenant, sin, forgiveness, salvation, etc.), through which students will develop an understanding of the message of the Bible as a whole. Attention will be given to the connections between these themes and students' ordinary lives.		
<b>TH 141 Great Themes in Paul's Letters</b>		<b>3</b>
An examination of the major themes of Paul's letters, such as salvation, discipleship and the Holy Spirit, through discussion of key Pauline passages, with a view to understanding Paul's gospel and applying it to contemporary life. Periodic offering.		
<b>TH 154 Introduction to the Christian Faith</b>		<b>3</b>
The major beliefs and practices of the Christian faith. Fall semester. Periodic offering.		
<b>TH 165 The Bible for Doubters</b>		<b>3</b>
An introduction to the overall content and themes of the Bible which is organized around difficult questions and welcomes students who are asking such questions. No Christian commitment is presumed.		
<b>TH 170 Leadership Development in Ministry</b>		<b>1</b>
On-campus meetings and practical experience as part of the Young Life leadership-development program. Also listed as LS 170.		

- TH 172 Foundations for Christian Leadership** 2  
 Foundations for Christian Leadership is a 2 credit course each semester (fall and spring; students may choose to take it for only one semester, highly recommended for both semesters) specifically designed to help students build a strong foundation for Christian leadership and to consider a variety of service opportunities. The course will consider different aspects of Christian leadership, theology, spirituality, personal growth, and relational skills in order to clarify students' gifts and calling. The course encourages students to consider servant leadership as a lifestyle and a vital part of their college experience. Fall semester.
- TH 173 Foundations for Christian Leadership II** 2  
 Foundations for Christian Leadership II is a 2 credit course which builds on TH 172 helping students develop a spiritual foundation for Christian leadership, and helps students consider a variety of service opportunities. The course will consider different aspects of Christian leadership, theology, spirituality, personal growth, and relational skills in order to help students in their existing ministry and/or helping to clarify students' gifts and calling. The course encourages students to consider servant leadership as a lifestyle and a vital part of their college experience. Spring semester.
- TH 175 The Acts of the Apostles** 3  
 The book of Acts begins with Jesus commissioning His disciples to continue His ministry through the power of the Holy Spirit, from Jerusalem, where the church was born, to Rome, the capital of the Gentile world. Acts tells the story of how the church grew, in both numbers and diversity. This course will explore the growth of the church in its infancy and the lessons that can be learned from this story today. Fall semester.
- TH 184 Postures of the Soul: Sacred Dance** 1  
 An exploration of worship through movement and dance. An overview of sacred dance expressions, including visits to churches that incorporate dance in their services and exploration of other movement-ministry opportunities. Students will perform in chapel and choreograph a movement sequence as it relates to worship.
- TH 205 Angels, Demons, Heaven and Hell** 3  
 This course examines the life, teachings, death and resurrection of Jesus Christ, with particular emphasis on how our assumptions about angels, demons, heaven, and hell may help or hinder our understanding, experience and communication of the Gospel. The course will examine these New Testament concepts in light of the historical and cultural context from which they emerged.
- TH 210 The Ten Commandments as Moral Law** 3  
 See under PH 210. Periodic Jan Term offering.
- TH 211 Wrestling with God's Wrath** 3  
 An examination of the biblical theme of God's wrath, especially as it relates to God's love and the redemption of his people. Special attention will be given to this theme as it appears in both pop culture and the public square.
- TH 212 Redemption of Creation** 3  
 An introduction to the whole story of the Bible with a focus on the created order and God's plans in redemption and new creation. Considers the significance of a biblical theology of creation and redemption for contemporary issues. Also listed as ENS 212. Fall semester.
- TH 213 The Book of Revelation** 3  
 An introduction to the book of Revelation, with a focus on its literary artistry, theological message and relationship to the rest of Scripture. Considers its genre, historical setting, different interpretive approaches and contemporary significance.
- TH 214 Theology & Ecology** 3  
 Develops a biblical theology of creation care rooted in Scripture's portrayal of creation and redemption in Christ. Attention is given to environmental issues and the ecology and natural history of the Northwest. Includes study, work, worship, outdoor exploration and disciplined reflection. Also listed as ENS 214. January, odd years, Tall Timber Ranch in the Cascades.

- TH 216 New Religious Movements** 3  
A survey of contemporary religious movements and cults. Each will be examined on its own terms, in an attempt to present a fair and non-polemical summary of its history and contemporary expression. A study of Christian history will provide context for understanding non-Christian and quasi-Christian thought. Comparison to classical Christian teaching will be provided throughout.
- TH 221 Ethics** 3  
See PH/LS 221.
- TH 230 Messiah** 3  
An introduction to the grand sweep of the biblical understanding of the Messiah. The course begins with the revelation of the nature of God in the Old Testament, shows its fulfillment in the revelation of God in Jesus Christ, and considers the significance of the Messiah for today. Fulfills the Biblical Literature requirement. Periodic Offering.
- TH 231 Introduction to the Old Testament** 3  
This course aims to invite students into the world of the Old Testament. By introducing students to its content and historical, literary, and theological context, the course seeks to offer resources for engaging with the ethical, theological, historical, and hermeneutical challenges the Old Testament poses. This course has no prerequisites and takes for granted no prior knowledge of the Bible. Fall Semester, Odd Years.
- TH 241 New Testament** 3  
The content and theology of the New Testament in light of its literary, historical and religious background, with a view to gaining a good working knowledge of the New Testament. Special focus on Jesus Christ, the gospel and the Christian life. Offered Fall and spring semesters.
- TH 242 Life and Teachings of Jesus** 3  
The pivotal events and major teachings of Jesus as recorded in the Gospels, and their relevance to today.
- TH 243 Jesus and the Kingdom of God** 3  
A study of the kingdom of God as promised in the Old Testament, fulfilled in the life and ministry of Jesus, and consummated upon his return. Spiritual, social, and ethical implications of Jesus' message.
- TH 245 Philippians** 3  
The letter to the Philippians is one of the most encouraging epistles of the New Testament by one of the most prominent missionary-pastors of the early Church, the apostle Paul. Philippians is one of the shortest books of the New Testament, but is also one of Paul's letters most relevant to contemporary Christianity nearly two thousand years later. The purpose of this course is two-fold. (1) It will provide a thorough exposure to and familiarity with this Pauline epistle. Through careful reading and reflection on Philippians, students will gain an understanding of the epistle's historical circumstances, its structure and development, its major themes, its lasting impact on the church, and its challenge to Christian faith today. (2) It will introduce the student to basic methods of biblical interpretation, which they will practice in their study of Philippians.
- TH 247 The Gospel of Matthew** 3  
This course offers a thorough exploration of the Gospel According to Matthew, the first book of the New Testament canon and one of the most influential literary works in the early Church. Among other topics, students will explore the Gospel's portrayal of Jesus, literary structure, perspective on discipleship, historical backgrounds, relation to the Old Testament, and transformational power for today.
- TH 248 Gospel of Mark** 3  
A thorough examination of the Gospel of Mark, with a view to understanding its literary structure, its portrayal of Jesus, its view of discipleship, and its relevance for today.
- TH 250 Gospel of John** 3  
A detailed study of John's Gospel, chapter by chapter, in a search to understand Jesus and life with him from John's spiritual perspective.

- TH 256 Biblical Theme of Shalom** 3  
 A study of the theme of biblical peace through a word study of the Hebrew term *shalom* and the Greek term *eirene*, the two words most often translated as "peace," with emphasis on the ministry of Jesus as the epitome of God's revelation of peace and the implications for Christian community. Also listed as CE 256.
- TH 256H Honors Biblical Theme of Shalom** 3  
 A study of the theme of biblical peace through a word study of the Hebrew term *shalom* and the Greek term *eirene*, the two words most often translated as "peace," with emphasis on the ministry of Jesus as the epitome of God's revelation of peace and the implications for Christian community. Jan Term, even years.
- TH 260 Romans** 3  
 A comprehensive introduction to Paul's most complete exposition of the Christian faith, the Epistle to the Romans, with a view to understanding the epistle's historical setting, structure, chief themes, and lasting impact. Periodic offering.
- TH 261 C.S. Lewis** 3  
 The thought of C.S. Lewis, as found in his philosophical, theological and imaginative works, and the interconnections between those works. Critical evaluation of Lewis's ideas and application of those ideas to contemporary issues. Also listed as PH 261. Periodic offering.
- TH 265 The Book of Genesis** 3  
 This course offers students an in-depth engagement with the content, theology, and narrative structure of the Book of Genesis. Particular attention will be given to seminal Biblical themes that reappear and are further developed throughout the Old and New Testaments.
- TH 275 Bible and Gender** 3  
 The primary purpose of this course is to develop deeper thinking with regard to the various roles of women and men in Old and New Testament texts and what we can learn from them. Emphasis will be on informed analysis, with full awareness of the sociological gender-biases that have molded both the texts and their traditional interpretations.
- TH 279 Theology and Film** 3  
 In this course, we will watch excellent films, read fascinating essays, and have good conversations about some of the most important things in life. The topics we will explore include friendship, work, love, forgiveness, happiness, death, and God. Periodic Jan Term offering.
- TH 281 Gospel of Luke** 3  
 This course introduces students to the Gospel of Luke by providing an overview of its basic content and an understanding of its central message. Considerations will be given to its origins, literary nature, historical context, geographical setting, major characters and central themes.
- TH 288 Genesis in the Letters of Paul** 3  
 This course examines the Pauline Epistles through the lens of the Old Testament book of Genesis. The Apostle Paul was a Jewish-Christian who understood the Old Testament as the inspired Scriptures of Judaism—Scriptures that informed his understanding of the Messiah and what would later become known as Christianity. This course will examine each Pauline letter systematically, addressing the biblical themes of Creation, Sin, Death, Exile, Covenant, Slavery, and Redemption found in Genesis.
- TH 299 The Meaning of Life** 3  
 This class will investigate the meaning of life in two different ways. First we will explore whether life and all it involves has some greater purpose or aim. In other words, we will be looking at different perspectives on whether our lives have significance beyond the here and now. Relatedly, we will go on to explore how one goes about organizing one's life with all its competing values and demands. In other words, we will be looking at and critically evaluating ways in which people might find value in life (e.g. through money, family, religion or relationships) and how we should structure our lives to balance life's various goods. Also listed as PH 299. Offered Jan term, odd years in New York City.

- TH 301 Spiritual Classics: Books That Can Shape Your Life** 3  
 This seminar introduces students to classic spiritual writings that have shaped the lives of Christians and influenced Western culture through the centuries. Students will examine the communication modes of allegory, colloquy, correspondence, biography and autobiography used by the authors under consideration. Figures include Francis of Assisi, Teresa of Avila, Thomas a Kempis, John Bunyan, CS Lewis and Martin Luther King, Jr., among others. Spring semester.
- TH 306 History and Theology of Worship** 3  
 History and theology of the practice of corporate worship and the role of music in worship from the Old Testament to the present. Particular emphasis will be placed on the evolving role of congregational song in worship.
- TH 307 Seminar on Early Christianity** 3  
 A careful study of primary source texts from the early Christian period, including Irenaeus, Origen, and Eusebius, which will culminate in a major research paper. Fall semester, odd years.
- TH 308 Christianity in Britain Preparation** 1  
 A prerequisite to the Christianity in Britain Jan Term Study Program, this one-credit course consists of seven class sessions comprised of overview lectures, intercultural awareness training, and reading assignments that will introduce students to the course material and prepare them to travel throughout England and Scotland.
- TH 309 Early Christian Sites in Turkey Prep** 1  
 A prerequisite to the Early Christian Sites in Turkey, Jan Term study program, this one-credit course consists of seven lectures and the reading of several books that will introduce students to the essential core of the Turkey Jan term study program. Students will prepare a 10-page paper at the end of the course which will be presented at an appropriate location in Turkey.
- TH 310 New Testament Greek I** 4  
 The basic vocabulary and grammar required for reading the Greek New Testament. An intensive course. Fall semester, odd years.
- TH 311 New Testament Greek II** 4  
 Translation of the Epistles of John and selected passages from the Gospel of John in Greek. An intensive course. Prerequisite: TH 310. Spring semester, even years.
- TH 312 South Africa Program Prep** 1  
 See SP 312.
- TH 313 History of Christianity I** 3  
 The history, thought, and practices of the Christian church from its beginning to the dawn of the Reformation. Fall semester.
- TH 313W History of Christianity I** 3  
 The history, thought, and practices of the Christian church from its beginning to the dawn of the Reformation. Also listed as LS 313W. Fall semester. Writing intensive. Also listed as EMS 313W.
- TH 314W History of Christianity II** 3  
 The history, thought, and practice of Christianity from the beginning of the Reformation to the present, with special emphasis on the major reformation, renewal and revival movements that have shaped the modern church. Also listed as LS 314W. Spring semester.
- TH 316 The Global Christian Movement** 3  
 An introduction to the history of the worldwide Christian movement, the lives of well-known missionaries (both Western and non-Western), different mission organizations, recent mission trends, problems of cultural adaptation, growing persecution, and the creative ways Christians are bearing witness all over the world. Students will have an opportunity to explore their own interests. Jan Term, Odd Years.



- TH 317 Cross-Cultural Ministry** 3  
An introduction to theoretical and practical dimensions of effective cross-cultural communication and ministry. Those planning to work in another culture on a short- or long-term basis will acquire a "tool kit" designed to help them enter, adjust, and thrive in another cultural setting. Jan Term.
- TH 318 Greek Reading and Exegesis I** 3  
This course develops proficiency in the grammar and vocabulary of Koine Greek through the reading of a variety of Greek texts, particularly in the New Testament, and it introduces students to the fundamentals of New Testament exegesis. Prerequisite: TH 311. Fall semester, even years.
- TH 319 Greek Reading and Exegesis II** 3  
Continuation of TH 318. Spring semester, odd years.
- TH 322 Arguing with Calvin** 3  
This class explores John Calvin's presentation of the Christian "good news" through the selective reading of the Institutes, commentaries and sermons. It considers the context in which Calvin worked and his influence on Christianity.
- TH 323 Religion in American Public Life** 3  
The major themes, movements, problems, people and institutions in American Christian history, with emphasis on the public practice of the Christian faith. Fall semester, even years.
- TH 324 Missional Church** 3  
This course is an introduction to how theology, missiology, and ecclesiology create a missional praxis for the church. Emphasis will also be created in the concept of how the theology of the incarnation can inform this missional praxis.
- TH 328 Religion in East Africa** 3  
This course will examine historical and contemporary aspects of Tanzanian religion. In looking at religion in East Africa, we will pay special attention to the political, economic, and social dimensions of life in Tanzania. Topics will include African Traditional Religion, Islam, mainline Christianity, and popular expressions of Christianity. Course taught in Tanzania.
- TH 329 The Christian and the City** 3  
Students will explore the complex issues of the urban environment and develop practical and theological insights on how they can engage the City. Most classes will be spent in the city interacting with Christians in a variety of vocational and service fields. Periodic offering.
- TH 331 Old Testament Theology** 3  
The content and theology of the Old Testament in light of its literary, historical and religious background, with a view to gaining a good working knowledge of the Old Testament. This course is designed for Theology majors. Non-majors are encouraged to take TH 231 Introduction to the Old Testament, though any student who has completed another theology course is welcome. Spring semester.
- TH 334 Youth Ministry** 3  
An introduction to the theology of youth ministry; different approaches and models for reaching teens; understanding adolescents in their various cultures; the structures and institutions that affect youth; development and management of youth programs; basic principles and skills necessary for reaching youth both within and outside the church. Spring semester.
- TH 335 Theology of Ministry** 1-2  
An exploration of ministry that is biblically informed and culturally relevant. Capstone course for the Certification program. By permission only. Most often taken in conjunction with TH 435, but not required. 1 credit when offered in the fall, 2 credits when offered in the spring.



- TH 336 Gospel Proclamation** 3  
The study and practice of oral communication of the Christian gospel in public settings. Students gain experience in textual interpretation, structuring messages, language use, introducing and concluding messages, audience analysis, delivery of messages and evaluating messages. Also listed as SP/LS 336. By permission only. Offered annually.
- TH 339 Gospel & Growth in a Post Christian Society** 3  
A study of the biblical view of evangelism and discipleship: their historical development, different models and approaches, culturally relevant models for today, and how to work out our witness and growth in the marketplace, the church and the world. Fall semester.
- TH 340 Biblical Interpretation and Hermeneutics** 3  
This research seminar explores the ways in which Scripture has been read throughout history, introduces hermeneutical theories concerning its meaning and significance, and provides students with practical skills for interpreting and applying it today. Prerequisite: Fulfill the biblical literature requirement.
- TH 341 Biblical Hebrew I** 4  
An introduction to Biblical Hebrew, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible. Fall semester, even years.
- TH 342 Biblical Hebrew II** 4  
Continuation of TH 341. Spring semester, odd years.
- TH 343 Hebrew Reading & Exegesis I (Narrative)** 2-3  
For students who have completed TH 341 and TH 342. Reading and exegesis of selected narratives of the Hebrew Bible (Old Testament). Fall semester, odd years.
- TH 344 Hebrew Reading & Exegesis II (Poetry)** 2-3  
See TH 343. Spring semester, even years.
- TH 345 Contemporary South Africa** 3  
See JMC 341. Also listed as HI 341 and PO 341.
- TH 350 Gender Theologies** 3  
This course invites students into an appreciative and critical dialogue with a broad spectrum of contemporary feminist theologies as they reflect on the classical themes of Christian theology such as God, Christ, creation, human nature, sin and grace, church, spirituality, ministry and ethics. Spring semester.
- TH 356 Biblical Theme of Shalom** 3  
A study of the theme of biblical peace through a word study of the Hebrew term shalom and the Greek term eirene, the two words most often translated as "peace," with emphasis on the ministry of Jesus as the epitome of God's revelation of peace and the implications for Christian community. Also listed as CE 356. Fall semester.
- TH 357 Old Testament Prophets** 3  
A study of the theologies of the prophets of the Old Testament in light of their historical settings, Biblical Theology, and their relevance for today. Periodic offering.
- TH 358 Psalms** 3  
A comprehensive introduction to theological exegesis of the biblical psalms, including those preserved in the Old and New Testament narratives. Special attention is given to the Psalter as a guide to authentic spirituality. Periodic offering.

- TH 359 Early Christian Sites in Greece** 3  
A January study-program of Greece, introducing students to Bronze Age, Classical, Roman and early Christian sites associated with the ministry of the Apostle Paul, Byzantine churches and monasteries, Eastern Orthodoxy, the impact of the Ottoman Empire and Republic of Venice, the rise of modern Greece, and the landscape, natural history, culture and politics of the country. Prerequisite: TH 241 and TH 313. Jan Term, occasional offering.
- TH 359H Early Christian Sites in Greece** 3  
A January study-program of Greece, introducing students to Bronze Age, Classical, Roman and early Christian sites associated with the ministry of the Apostle Paul, Byzantine churches and monasteries, Eastern Orthodoxy, the impact of the Ottoman Empire and Republic of Venice, the rise of modern Greece, and the landscape, natural history, culture and politics of the country. Prerequisite: TH 241 and TH 313. Jan Term, occasional offering.
- TH 361 Christian Theology** 3  
An examination of all the major topics of Christian theology. Attention will be given to the core content of each doctrine, the coherence of the doctrines with one another, and the practical relevance of these doctrines to the lives of students. Fall semester.
- TH 362 Christian Anthropology: Man and Woman In the Image of God** 3  
This course analyzes the biblical and theological foundations of man and woman created in the image of God. It highlights how the Divine Creator and Redeemer works for the full restoration of male and female, whether in married or single life, from broken existence into the true image of God in Jesus Christ. Also listed as WGS 362. Fall and spring semester.
- TH 363 Monasticism: Old and New** 3  
An exploration of monasticism, its genesis, history, theology, and practices, as well as how the model of monasticism might be applicable to various Christian communities today, including the family. At Tall Timber Ranch in the Cascades. Jan Term, even years.
- TH 364 Early Christian Sites in Turkey** 3  
A January study-program of Biblical Asia Minor (modern Turkey), introducing students to the earliest Christian sites in the missionary journeys of the Apostle Paul, the early Church Fathers, monasticism in Cappadocia, the rise and fall of the Byzantine Empire, and the expansion of Islam in Turkey. Prerequisite: TH 241 and TH 313W. Jan Term, periodic offering.
- TH 365 Christianity in Britain** 4  
A study of the origins and development of the Christian church in Britain, covering major historical figures and religious movements from the arrival of the earliest Christian missionaries to today, and visiting important historical, church and cultural sites in England and Scotland. Prerequisite: TH 308. Satisfies general education Global Perspectives or Humanities requirement. Jan Term, odd years.
- TH 366 The Church in Central America** 3  
A foundational course for the Central America Study Program. A study of the religious influence on the development of each country and the current state of the church in Central America. Spring semester, every third year.
- TH 367 The Triune God** 3  
Trinitarian faith is vital to the life and health of the Christian church. After surveying the so-called rediscovery of the Trinity in the 20th century, we will explore the biblical foundations of the doctrine, its historical development, and several recent attempts to relate the Trinity to topics like pastoral ministry, human personhood, worship, and interreligious dialogue.
- TH 368 Interpreting Scripture** 3  
This course enables students to develop skills for interpreting Scripture, exploring the ways in which Scripture has been read in various times and places, introducing hermeneutical theories concerning its meaning and significance, and providing practical tools. Spring semester.

- TH 369 Science and Faith** 3  
An introduction to relationship between science and Christian faith as potentially complimentary ways of knowing, with a focus on questions that contemporary scientific interpretations of reality raise for biblical faith and questions that biblical faith raises for the understanding and application of science.
- TH 370 World Religions** 3  
A study of the primary non-Christian religions of the world, with special emphasis on the beliefs and practices of those religions. Spring semester.
- TH 371 Great Christian Thinkers** 3  
An exploration of several indisputably great Christian thinkers (Augustine, Thomas Aquinas, Calvin, Barth, and others). Key aspects of their thought will be highlighted and examined, with attention to their exciting biographies and emphasis on their practical relevance to the lives of students. Prerequisite: fulfill the biblical literature requirement. Spring semester.
- TH 372 Three Outsiders: Kierkegaard, Barth, and Bonhoeffer** 3  
This seminar is a study of the life and thought of Soren Kierkegaard, Karl Barth, and Dietrich Bonhoeffer. Specifically, it will examine their penetrating attacks on religion and the church, as well as their brilliant and timely suggestions for what it means to follow Jesus Christ (and to be the church) in a context that is no longer predominantly Christian. Fall semester.
- TH 373 Who Is Jesus Christ?** 3  
Jesus asked his disciples, "Who do you say that I am?" and the church has been pondering that question ever since. For the last two millennia Christians have struggled to understand and respond to this central mystery, and in this seminar we will join that ongoing conversation. We will orient ourselves around a single question, "Who is Jesus Christ?" and throughout the semester we will read and think about some of the very best answers that Christians have ever given to this fundamental question. Fall semester.
- TH 375 Soul Care Through Life Stages** 3  
This course considers the human developmental stages across the entire life span, with special emphasis on the nurture of the spiritual life through their various seasons of life. Students will examine biblical, theological, psychological, and spiritual issues in the life cycle, especially as these issues relate to ministry. Periodic Offering.
- TH 376 Theology and Culture** 3  
"Theology and Culture" begins with the Reformation period and explores how the Christian community has experienced the challenges of modernity, political theologies, ecumenism, postmodernity and the "new" atheism. It focuses on how, in the face of these challenges, the Church has shaped the culture, and how the culture has shaped the Church. Fall semester.
- TH 377 Theology in the Public Square** 3  
With Christendom now behind us, the American church has been given an urgent and exciting opportunity to re-think its presence in the public square. The purpose of this course, then, is to explore the uniqueness of the gospel. We will consider a Christian approach to human life and dignity; to community and its barriers; to excellent work and the freedom of genuine play. Our goal is to gain a fresh appreciation for the creative and unexpected ways that the gospel illumines our world.
- TH 380 Young Life Leadership** 1-3  
YL Leadership is for Young Life leaders who are in the Student Staff Training Program. It is a discipleship/training program that allows motivated and ministry minded college leaders to understand the heart of true ministry. Through both formal training and direct ministry experience, students will learn and reflect upon how to effectively carry out excellent YL ministry with kids. Instructor permission required. Fall semester.

<b>TH 381 Campus Ministry</b>	2
Designed to explore all aspects of campus-based ministry, including developing a philosophy of ministry, designing and implementing a strategy for leadership development, and the principles and skills necessary to cultivate a sustainable approach to leadership in ministry. Fall semester.	
<b>TH 386 Readings</b>	1-4
<b>TH 388H Catholicism</b>	3
This course introduces students to Catholicism by providing an in depth view of its central message on the Church. Consideration will be given to the Church's historical context, life and doctrinal teachings related to the Reformation.	
<b>TH 389 Theologies in Dialogue</b>	3
The course focuses on the dialogue between Catholic and Protestant theologies and fosters the quest for positive, balanced theological solutions. It strives for a common understanding of Scripture and Tradition, the Church and authority in the Church, Baptism and the Eucharist. Periodic offering.	
<b>TH 393 Christian Spirituality</b>	3
The history, theology and practice of spirituality, and its implications for life today as we worship, work, build friendships and play. Fall and Spring semesters.	
<b>TH 435 Internship in Ministry</b>	2
A supervised experience of ministry in a local church or Christian organization. The internship will require mentoring, service, reflection and study. By permission only. Must be taken in conjunction with TH 433 and TH 434.	
<b>TH 436 Internship in Ministry - Music</b>	2
A supervised experience of ministry in a local church or Christian organization. The internship will require mentoring, service, reflection and study. By permission only. Two-semester sequence: Two credits to be completed fall semester and two credits to be completed spring semester.	
<b>TH 449 Paul's Letters</b>	3
A detailed study of the Pauline Epistles, with primary focus on Paul's theology and ethics, development of exegetical skills and hermeneutical understanding. Prerequisite: TH 241. Spring semester.	
<b>TH 486 Readings</b>	1-4
<b>TH 499 Senior Seminar</b>	1
Writing and discussion intended to give senior students an opportunity to integrate the various strands of their theological education, evaluate their theological and spiritual development, and spiritual development, and reflect on their sense of calling for the future. To be taken Fall semester of the student's senior year.	

# U.S. Cultural Studies

uscs@whitworth.edu

The Whitworth United States Cultural Studies Program acknowledges that many factors, such as race, ethnicity, national origin, socio-economics, gender, sexual orientation, and type of disability, influence our lives and experiences in the United States. In one way or another, others' perceptions of us, or even our self-perceptions, have been formed by these personal characteristics and by the groups that are identified by these characteristics. Our goal is to study these groups so that we can better understand their lives and our own in the contemporary United States. Students of all identities and backgrounds are welcomed and encouraged to pursue this minor.

Through this program of study, our goals are as follows:

1. to study the foundations and interactions of diverse groups living in the U.S. from an interdisciplinary framework
2. to develop intercultural competencies for other coursework, graduate or professional schools, and eventual vocations
3. to increase willingness and capacity to serve campus and communities by advancing social justice and reconciliation

## Requirements for a U.S. Cultural Studies Minor (18)

USCS 120	Introduction to U.S. Cultural Studies	3
USCS 220/SO 220	Race and Ethnicity	3
USCS 410	Intergroup Dialogue	3
Electives *		9
USCS 201	Genealogy in Cultural Context	
USCS 231	U.S. Latino/a Film	
USCS 232	Native American Film	
USCS 233	African American Film	
USCS 235H	U.S. Tribal Identities	
USCS 335H	U.S. Tribal Identities	
USCS 310	U.S. Cultural Studies: Community-Based Research	
USCS 311	U.S. Cultural Studies: Campus-Based Research	
USCS 313	Identity Formation in US Cultural Context	
USCS 398/SP 398	Intercultural Communication	

\* Students may also select up to 9 credits of elective courses from the current list of AD designated courses. Additional elective courses may count toward the minor, with the submission of a course syllabus, and pre-approval from the program director.

## Courses

USCS 201	Genealogy in Cultural Context	2
USCS 230	Asian American Film (Cross-listed as FVNS 230)	2
USCS 231	U.S. Latino/a Film (Cross-listed as FVNS 231)	2
USCS 232	Native American Film (Cross-listed as FVNS 232)	2
USCS 233	African American Film (Cross-listed as FVNS 233)	2
USCS 276	Applied Anthropology	3
USCS 313	Identity Formation in US Cultural Context	2

Students must select 9 credits of elective courses from the list above AND/OR the current list of AD designated courses. Additional elective courses may count toward the minor, with the submission of a course syllabus, and pre-approval from the program director.

# Visual Communication

The visual communication minor combines practical and theoretical courses from journalism/mass communication and art. Students will gain the ability to use professional computer software to design and evaluate effective visual print and online media products. The minor is of primary interest to students who might pursue careers in journalism, public relations, marketing, promotions, or graphic arts, and to those who will work with nonprofit organizations.

## Requirements for a Visual Communication Minor (19)

VC/JMC 125	Writing for Mass Media	3
VC/JMC 343	Editing, Layout and Design	4
VC/AR 120	2-D Design	3
VC/AR 124	Adobe Creative Suite And Indesign	3
Two of the following:		6
VC/AR 324	Graphic Design I	
VC/AR 326	Web Design I	
VC/AR 424	Graphic Design II	
VC/JMC 315	Media Criticism	
VC/SP 212	Theories of Human Communication	

## Courses

VC 120	2-D Design (Cross-listed as AR 120)	3
VC 124	Adobe Creative Suite And Indesign (Cross-listed as AR 124)	3
VC 125	Writing for Mass Media (Cross-listed as JMC 125)	3
VC 212	Theories of Human Communication (Cross-listed as SP 212)	3
VC 315	Media Criticism (Cross-listed as JMC 315)	3
VC 324	Graphic Design I (Cross-listed as AR 324)	3
VC 326	Web Design I (Cross-listed as AR 326)	3
VC 343	Editing, Layout and Design (Cross-listed as JMC 343)	4
VC 424	Graphic Design II (Cross-listed as AR 424)	3



# Women's and Gender Studies

wgs@whitworth.edu

At Whitworth, we affirm that all people are created in God's image and share a common humanity. At the same time, we acknowledge that many factors, such as gender, race, class, sexual orientation and religious upbringing, influence our learning and our lives. These personal characteristics, including gender, may influence the ways in which women and men pursue scholarship; the ways in which women and men are represented in scholarship, in history and in society; and, ultimately, the ways in which women and men may come to honor God, follow Christ and serve humanity. Through curricular and co-curricular means, teaching both mind and heart, the Whitworth Women's and Gender Studies Program offers students the unique opportunity to think through gender issues from a Christian perspective and to articulate, support, and critique feminist views in the light of biblical and theological traditions.

The learning outcomes of this minor prepare the student to do the following:

- Use an interdisciplinary framework to engage with the pluralistic culture.
- Identify and investigate the intersections of gender, race, class and religion with gender experiences.
- Seek an increased understanding of gender issues from various Christian perspectives.
- Explore, develop, articulate, and critique feminist views.

A minor in women's and gender studies prepares successful candidates for jobs and for graduate school in a broad range of disciplines, including human resources, education, political science, journalism, social work, counseling, and medicine. Candidates are urged to speak with the program director about coursework and internships.

## Requirements for a Women's and Gender Studies Minor (18)

WGS 201	Intro Women's and Gender Studies	3
Fifteen credits from the following:		15
WGS/BI 108	Biology of Sex & Gender	
WGS/EL 126	Women Writers	
WGS/EL 127	African American Women's Writers	
WGS/EL 222	Gender and Faith in Film and Literature	
WGS/EL 307W	Women in American Fiction	
WGS/EL 330	Latina & Caribbean Women Writers	
WGS/EL 342	British Women Writers	
WGS/EL 378	Jane Austen	
WGS/EL 442	Brontes and Gaskell Seminar	
Note: EL-396 courses will apply toward this requirement. See advisor for details.		
WGS 435	Women Writers (Cross-listed as FR 434)	
WGS/PO 336	Gender, Politics and Law	
Note: PO-396 courses will apply toward this requirement. See advisor for details.		
WGS/SN 434	Spanish and Latin American Women Writers	
WGS/SO 220	Race and Ethnicity	
WGS/SO 252	Sociology of Gender	
WGS/TA 321	Gender, Performance, and Pop Culture	
Note: TH-196 courses will apply toward this requirement. See advisor for details.		
WGS/TH 362	Man & Woman in Image of God	
Note: WGS-196/296 courses will apply toward this requirement. See advisor for details.		
WGS 296H	Women's Artists' Books (honors)	

WGS 349 Introduction to Thailand Studies  
& WGS 350 and Thailand Study Program

Note: HI-396 courses will apply toward this requirement. See advisor for details.

## Courses

WGS 108	Biology of Sex & Gender (Cross-listed as BI 108)	3
WGS 126	Women Writers (Cross-listed as EL 126)	3
WGS 127	African American Women's Writers (Cross-listed as EL 127)	3
WGS 130	Latina & Caribbean Women Writers (Cross-listed as LAS 130)	3
WGS 196	Topics in Women's Studies	1-3
WGS 201	Intro Women's and Gender Studies	3
WGS 220	Race and Ethnicity (Cross-listed as SO 220)	3
WGS 222	Gender and Faith in Film and Literature (Cross-listed as EL 222)	3
WGS 252	Sociology of Gender (Cross-listed as SO 252)	3
WGS 294	Directed Readings: Women Writers	1
WGS 296	Topics in Women's Studies	3
WGS 296H	Women's Artists' Books (honors)	3
WGS 302	Gender and Faith in Film and Literature (Cross-listed as EL 302)	3
WGS 307W	Women in American Fiction (Cross-listed as EL 307W)	3
WGS 321	Gender, Performance, and Pop Culture (Cross-listed as TA 321)	3
WGS 326	Sociology of Marriage (Cross-listed as SO 326)	3
WGS 330	Latina & Caribbean Women Writers (Cross-listed as EL 330)	3
WGS 336	Gender, Politics and Law (Cross-listed as PO 336)	3
WGS 342	British Women Writers (Cross-listed as EL 342)	3
WGS 349	Introduction to Thailand Studies (Cross-listed as HU 349)	2
WGS 350	Thailand Study Program (Cross-listed as HU 350)	3
WGS 351	Cross Cultural Reentry Thailand Studies	1
WGS 362	Man & Woman in Image of God (Cross-listed as TH 362)	3
WGS 370	Action Heroes to Zany Moms: Representations of Women in Popular Culture	3
WGS 378	Jane Austen (Cross-listed as EL 378)	3
WGS 396	Topics in Women's Studies	1-3
WGS 396H	American (S)Heroes (Cross-listed as EL 396H)	3
WGS 399	Tutoring in Women's Studies	1-3
WGS 401	Seminar in Women's Studies	3
WGS 427H	Gender and Identity Formation in Latin America (Cross-listed as SN 427H)	3
WGS 434	Spanish and Latin American Women Writers (Cross-listed as SN 434)	3
WGS 436	Women Writers (Cross-listed as FR 434)	3
WGS 442	Brontes and Gaskell Seminar (Cross-listed as EL 442)	3

# World Languages and Cultures



We, as a dedicated team of international faculty, strive to educate students in cultural differences and sensitivity. We seek to provide students with the language skills, cross-cultural experiences, and literary and cultural understanding to allow them to navigate effectively within other cultures. Through this process, students are empowered to understand linguistic and cultural differences within their own society. Because we know our students well, we are able to guide them as they discern career opportunities and vocational calling. As a result of this range of learning experiences, our graduates are ready to become citizens of the world.

The learning outcomes of this major ensure that our students will attain the following:

- language skills that allow students to communicate on a wide range of topics in the target language
- knowledge of a range of representative literatures
- recognition of cultural differences and understanding of differences within each student's own culture
- the experience living and studying in another culture
- discernment regarding career and vocation

## General Requirements for a Major in French or Spanish:

- **Students majoring in French or Spanish are required to study abroad for a semester in a French- or Spanish-speaking country to gain further proficiency in the language and a keen understanding and appreciation of French/Hispanic culture. Only courses taken in the target language will count toward the student's French or Spanish major.** The France Study Program, offered every third year, provides courses in French, communication and art. The Central America Program, offered every third year, provides courses in upper-level Spanish language, politics and culture topics, and has a service-learning emphasis. There are also many Spanish and French programs in overseas locations such as Chile, Guatemala, Mexico, Spain, France, and Quebec.
- All French majors must schedule and take the ACTFL OPI (Oral Proficiency Interview) during their junior or senior year (senior year is preferred). All Spanish majors must schedule and take either the DELE exam, offered on campus during the fall semester, or the ACTFL OPI during their junior or senior year (senior year is preferred). Spanish majors hoping to work abroad should take the DELE; education majors should take the OPI (also required for an endorsement in the language; education students must take the exam only once for both majors). **All students should consult with their advisors during the junior year to determine the appropriate exam for each student.**
- A grade of C or better is required for all courses in the major or minor.

## Requirements for a Major in French, B.A. (18)

Note: If a student enters the French program at the 300 level, the student must take the CLEP test to receive credit for FR 201 - FR 202. The CLEP test must be taken within six months from the time a major is declared. To take the CLEP test students need to have their French advisor sign the CLEP form and then turn it into the Registrar's office.

FR 201	Intermediate French I	4
FR 202	Intermediate French II	4
FR 301	French Language Practice	3
FR 302W	French Writing and Stylistics	3
FR 498H	World Languages & Cultures Capstone	1
One of the following:		3
FR 330	Advanced Oral French	
FR 332	Advanced Oral French in Quebec	
FR 338	Advanced Oral French in France	

Complete one of the following tracks: 18-21

### Track I: French and Francophone Studies (18)

18 additional upper-division French credits 18

### Track II: French Education (21)

Meets Washington state endorsement requirements for teaching French. Students wishing to teach French must see an advisor in the School of Education to learn about the requirements for the Elementary or Secondary Education programs.

15 additional upper-division French credits\* 15

The following two courses are also required:

EDU 361	Second-Language Acquisition	3
WL 442	Methods for Teaching Languages, K-12	3

\* These 15 additional upper-division credits must include a minimum of one literature course and one course on culture and civilization.

## Requirements for a Major in Spanish, B.A. (18-19)

Note: If a student enters the Spanish program at the 300 level, the student must take the CLEP test to receive credit for SN 201 - SN 202. The CLEP test must be taken within six months from the time a major is declared. To take the CLEP test students need to have their Spanish advisor sign the CLEP form and then turn it into the Registrar's office.

SN 201	Intermediate Spanish I	4
SN 202	Intermediate Spanish II	4
SN 301	Advanced Spanish Grammar Through Literature	3
SN 302	Adv Spanish Grammar and Composition Through Literature	3
SN 498H	World Languages & Cultures Capstone	1
One of the following:		3-4
SN 330	Advanced Oral Spanish	
SN 331	Advanced Oral Spanish in Mexico	
SN 332	Advanced Oral Spanish in Guatemala	
SN 333	Advanced Oral Spanish in Spain	
SN 336	Advanced Oral Spanish in Chile	
SN 341	Advanced Oral Spanish in Central America	

Complete one of the following tracks: 18-21

**Track I: Language and Literature (18)**

18 additional upper-division Spanish credits \* 18

\* These 18 upper-division credits must include a minimum of two literature courses and one course on culture and civilization.

**Track II: Spanish Education (21)**

Meets Washington state endorsement requirements for teaching Spanish. Students wishing to teach Spanish must see an advisor in the School of Education to learn about the requirements for the Elementary or Secondary Education programs.

15 additional upper-division Spanish credits \* 15

The following two courses are also required:

EDU 361	Second-Language Acquisition	3
WL 442	Methods for Teaching Languages, K-12	3

\* These 15 upper-division credits must include a minimum of one literature course and one course on culture and civilization.

**Requirements for a Minor in French or Spanish (20)**

Note: If a student enters the program at the-300 level, the student must take the CLEP test to receive credit for FR/SN-201-FR/SN-202. The CLEP test must be taken within six months from the time a minor is declared. To take the CLEP test students need to have their French or Spanish advisor sign the CLEP form and then turn it into the Registrar's office.

20 credits beyond the elementary level\* 20

\* These 20 credits must include a minimum of one-400-level course.

**Requirements for a Minor in Chinese (19)**

Six courses, or a minimum of 19 credits, beyond the elementary or 100-level. Up to 12 upper-division credits may be earned from another accredited institution or through study abroad (ISEP or other approved exchange).

**Requirements for a Minor in German (20)**

Note: If a student enters the program at the-300 level, the student must take the CLEP test to receive credit for GR 201- GR 202. The CLEP test must be taken within six months from the time a minor is declared.

Six courses or 20 credits beyond the elementary or 100-level. Students must complete a minimum of three credits abroad through ISEP or other approved exchange.

**Requirements for a French Minor with a Teaching Endorsement in French (32)**

Meets Washington state endorsement requirements for teaching French.

All endorsements subject to change; see School of Education for updated requirements.

Note: If a student enters the French program at the-300 level, the student must take the CLEP test to receive credit for FR-201-FR-202. CLEP test must be taken within six months from the time a minor is declared. To take the CLEP test students need to have their French advisor sign the CLEP form and then turn it into the Registrar's office.

FR 201	Intermediate French I	4
FR 202	Intermediate French II	4
FR 301	French Language Practice	3
FR 302W	French Writing and Stylistics	3

One of the following: 3

FR 330	Advanced Oral French	
FR 332	Advanced Oral French in Quebec	



9 additional upper-division credits*		9
EDU 361	Second-Language Acquisition	3
WL 442	Methods for Teaching Languages, K-12	3

\* These nine upper-division credits must include a minimum of one literature course and one course on culture and civilization.

## Requirements for a Minor in Spanish with a Teaching Endorsement in Spanish (32)

Meets Washington state endorsement requirements for teaching Spanish.

All endorsements subject to change; see School of Education for updated requirements.

Note: If a student enters the program at the-300 level, s/he must take the CLEP test to receive credit for SN-201-SN-202. The CLEP test must be taken within six months from the time a minor is declared. To take the CLEP test students need to have their Spanish advisor sign the CLEP form and then turn it into the Registrar's office.

SN 201	Intermediate Spanish I	4
SN 202	Intermediate Spanish II	4
SN 301	Advanced Spanish Grammar Through Literature	3
SN 302	Adv Spanish Grammar and Composition Through Literature	3

One of the following: 3

SN 330	Advanced Oral Spanish
SN 331	Advanced Oral Spanish in Mexico
SN 332	Advanced Oral Spanish in Guatemala
SN 333	Advanced Oral Spanish in Spain
SN 336	Advanced Oral Spanish in Chile

9 additional upper-division credits *		9
EDU 361	Second-Language Acquisition	3
WL 442	Methods for Teaching Languages, K-12	3

\* These nine upper-division credits must include a minimum of one literature course and one course on culture and civilization.

## Asian Studies Minor (18)

Requirements for the Asian Studies minor are listed in the Asian Studies page. (p. 61)

## Latin American Studies Minor (21)

Requirements for the Latin American Studies minor are listed in the Latin American Studies page. (p. 193)

## Medieval and Early Modern Studies Minor (19-20)

Requirements for the Medieval and Early Modern Studies minor are listed in the Medieval & Early Modern Studies page. (p. 214)

## Arabic Courses

AB 101 Elementary Arabic I 4

Beginning Arabic with emphasis on conversation. Basic grammar and vocabulary are presented, including written Arabic. Concentration on contemporary Arabic culture, such as the life of students in Egypt or Saudi Arabia.

AB 102 Elementary Arabic II 4

Continuation of AB 102 with greater concentration on proficiency through listening, speaking, reading, and writing. Prerequisite: AB 101. Spring semester.



## Chinese Courses

### CN 101 Elementary Chinese I

Fundamentals of standard Chinese, emphasizing all four language skills: speaking, listening, reading and writing. Systematic methods and various communication activities for basic training in pronunciation, grammatical structures, conversation on daily topics, and the writing system. Ten hours of conversational language time with students in small groups (held outside of class time) required. Fall semester.

4

### CN 102 Elementary Chinese II

Continuation of Chinese 101. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: CN 101. Spring semester.

4

### CN 141 Elementary Chinese I Study Abroad in China

See CN 341. Periodic offering.

4

### CN 142 Elementary Chinese II Study Abroad in China

See CN 342. Prerequisite: CN 141. Periodic offering.

4

### CN 201 Intermediate Chinese I

Second-year course in modern Chinese to develop proficiency in all four language skills: speaking, listening, reading and writing. In addition to the basic conversational topics, students will be taught to use the dictionary, will be exposed to both traditional and simplified characters, and will read and write longer discourses ranging from personal letters to short narratives. Students will also learn to use Chinese word processing. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: CN 102 or placement by exam. Availability of this course is contingent upon adequate enrollment. Fall semester.

4

### CN 202 Intermediate Chinese II

Continuation of Chinese 201. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: CN 201. Spring semester.

4

### CN 230 Intermediate Oral Chinese

Students immerse themselves in the language in a non-structured situation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, dancing. A fun, intensive class (three hours per day). Prerequisite: CN 101. Jan Term, even years.

3

### CN 241 Intermediate Chinese I Study Abroad in China

See CN 341. Prerequisite: CN 102. Periodic offering.

4

### CN 242 Intermediate Chinese II Study Abroad in China

See CN 342. Prerequisite: CN 241. Periodic offering.

4

### CN 301 Advanced Chinese

This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese speaking, listening, reading, and writing as well as introduce students to the cultural context in which Chinese is spoken and read. Prerequisite: CN 202. Periodic offering.

3

### CN 302 Advanced Chinese

This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese speaking, listening, reading, and writing as well as introduce students to the cultural context in which Chinese is spoken and read. Prerequisite: CN 301. Periodic offering.

3

### CN 330 Advanced Oral Chinese

No English allowed. Intensive conversation, a non-structured situation. Class offered in an informal setting: conversation, meals, games, movies, songs, cooking, and skits. A fun, intensive class (three hours minimum per day) that allows students to practice their oral fluency in Chinese. Prerequisite: CN 241 or CN 301. Jan Term. Periodic offering.

3

**CN 341 Advanced Chinese I Study Abroad in China**

4

This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese: speaking, listening, reading, and writing, as well as introduce students to the cultural context in which Chinese is spoken and read. May include some specialized language instruction at a local language school or university. Prerequisite: CN 202. Periodic offering.

**CN 342 Advanced Chinese II Study Abroad in China**

4

This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese: speaking, listening, reading, and writing, as well as introduce students to the cultural context in which Chinese is spoken and read. May include some specialized language instruction at a local language school or university. Prerequisite: CN 341. Periodic offering.

**French Courses****FR 101 Elementary French I**

4

Beginning French with emphasis on conversation. Basic grammar and vocabulary are presented. The text concentrates on contemporary Francophone culture, such as the life of students in France or cultural conflicts in Algeria. Fall semester.

**FR 102 Elementary French II**

4

Continuation of French 101 with greater concentration on listening, speaking, reading and writing. Class taught mainly in French. Prerequisite: FR 101. Spring semester.

**FR 111 Intensive Elementary French**

4

A course designed for students who have had experience with the language. Basic structure and sound system taught. Students cover one year of the language in one semester. Satisfies the one-year language requirement. Placement by exam.

**FR 130 Elementary French**

3

No English allowed. Students immerse themselves in the language in a non-structured situation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, shopping, meals and conversation. A fun, intensive class (3 hours minimum per day), that allows students to know they can speak French. Required of beginning language students going on the France Study Program. FR 130 may be used to fulfill the foreign language requirement if taken before the program. Prerequisite: FR 101. Jan Term.

**FR 132 Elementary Oral French in Quebec**

3

See FR 332. Prerequisite: FR 101. May Term, every third year.

**FR 138 Elementary Oral French in France**

3

See FR 338. Prerequisite: FR 101. Jan Term, every third year.

**FR 201 Intermediate French I**

4

Increased proficiency in oral and written expression through a detailed review and expansion of grammar study and vocabulary. Improve reading comprehension skills and gain cultural and literary knowledge through authentic texts representing modern French and Francophone literature. Includes current topics in French such as examples from magazines, movies, television, and popular music. Class taught in French. Concurrent enrollment in FR 201L required. Prerequisite: FR 102, FR 111, or placement by exam. Fall semester.

**FR 201L Language Lab for FR 201**

0

Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.

**FR 202 Intermediate French II**

4

Continuation of French 201 to develop fluency in the language. Class taught in French. Concurrent enrollment in FR 202L required. Prerequisite: FR 201. Spring semester.

- FR 202L Language Lab for FR 202** 0  
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.
- FR 230 Intermediate Oral French** 3  
No English allowed. Students immerse themselves in the language in a non-structured situation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, shopping, meals, and conversation. A fun, intensive class (three hours minimum per day), that allows students to know they can speak French. Required of beginning language students going on the French Study Program. Prerequisite: FR 201. Jan Term.
- FR 232 Intermediate Oral French in Quebec** 3  
See FR 332. Prerequisite: FR 201. May Term, every third year.
- FR 238 Intermediate Oral French in France** 3  
See FR 338. Prerequisite: FR 201. Jan Term, every third year.
- FR 241 Intermediate French Language and Culture I in France** 4  
Intensive language study combined with visits and home stay with local residents to learn the history, culture, and politics of the region and country. May include some specialized language instruction at a local language school or university. Prerequisite: FR 101 and FR 130 or higher-level French and HU 302. Spring semester, every third year. Part of the France study abroad program.
- FR 242 Intermediate French Language and Culture II in France** 4  
Continuation of FR 241. Prerequisite: FR 241. Spring semester, every third year. Part of the France study abroad program.
- FR 301 French Language Practice** 3  
Emphasis on spoken conversation including brief presentations on subjects inspired by investigations of literature, history, film and the arts, commercials, web-based activities and contemporary news. Written assignments include grammar reviews. Concurrent enrollment in FR 301L required. Prerequisite: FR 202 or placement by exam. Fall semester.
- FR 301L Language Lab for FR 301** 0  
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.
- FR 302W French Writing and Stylistics** 3  
Emphasis on reading comprehension and writing in French. Focus on a variety of writing styles and themes, from expository writing to textual analysis. Topics can be taken from media, film, literary and non-literary texts, and popular culture. This course introduces writing concepts and analysis essential to the next sequence of courses and develops reading comprehension. Concurrent enrollment in FR 302L required. Prerequisite: FR 202. Spring semester.
- FR 302L Language Lab for FR 302W** 0  
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.
- FR 324 Literature and Culture of France** 4
- FR 330 Advanced Oral French** 3  
No English allowed. Intensive conversation, a non-structured situation. Readings on events of the 20th and 21st centuries in France, leading to discussions. Class offered in an informal setting: conversation, meals, games, movies, songs, cooking, and skits. A fun, intensive class (three hours minimum per day) that allows students to know that they do speak French. Prerequisite: FR 301. Jan Term, except every third year.

<b>FR 332 Advanced Oral French in Quebec</b>	<b>3</b>
Intense French conversation in Quebec City. History, culture, and language studies in an immersion environment, including home stays and many opportunities to practice French with native speakers. Excursions to explore the only North American fortified city north of Mexico; visit museums and restaurants and experience French culture outside of the Hexagon! May include some specialized language instruction at a local language school or university. Prerequisite: FR 301. May Term, every third year.	
<b>FR 338 Advanced Oral French in France</b>	<b>3</b>
Study French language and culture in inimitable France! Visit museums, tour historic monuments, and enjoy gastronomic delicacies while improving your French. Includes intensive, individualized language training. May include some specialized language instruction at a local language school or university. Prerequisite: FR-301. Jan Term.	
<b>FR 341 Advanced French Language and Culture I In France</b>	<b>4</b>
Intensive language study combined with visits and home stay with local residents to learn the history, culture, and politics of the region and of the country. May include some specialized language instruction at a local language school or university. Prerequisite: FR 202 or higher-level French. Spring semester, every third year. Part of the France study abroad program.	
<b>FR 342 Advanced French Language and Culture II In France</b>	<b>4</b>
Continuation of FR 341. Prerequisite: FR 341. Spring semester, every third year. Part of the France study abroad program.	
<b>FR 409 Survey of French Literature I</b>	<b>3</b>
French Literature from its earliest examples through the 17th century. Students will examine literature and other cultural productions as they reflect on historical realities. Taught in French. Prerequisites: FR 301 or concurrent enrollment in FR 302W with departmental approval. Also listed as EMS 409. Periodic offering.	
<b>FR 410 Survey of French Literature II</b>	<b>3</b>
French literature from the Enlightenment through the contemporary period. Students will examine literature and other cultural productions as they reflect on historical realities. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.	
<b>FR 415 Business French</b>	<b>3</b>
Focus on French and Francophone business practices and language. Cultural dynamics, differences, and assumptions in the workplace, business ethics, history of Francophone multinational corporations. May include field experience. Taught in French. Periodic offering.	
<b>FR 416 French for Overseas Missions</b>	<b>3</b>
Study the language particular to mission work. Preaching, Bible study, hymns, church vocabulary, varying religious traditions in different Francophone regions. Taught in French. Periodic offering.	
<b>FR 420W French Culture &amp; Civilization</b>	<b>3</b>
A survey of political, economic, religious, literary, artistic and pop-cultural life in France. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.	
<b>FR 421 Literary Genres</b>	<b>3</b>
French literature through various genres; plays, poetry, short stories and novels. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.	
<b>FR 421W Literary Genres</b>	<b>3</b>
French literature through various genres; plays, poetry, short stories and novels. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.	

- FR 424 Translation and Applied Linguistics** 3  
Pronunciation, intonation, rhythm of French language. Translation of various types of texts: literature, correspondence, essays, semi- technical. May also include translation theory and practice. Taught in French. Periodic offering. Prerequisite: FR 302W.
- FR 429 French Cinema** 3  
History and important figures in the development of French cinema. Involves some film viewings outside of class and excerpts in class. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.
- FR 432 Advanced Oral French in Quebec** 3  
See FR 332. Prerequisite: FR 302W. May Term, every third year.
- FR 434 Women Writers** 3  
A study of texts in French by women writers. Introduction to French feminist theory. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Also listed as WGS 434. Periodic offering.
- FR 435 African Literature and Culture** 3  
Study of literature from Francophone African countries. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W w/ departmental approval. Periodic offering.
- FR 436 Francophone African Literature and Film** 3  
Introduction to literature and film from French-speaking African countries after independence. Includes brief orientation to historical and cultural background. Explores ideological themes common to literature and film. May be taken for French or English credit. For French credit, prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Also cross-listed as EL 436. Periodic offering.
- FR 437 Francophone New World Literature And Culture** 3  
A survey of the literature and history of French New World colonies, including those of North America and the Caribbean. This course will examine Creole, oral tradition, multi-ethnicity, the effect of French colonialism and what came after, in literature and film. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Also listed as LAS 437. Periodic offering.
- FR 438 Advanced Oral French in France** 3  
See FR 338. Prerequisite: FR 302W. Jan Term, every third year.
- FR 441 French Language and Culture in France I** 4  
Intensive language study combined with visits and home stay with local residents to learn the history, culture, and politics of the region and of the country. Prerequisite: FR 302W or higher-level French. Spring semester, every third year. Part of the France study abroad program.
- FR 442 French Language and Culture in France II** 4  
Continuation of FR 441. Prerequisite: FR 441. Spring semester, every third year. Part of the France study abroad program.
- FR 460 Introduction to French Linguistics** 3  
Introduction to French linguistics, including phonology, morphology, syntax and semantics, with a primary focus on phonetics, the International Phonetic Alphabet, and correct intonation. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.

**FR 498H World Languages & Cultures Capstone**

1

Course is designed to assist majors in the process of discerning their future careers and vocations. Students will refine research and writing skills in the target language, prepare job search materials in English and the target language, explore their own cultural awareness and competencies, and take part in panel discussions with members of the community whose daily jobs involve the use of a second language. Class culminates in presentation of electronic portfolio. Students must be declared a French major with a minimum of junior standing.

**German Courses**

**GR 101 Elementary German I**

4

Basic grammar. Fundamentals of pronunciation and reading. Introduction to cultural topics. Ten hours of conversational language time with students in small groups (held outside of class time) required. Fall semester.

**GR 101L Live Lab: GR-101**

0

Live labs start after the first week of class.

**GR 102 Elementary German II**

4

Basic grammar. Development of skills in reading, listening, speaking and writing. Discussion of cultural topics. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 101. Spring semester.

**GR 102L Live Lab: GR-102**

0

Live labs start after the first week of class.

**GR 130 Elementary Oral German**

3

No English allowed. Students immerse themselves in the language in a non-structured situation. A fun intensive class (3 hours minimum per day), that allows students to know they can speak German. Prerequisite: GR 101. Jan Term. Periodic offering.

**GR 131 Elementary Oral German Abroad**

3

See German 331. Prerequisite: GR 101. Jan Term. Periodic offering.

**GR 201 Intermediate German I**

4

Grammar review as framework for conversation and composition. Current-interest topics; discussion of cultural aspects. Ten hours of conversational language time with students in small groups (held outside of class time). Prerequisite: GR 102 or placement by exam. Fall semester.

**GR 201L Live Lab: GR-201**

0

Live labs start after the first week of class.

**GR 202 Intermediate German II**

4

Continuation of German 201 to develop fluency in the language. Written compositions and readings of medium difficulty. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 201. Spring semester.

**GR 202L Live Lab: GR-202**

0

Live labs start after the first week of class.

**GR 230 Intermediate Oral German**

3

No English allowed. Students immerse themselves in the language in a non-structured situation. A fun intensive class (three hours minimum per day), that allows students to know they can speak German. Prerequisite: GR 201. Jan Term. Periodic offering.

**GR 231 Intermediate Oral German Abroad**

3

See GR 331. Prerequisite: GR 201. Jan Term. Periodic offering.



- GR 301 German Conversation, Composition, and Grammar I** 3  
Short literary, cultural and historical works; topical issues as a springboard for composition and discussion. Grammar. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 202 or placement by exam. Periodic offering.
- GR 302 German Conversation, Composition and Grammar II** 3  
Continuation of German 301. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 301. Periodic offering.
- GR 330 Advanced Oral German** 3  
No English allowed. Students immerse themselves in the language in a non-structured situation. A fun intensive class (three hours minimum per day), that allows students to know they can speak German. Prerequisite: GR 301. Jan Term. Periodic offering.
- GR 331 Advanced Oral German Abroad** 3  
Study abroad tour in Germany. Prerequisite: GR 301. Jan Term. Periodic offering.

## Japanese Courses

- JA 101 Elementary Japanese I** 4  
Beginning course in Japanese language, basic grammar and introduction to the culture. Ten hours of conversational language time with students in small groups (held outside of class time) required. Fall semester.
- JA 102 Elementary Japanese II** 4  
Beginning course in Japanese language, basic grammar and introduction to the culture. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: JA 101 or approval of the instructor. Spring semester.
- JA 201 Intermediate Japanese I** 4  
Second-year studies in the Japanese language. Continued study of Japanese language and culture. Students will learn functional structures of Japanese language while practicing macro skills, reading, writing, listening and speaking to broaden the ability to communicate. Communication is more focused in this course. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: JA 102 or approval of the instructor. Fall semester.
- JA 202 Intermediate Japanese II** 4  
Second-year studies in the Japanese language. Continued study of Japanese language and culture. Students will learn functional structures of Japanese language while practicing macro skills, reading, writing, listening and speaking to broaden the ability to communicate. Communication is more focused in this course. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: JA 201 or approval of the instructor. Spring semester.

## Spanish Courses

- SN 100 Introduction to Spanish** 3  
Preparation for foreign language acquisition via overview of Spanish language with concentration on language universals of category and relationship. Provides a framework of linguistic and cultural expectation upon which any foreign language can be built. Offered through the Continuing Studies Department.
- SN 101 Elementary Spanish I** 4  
First-year studies in the Spanish language. Grammatical structures and vocabulary with an emphasis on listening and speaking skills. Cultural-perspectives activities also required outside of class time. Taught mainly in Spanish. Fall semester.
- SN 102 Elementary Spanish II** 4  
First-year studies in the Spanish language. Grammatical structures and vocabulary with an emphasis on listening and speaking skills. Cultural-perspectives activities also required outside of class time. Taught mainly in Spanish. Prerequisite: SN 101. Spring semester.

<b>SN 111 Intensive Elementary Spanish</b>	<b>4</b>
Designed for those students who have had some experience with the language. Basic structure and sound system taught. Students cover one year of the language in one semester. Satisfies the one-year language requirement. Cultural-perspectives activities also required outside of class time. Taught mainly in Spanish. Placement by exam. Fall and spring semesters.	
<b>SN 201 Intermediate Spanish I</b>	<b>4</b>
Enhancement of communication skills by way of an in-depth grammar and grammar-structure review, expanding previously acquired vocabulary base, emphasizing oral practice in realistic contents, developing students' ability to read and understand authentic texts, promoting cultural awareness of the Hispanic world, and integrating reading, writing and listening skills. Concurrent enrollment in SN 201L required. Taught in Spanish. Prerequisite: SN 102, SN 111 or placement by exam. Fall semester.	
<b>SN 201L Language Lab for SN 201</b>	<b>0</b>
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.	
<b>SN 202 Intermediate Spanish II</b>	<b>4</b>
Enhancement of communication skills by way of an in-depth grammar and grammar-structure review, expanding previously acquired vocabulary base, emphasizing oral practice in realistic contents, developing students' ability to read and understand authentic texts, promoting cultural awareness of the Hispanic world, and integrating reading, writing and listening skills. Concurrent enrollment in SN 202L required. Taught in Spanish. Prerequisite: SN 201. Spring semester.	
<b>SN 202L Language Lab for SN 202</b>	<b>0</b>
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.	
<b>SN 208 Spanish for Health Professions</b>	<b>3</b>
Language skills for health professionals. How to communicate with Spanish-speaking patients, families, and how to consult with other health professionals. Medical terminology, patient interviewing and cultural factors affecting health care. Prerequisites: HS 220 & 221, 1 year of Spanish proficiency. Offered through the Health Sciences department. Jan Term only.	
<b>SN 230 Intermediate Oral Spanish</b>	<b>3</b>
See SN 330. Prerequisite: SN 201. Jan Term.	
<b>SN 231 Intermediate Oral Spanish in Mexico</b>	<b>3</b>
See SN 331. Prerequisite: SN 201. Jan Term study trip to Mexico.	
<b>SN 232 Intermediate Oral Spanish in Guatemala</b>	<b>3</b>
See SN 332. Prerequisite: SN 201. Jan Term study trip to Guatemala.	
<b>SN 233 Intermediate Oral Spanish in Spain</b>	<b>3</b>
See SN 333. Prerequisite: SN 201. Jan Term study trip to Spain.	
<b>SN 236 Intermediate Oral Spanish in Chile</b>	<b>3</b>
See SN 336. Prerequisite: SN 201. Jan Term study trip to Chile.	
<b>SN 241 Intermediate Oral Spanish in Central America</b>	<b>4</b>
See SN 341. May include some specialized language instruction at a local language school or university. Prerequisite: SN 201. Jan Term and spring semester, every third year. Part of the Central America study trip.	

- SN 301 Advanced Spanish Grammar Through Literature** 3  
 A bridge course between 200 and 400 level courses designed to engage students in the mastery of the most difficult points of Spanish grammar through the use of literature. Students will be exposed to an in-depth analysis of grammar, thereby allowing for more accuracy in the language. Students will dedicate time to analyze literary texts in Spanish in order to advance written as well as oral expression. This class is required to enter any 400 level course. Concurrent enrollment in SN 301L required. Taught in Spanish. Prerequisite: SN 202 or placement by exam. Fall semester.
- SN 301A Advanced Spanish Grammar Through Literature for Heritage Language Learners** 3  
 A bridge course between 200 and 400 level courses designed to engage students in the mastery of the most difficult points of Spanish grammar through the use of literature. Students will be exposed to an in-depth analysis of grammar, thereby allowing for more accuracy in the language. Students will dedicate time to analyze literary texts in Spanish in order to advance written as well as oral expression. This class is required to enter any 400 level course. Concurrent enrollment in SN 301L required. Taught in Spanish. Prerequisite: SN 202 or placement by exam. Fall semester.
- SN 301L Language Lab for SN 301** 0  
 Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.
- SN 302 Adv Spanish Grammar and Composition Through Literature** 3  
 A continuation of the study of advanced Spanish grammar, with an emphasis on composition and literary analysis. Students will use techniques important to critical thinking and analysis, which are integral components to developing writing proficiency. Concurrent enrollment in SN 302L required. Taught in Spanish. Prerequisite: SN 301. Spring semester.
- SN 302L Language Lab for SN 302** 0  
 Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.
- SN 330 Advanced Oral Spanish** 3  
 Students immerse themselves in the language in an interactive, conversational context that includes small group activities, debates, presentations, interviews, role-playing, games, skits, cooking, and excursions outside of class. This is an intensive oral practice class that allows students to increase their oral proficiency in order to develop greater oral fluency and improve expression and accuracy in a wide variety of situations. No English allowed! Prerequisite: SN 301. Jan Term.
- SN 331 Advanced Oral Spanish in Mexico** 3  
 Focus on conversational Spanish in a faculty-led intensive immersion experience while taking in the history and culture, plus home stays, service projects and cultural excursions. May include some specialized language instruction at a local language school or university. Prerequisite: SN 301. Jan Term study trip to Mexico.
- SN 332 Advanced Oral Spanish in Guatemala** 3  
 Focus on conversational Spanish in a faculty-led intensive immersion experience while taking in the history and culture, plus home stays, service projects and cultural excursions. May include some specialized language instruction at a local language school or university. Prerequisite: SN 301. Jan Term Study Trip to Guatemala.
- SN 333 Advanced Oral Spanish in Spain** 3  
 Focus on conversational Spanish in a faculty-led intensive immersion experience while taking in the history and culture, plus home stays, service projects and cultural excursions. May include some specialized language instruction at a local language school or university. Prerequisite: SN 301. Jan Term Study Trip to Spain.

- SN 336 Advanced Oral Spanish in Chile** 3  
 Live and study in Santiago, Chile in a faculty-led immersion experience. Focus on conversational Spanish, Chilean history and culture, plus home stays, and weekend excursions. May include some specialized language instruction at a local language school or university. Prerequisite: SN 301. Jan Term Study Trip to Chile.
- SN 341 Advanced Oral Spanish in Central America** 4  
 An intensive immersion experience in the language and culture in a variety of countries as part of the faculty-led Central America Study Program. Focus on conversational Spanish while taking in the history and culture of the country, plus home stays, service projects, and cultural excursions. May include some specialized language instruction at a local language school or university. Prerequisite: SN 301. Jan Term and spring semester, every third year.
- SN 401 Theory and Practice of Translation** 3  
 Introduction to theory of translation and its practical application: students will synthesize learned grammar and vocabulary at a high level of proficiency through the translation of short texts, emphasizing technical, legal, and literary translation. Taught in Spanish. Prerequisite: SN 302 or departmental permission.
- SN 403W Survey of Spanish American Literature I** 3  
 Study of Spanish American Literature through 1900 via representative texts and of theoretical and critical issues pertinent to the Spanish American context. Emphasis on reading, discussion, formal analysis, and critical theory. Taught in Spanish.
- SN 404W Survey of Spanish American Literature II** 3  
 Study of Spanish American Literature from 1900 via representative texts and of theoretical and critical issues pertinent to the Spanish American context. Emphasis on reading, discussion, formal analysis, and critical theory. Taught in Spanish.
- SN 406W Latin American Short Story I** 3  
 Representative readings from the main literary movements (Romanticism, Realism, Naturalism, Modernism and Criollism), to increase proficiency in reading, analyzing, interpreting, and appreciating the development of the Latin American Short Story from its introduction as a specific genre in the 19th to the early 20th century. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Also listed as LAS 406W.
- SN 407W Latin American Short Story II** 3  
 Representative readings from the main literary movements (Cosmopolitanism, Neorealism, the "Boom" Decade of 1960-1970, Feminism and Violence), to increase proficiency in reading, analyzing, interpreting, and appreciating the development of the Latin American Short Story in the 20th century. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Also listed as LAS 407W.
- SN 408 Spanish for the Professions** 3  
 Introduction to business, medical, and/or legal concepts, related vocabulary, and cultural issues. Emphasis on both Latin America and the Hispanic community in the U.S. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.
- SN 409W Survey of Spanish Literature I** 3  
 Study of the development of Spanish thought and culture by evaluation of representative literary works from the Middle Ages and Golden Age Spanish literature, including theatre, poetry and prose. Major works include Poema de Mior Cid, El Conde Luscanor, Libro de Buen Amor and other Renaissance and baroque works and authors such as Lazarillo de Tormes, Lope de Vega, Tirso do Molina and Calderon de la Barca. Taught in Spanish. Prerequisite: SN 301 (302 recommended). Also listed as LAS 409W. Also listed as EMS 409W.

- SN 410W Survey of Spanish Literature II** 3  
 A continuation of the study of Spanish thought and culture by evaluation of representative literary works from the 18th, 19th, and 20th centuries. Literature covered in the course includes works from the major literary movements such as Illustration, Romanticismo, Realismo, and genres of the "Generacion del 27" and "Generacion del 98." Major authors include Moratin, Larra, Becquer, Galdos, Unamuno, Machado, Ortega y Gasset, Lorca and other major writers of the 20th century. Taught in Spanish. Prerequisite: SN 301 (302 recommended).
- SN 411W Latin American Poetry** 3  
 The study and analysis of Latin American poetry from the sixteenth century through today. The course will address critical techniques for reading poetry and the social impact of poetry in the context of Latin American cultural production. Prerequisite: SN 301 (SN 302 recommended.) Also listed as LAS 411W.
- SN 412 Performance in Hispanic World** 3  
 Study of theater and film in the Spanish-speaking world in light of historical, theoretical, and cultural contexts. Emphasis on reading, discussion, analysis, and critical theory. Taught in Spanish. Prerequisite: SN 301. Also listed as LAS 412.
- SN 419 Latin-American Culture and Civilization** 3  
 Exploration of contemporary Spanish-American culture in the U.S.A. and the Americas through readings from a variety of fields. Historical survey from the earliest times to present. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Also listed as LAS 419.
- SN 420 Spanish Culture and Civilization** 3  
 Historical survey of political, social, economic, religious, literary and artistic life in Spain from the earliest times to present. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Also listed as EMS 420.
- SN 427H Gender and Identity Formation in Latin America** 3  
 Exploration of ideas about the self as it relates to gender and Latin America through a case-study approach paired with feminist critical theory. Identity formation will be studied through different disciplinary lenses (mainly history and literary studies). The course will be taught in Spanish. Also listed as HI/WGS/LAS/EMS 427H.
- SN 431 Advanced Oral Spanish in Mexico** 3  
 See SN 331. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Mexico.
- SN 432 Advanced Oral Spanish in Guatemala** 3  
 See SN 332. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Guatemala.
- SN 433 Advanced Oral Spanish in Spain** 3  
 See SN 333. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Spain.
- SN 434 Spanish and Latin American Women Writers** 3  
 A study of Spanish and Latin American works by women writers. These works may include poetry, short stories, plays, and essays. This course will include an introduction to deconstruction and feminist theory. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Periodic offering. Also listed as LAS/WGS 434.
- SN 435 Spanish for Christian Ministry** 3  
 An emphasis on Spanish specific to ministry and mission work. Bible study, worship, evangelism, and cultural topics related to the Christian faith. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.
- SN 436 Advanced Oral Spanish in Chile** 3  
 See SN 336. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Chile.



- SN 441 Advanced Oral Spanish in Central America** 4  
See SN 341. May include some specialized language instruction at a local language school or university. Prerequisite: SN 302 or departmental approval. Jan Term and spring semester, every third year. Part of the Central American study program.
- SN 450 Spanish American Narrative & History** 3  
Spanish American Narrative and History Study of a variety of narrative forms essays, novels, short stories, film, and works that define generic boundaries that focus upon topical logic involving history in the Spanish-speaking Americas. Taught in Spanish. Prerequisite: SN 302. Also listed as LAS/EMS 450. Periodic offering.
- SN 460 Spanish Linguistics** 3  
The course analyzes both Peninsular and Latin American dialects at the linguistic levels of phonetics-phonology, morphology, syntax and semantics. This analysis leads to a better understanding of language changes and grammar. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.
- SN 465H Don Quixote** 3  
This course will lead students through a close reading of Cervantes' novel, *Don Quixote de la Mancha*, published in 1605 and 1615. This work has been credited with the rise of a genre (the novel), as well with the creation of a national identity (*Don Quixote* inextricable from Spanish national identity). The novel is presented within its historical context of Renaissance and Baroque Spain. Throughout the course students will discuss major and minor themes revealed in the novel, such as the psychology of *Don Quixote*, the relationship between fiction and reality, cultural forces and moral fabric of the times, and discussions of character and the human spirit. Also listed as EMs 465H.
- SN 498H World Languages & Cultures Capstone** 1  
Course is designed to assist majors in the process of discerning their future careers and vocations. Students will refine research and writing skills in the target language, prepare job search materials in English and the target language, explore their own cultural awareness and competencies, and take part in panel discussions with members of the community whose daily jobs involve the use of a second language. Class culminates in presentation of electronic portfolio. Students must be declared a Spanish major with a minimum of junior standing.
- Swahili Courses**
- SW 101 Elementary Swahili I** 4  
Beginning Swahili with emphasis on conversation. Basic grammar and vocabulary are presented. Study of the cultures and peoples of East Africa, especially those of Kenya, Tanzania, and Mozambique. Fall semester.
- SW 102 Elementary Swahili II** 4  
Continuation of Swahili 101, with emphasis on conversation, comprehension, basic writing and reading. Focus is on contemporary East African culture, especially Tanzania, Kenya and Mozambique. Taught mainly in Swahili. Prerequisite: SW-101. Spring semester.
- SW 141 Elementary Swahili in Tanzania** 4  
Swahili taught in Tanzania.
- SW 201 Intermediate Swahili I** 4  
Increased proficiency in oral and written expression through a review and expansion of grammar and vocabulary. Continued investigation of the cultures of East Africa. Prerequisite: SW 102. Fall semester.
- SW 241 Intermediate Swahili in Tanzania** 4  
Swahili taught in Tanzania. Prerequisite: SW 102.
- SW 242 Intermediate Swahili II in Tanzania** 4  
Swahili taught in Tanzania. Prerequisite: SW 201.



## World Languages Courses

### WL 442 Methods for Teaching Languages, K-12

3

Study and application of various aspects of foreign-language teaching. Testing, focus on the learner, performance objectives, and teaching of culture. Course includes methods and observation of language teaching at both elementary and secondary levels. Taught through the School of Education. Online offering.

# Undergraduate, School of Continuing Studies – Adult Degree Programs

The Whitworth School of Continuing Studies provides higher education opportunities for adult students in an environment that cultivates student success, critical reflection, and professional development. We uphold Whitworth's mission of an education of mind and heart by treating all students with dignity; by providing avenues for spiritual, as well as intellectual, rigor; and by serving each individual with compassion and integrity.

## School of Continuing Studies Admissions

The School of Continuing Studies is designed for adult learners who, because of work and family obligations, need to attend the university on a schedule that fits their busy lives. Applicants to the School of Continuing Studies must...

- submit an online application that includes an essay, references and a \$25 application fee;
- if applicable, ask that all official transcripts from previously attended colleges and/or universities be sent directly to the School of Continuing Studies office (if no prior college/university credit has been earned, high school transcripts or GED may be required); and
- meet with an academic advisor.

Due to the expectation that students contribute knowledge gained in the work environment to the collaborative learning taking place in class, each applicant to the School of Continuing Studies under the age of 23 must also meet the following criteria:

1. have family or work responsibilities that would prevent her/him from attending a traditional daytime university program;
2. have a two-year transfer degree, or substantial previous college experience, preferably with a 2.75 or higher GPA; and
3. have three years of full-time employment history, documented by submission of a résumé.

Program-specific admission requirements: Students planning to enter the organizational management, liberal studies "upside-down," criminal justice administration, or evening teacher certification program must meet specific admissions requirements listed with program descriptions in this section of the catalog.

## Admission Evaluation and Acceptance

Each application is carefully reviewed before the admissions committee grants a prospective student admission to the university. The following criteria may be considered in the admission-decision process: transfer credit grade point average; personal interview; availability of appropriate academic program(s); prior coursework and pattern of coursework completion; references; and demonstration of college-level writing competency. Applicants will receive notification of their admittance status in writing from the School of Continuing Studies.

Applicants not meeting the minimum GPA or other admission requirements may be offered restricted admission and may be required to complete successfully the classes specified by the academic advisor.

## Bachelor Degree Requirements

Completion of Whitworth general education requirements

Completion of 36 semester credits of upper-division courses (numbered 300 or above)

Completion of a writing-intensive "W" course in the major

Completion of an approved major (with a cumulative grade point average of 2.0 or higher)

Completion of at least 32 semester credits in a degree program at Whitworth

Completion of 126 total semester credits, including those transferred from other institutions.

Note: The management and accounting degree requires 150 credits for completion.

A cumulative grade point average of 2.0 in all Whitworth courses

Completion of 32 of last 40 credits for the degree at Whitworth

Completion of all degree requirements within six years of matriculation

Students must declare their intent to graduate by completing an application for graduation by Nov. 1 of their senior year (or the year prior to their completion of all degree requirements). In order to participate in commencement, students who will not be completing all degree requirements by the end of the spring semester must submit a petition that outlines their course plan, showing that all requirements will be complete by Jan. 31 of the year following commencement.

### **Whitworth Policies**

For additional Whitworth policies, please see the section on Academic Information (p. 23).

### **General Education Requirements**

Students enrolled in the School of Continuing Studies must complete the university's general education requirements as specified in the "Undergraduate Programs" section of the catalog, with the following exceptions:

- The first-year program entails successful completion of GE 335 Transitions to Adult Learning (3 credits).
- The student may fulfill the worldview studies requirement by completing either CO 300: Reason/Knowing: Nature and Human Nature; CO 250: Western Civilization II: The Rationalist Worldview; or CO 150 Western Civilization I: Christian Worldview Perspectives (4 credits).
- The world languages requirement may be met in the following ways: a three-credit conversational-language course specifically designed for Whitworth's continuing studies programs, or a full year (eight semester credits or 15 quarter credits) of a world language at Whitworth or another university.

### **Course Enrollment Limits for Continuing Studies Degree Programs**

A student may choose to enroll in one three-credit, non-accelerated evening course (fall, spring, and summer) in addition to his or her accelerated-format schedule. Tuition for each course will be charged at the current applicable tuition rate. Continuing studies students may not enroll in more than 17 credits during each continuing studies accelerated-format term, including regular-semester course registrations that overlap into a portion of any accelerated-format term.

### **Continuing Studies Change in Program**

Students moving from a continuing studies program to a traditional day program must complete the day program's requirements for general education (including world languages) subject to the Core transfer-credit policy. Bachelor of liberal studies students who have completed 90 credits or more in the liberal studies program may not transfer to a traditional day-program major unless this transfer is approved by the School of Continuing Studies, the academic department and the department of academic affairs.

Students attending Whitworth as matriculated-day students who want to cease attending during the day, change their major and enroll in a continuing studies program must fulfill the following requirements:

1. must not have attended Whitworth for at least one full calendar year prior to applying to the School of Continuing Studies;
2. must apply and be accepted for admission to the School of Continuing Studies;
3. must major in a program offered by the School of Continuing Studies; and
4. must meet all continuing studies general education requirements.

### **Continuing Studies Academic Warning**

A student enrolled in Whitworth Continuing Studies courses may be placed on academic warning at the end of any 12-week period of an accelerated-format sequence during which s/he is registered for six or more credits (whether or not those credits are completed) and during which sequence the student had a term GPA below 2.0 and a cumulative GPA of 2.0 or above.

### **Continuing Studies Academic Probation**

If a student fails his or her first course at Whitworth University, s/he will be put on academic probation. A student is placed on academic probation at the end of any 12-week period of an accelerated-format sequence during which s/he earned a term GPA below 2.0 and 1) s/he was on academic warning within the previous 12 months, or 2) s/he has a cumulative GPA lower than 2.0. During this 12-week period, the student must have been registered for six or more credits (whether or not those credits are completed). A student who is on probation may not register for more than

three courses, or nine semester credits, in the subsequent accelerated-format term. Students remain on probation until their cumulative GPA reaches the minimum 2.0 standard.

Exception: If a student previously attended Whitworth and has a cumulative GPA below 2.0 upon re-admission through continuing studies, the academic advisor may make an exception to the academic probation policy.

### **Continuing Studies Academic Suspension**

If a student fails his or her first two courses at Whitworth University, s/he will be placed on academic suspension. At the end of an 18-week period (excluding breaks), if a student is registered for nine credits (whether or not nine credits are completed), and the term GPA during that 18-week period is below 1.0, or if the student has a term GPA of 2.0 or below and is on academic probation, s/he will be placed on academic suspension. A pattern of successive class withdrawals (over more than one term or sequence) may also be grounds for suspension. Academic suspension will be noted on the transcript.

### **Continuing Studies Appeal Process**

If there are mitigating reasons for unsatisfactory progress that results in suspension, students may appeal in writing to the Educational Review Board through the Whitworth Academic Affairs Office. Reinstatement after any semester or sequence on suspension is dependent upon written application to the Educational Review Board through the academic affairs office. If the student is reinstated, a notation of reinstatement will be noted on the transcript. Students who are receiving financial aid should refer to satisfactory academic progress policies and appeals processes.

### **Program for Community College Associate of Applied Science (A.A.S.) Degree Holders**

This degree is often referred to as an "upside-down" degree because it reverses the usual order of a student beginning with general university course requirements and finishing with studies in a specialized field in order to complete a four-year bachelor's degree. This program allows a student to complete an A.A.S. degree at a Washington state or approved out-of-state community college in a specific field and subsequently to come to Whitworth for completion of the general education requirements as well as the upper-division credits required for a bachelor's degree.

### **A.A.S. Degree Credits Accepted by Whitworth**

Whitworth will accept credit from selected associate of applied science degrees from regionally accredited Washington state or approved out-of-state community colleges if a student chooses to apply that credit toward a bachelor's degree in liberal studies or a B.A. in educational studies. The student will transfer in with 60-64 semester credits (depending upon the total number of credits earned through the A.A.S. degree), and will be granted junior standing. A list of accepted A.A.S. degrees is available in the Whitworth School of Continuing Studies office or on the continuing studies website.

### **Admission Requirements for Bachelor of Liberal Studies, Community College A.A.S. Degree Transfer**

In addition to fulfilling School of Continuing Studies admission requirements, applicants for the "upside-down" A.A.S. transfer degree program must meet the following criterion:

- Completion of an approved A.A.S. degree within the last 10 years from a community college in Washington or an approved out-of-state community college. If the A.A.S. degree is older than 10 years, the transcript will be evaluated on a course-by-course basis and/or the application will be assessed on the applicant's current use of the degree in her/his profession.

## **Bachelor of Liberal Studies**

Whitworth's liberal studies degree is a bachelor's degree offered to adults as an alternative to traditional degree programs. The liberal studies degree builds on the strength of a liberal arts core curriculum, providing the adult student with a balanced and coherent study of the arts, humanities, and natural and social sciences. Whitworth is dedicated to providing an academically excellent liberal arts education that will equip each student with the skills necessary to respond creatively to the personal and professional challenges of life.

Liberal studies students may not double-major, nor may they have other academic program minors posted to their transcripts.

## Required Courses for Majors in Liberal Studies

### Criminal Justice Administration

Admission to the criminal justice administration program is contingent upon the applicant's transfer of an A.A.S. degree in criminal justice, corrections, fire science, or similar A.A.S. degree; or successful completion of police academy; or other related professional experience within the criminal justice arena, as determined by the admissions committee.

The BLS-criminal justice administration major builds on the learning outcomes students have achieved through completion of an associate of applied science degree and/or professional experience. In addition to these outcomes, the criminal justice administration major prepares students to do the following:

- Demonstrate knowledge of theories and application of management principles associated with criminal justice systems.
- Identify and analyze ethical and legal issues specific to law enforcement, corrections and security roles.
- Understand and articulate the administration and role of public service in society.
- Demonstrate the ability to relate well within and across diverse community cultures.

### Requirements for Criminal Justice Administration, B.L.S. (36)

BU 352	Human Behavior in Organizations	3
EC 345	Economics of Social Issues	3
PH 321W	Ethics-Social/Behavioral Studies	3
PO 320	American Political Process	3
PO 371	Introduction to Public Administration	3
SO 220	Race and Ethnicity	3
SO 283	Deviance, Crime and Criminal Justice	3
SO 370	Delinquency and Juvenile Justice	3
SP 351	Group Dynamics	3
Nine approved credits in related areas		9

### Public Service Administration

Learning outcomes of this major prepare the student to do the following:

- Identify and analyze legal and ethical issues in the public sector.
- Understand and articulate the administration and role of public service in society.
- Demonstrate knowledge and application of leadership styles within the public sector.
- Demonstrate public speaking and presentation skills required by leadership roles in the public sector.
- Demonstrate critical-thinking skills required to maintain a sustainable organization.

### Requirements for Public Service Administration, B.L.S. (39)

LS 305	Introduction to Public Service Leadership	3
PO 302	Legal Issues in Social & Behavioral Studies	3
JMC 311	Public Relations and Communication	3
PO 371	Introduction to Public Administration	3
SO 466	Ethics in Public Service	3
SP 352	Conflict Management	3
EC 345	Economics of Social Issues	3
SO 303	Globalization and Social Change And Wealth	3
BU 373	Human Resource Management	3
PO 360	Leading Sustainable Organizations	3
BU 330	Fund Accounting and Budget Management	3

SO 315	Funding and Grant Writing	3
LS 470W	Strategic Leadership in Public Service Organizations	3

## Social Services

Learning outcomes of this major prepare the student to do the following:

- Understand and critically assess the historical and theoretical basis of social services in the context of current practice.
- Demonstrate self-knowledge in the context of the helping professions.
- Apply general theories and practice of group communication.
- Understand ethical and legal issues specific to social service engagement.
- Articulate the intersection between administration and social service practice.

## Requirements for Social Services, B.L.S. (36)

SO 315	Funding and Grant Writing	3
EC 345	Economics of Social Issues	3
PO 320	American Political Process	3
PO 371	Introduction to Public Administration	3
SO 311W	Families and Society	3
SO 368	The Helping Process in Social Services	3
SO 425	Making Change: Social Intervention Strategies	3
SP 351	Group Dynamics	3
Twelve approved credits in related areas		12

## Humanities

Learning outcomes of this major prepare the student to do the following:

- Understand the human experience, thought, and values as provided by exposure to texts and varying academic disciplines.
- Explore various options for study and/or professional engagement.

Students have the opportunity to design their own academic program in consultation with an advisor. A minimum of 45 semester credits is required for the completion of the humanities major.

## Requirements for Humanities, B.L.S. (45)

At least 30 credits of the 45 semester credit total must be from the following areas: art, communication studies, English, history, music, philosophy, theology, theatre 30

Up to 15 credits of the 45 semester credit total may also be from the social sciences: economics, political science, psychology, sociology 15

One of the above courses must be a writing-intensive course, designated by a "W" after the course number.

# Evening Teacher Certification

## Evening Teacher Certification and Bachelor of Arts in Elementary Education

Stacy Hill and Debbie Tully (Interim Directors)

The mission of the Whitworth School of Education is to prepare educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders, and guardians. The School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge. Whitworth University prepares educators to have a positive impact on the learning and development of those they are called to serve.

The learning outcomes of this major prepare students to be:



## SCHOLARS

Educators of mind and heart possess current knowledge of the content areas in which they work, understand the connections among disciplines, use tools of inquiry, and demonstrate an attitude of ongoing learning as existing fields of knowledge continue to evolve and grow. Educators of mind and heart strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, the study of their own practice, the analysis of data collected and the application of data to the solution of problems in their respective fields of study.

## COMMUNITY MEMBERS

Educators of mind and heart develop and sustain intentionally collaborative and interdependent relationships among teachers, students and their families, counselors, administrators, and other community members. Educators of mind and heart understand their roles as professional colleagues in the school, community and professional organizations. They actively help to shape the culture of classrooms and schools to reflect the values of our democratic society. They model professional behaviors appropriate for those entrusted with educating today's children and young people.

## EFFECTIVE EDUCATORS

Educators of mind and heart are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision making. They are committed to culturally responsive and relevant practices that engage students and are purposeful in making a positive impact on their students' learning. They demonstrate proficiency in the selection and differentiation of materials, strategies, and assessment practices that are appropriate for the diversity of students and the educational contexts in which they serve. They use formative and summative data as evidence for decision-making. They are competent in using technology and other 21st-century skills in the educational setting to improve their own practice and the learning of their students.

## VISIONARY LEADERS

Educators of mind and heart have a vision. They articulate a personal philosophy of education that includes a belief in the worth and ability of each human being that provides a framework guiding personal and professional decision making and development. The educators' practices are intentionally aligned with this vision for the benefit of members of their learning communities. Educators of mind and heart model transformational and servant leadership in their learning communities and in their contributions to society.

## GUARDIANS

Educators of mind and heart act as advocates for children and youth, demonstrating a sincere commitment to the success of all and paying attention to the roles that diversity – including gender, ability, ethnicity, race, culture, religion, and socio-economic status – brings to learning and the community. Educators understand and respect the inter-connected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, educators serve humankind and seek opportunities to assist, encourage and support all those under their care in a manner that leads to transformation in the lives of their students.

The Whitworth Evening Teacher Certification Program, a collaborative effort between the School of Education and the School of Continuing Studies, allows adults who work full time to complete a teacher-certification program in an accelerated evening and Saturday format. Students can earn a bachelor of arts degree in elementary education with teacher certification, while those with a college degree can complete the requirements for certification only. Post-baccalaureate students can enroll in the 500 level of designated courses and apply up to 18 semester credits as electives if they are accepted into a Whitworth Graduate Studies in Education program within four years of ETC program completion.

### Articulation Agreement

Spokane Falls Community College (SFCC) and Whitworth University have entered into an agreement which allows for the seamless transition of students in the Education Paraprofessional Associate of Applied Science (A.A.S.) students at SFCC to transfer to Whitworth University Bachelor of Arts in Elementary Education or Bachelor of Arts in Educational Studies programs. Students who complete the course work identified by this agreement for award of an AAS degree at SFCC will transfer with 60-64 semester credits (depending on total number of credits earned through the AAS degree) and will be granted junior standing at WU. This agreement is intended to eliminate duplication of course work and is consistent with the goals and objectives of both institutions.

## Admission Requirements

Students must first complete all continuing studies admission requirements to enroll in needed prerequisite or content coursework.

Additional requirements for admission to the School of Education and an evening teacher certification cohort include the following:

- a minimum of 60 semester credits (90 quarter hours) of college work with a 2.5 GPA from accredited colleges or universities or a 3.0 minimum GPA in recent coursework at Whitworth;
- successful completion of EDE 302 Foundation of Education and Community Engagement and the related field experience;
- passing scores on the three subtests of the Washington Educators Skills Test - Basic (WEST-B) or minimum scores on a state-approved alternative.

## Certification Requirements

Academic requirements for a Washington state teaching certificate include the following:

- the cohort coursework, totaling 53 semester credits;
- 20 semester credits in an endorsable discipline;
- all prerequisite and content-area requirements (see below);
- grades of "C" or better in all courses applicable to certification.

Students earning a bachelor of arts degree in elementary education must also complete all Whitworth general requirements.

In addition, please see "Important Notes for all Undergraduate Teacher Education Students" on the School of Education (p. 109) homepage.

## Prerequisites and Content-Area Requirements

EDE 302	Foundations of Education and Community Engagement	3
Coursework in the natural sciences and social sciences		

## Courses in the Evening Teacher Certification Cohort (53)

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 335	Technology in Education	1
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 342A	K-8 Mathematics Methods	3
EDE 342B	K-8 Science Methods	3
EDE 342C	Instructional Strategies Practicum	1
EDE 345A	K-8 Physical Education & Health Methods	1
EDE 345B	K-8 Theatre Methods	1
EDE 345C	K-8 Music Methods	1
EDE 345D	K-8 Art Methods	1
EDE 363	ELL Methods in Language Arts and Reading	3
EDE 367	Introduction to Intercultural Education	1
EDE 368	Intercultural Immersion Experience	2
EDE 401W	Critical Issues in Education	3
EDE 441A	Literacy Methods in the Primary Grades	3
EDE 441B	Literacy Methods in the Intermediate Grades	3
EDE 441C	Literacy Practicum	1
EDE 471	Assessment and Classroom Management	3
EDE 474	Clinical Practicum Seminar	1
EDE 496 Clinical Practicum		1-9
MA 220	Structure of Elementary Mathematics	3

Select courses are also listed at the 500 level. See descriptions below. Post-baccalaureate students may apply these as electives upon admission to the Whitworth Master's in Elementary Education Program, with the exception of Clinical Practicum.

## Evening Teacher Certification Curriculum

The ETC program is offered in a cohort-based format in which a core group of approximately 20 students work collaboratively through each of the courses in sequence. Within the final semester, students will complete a full-time student-teaching practicum. Cohorts begin in August and February.

## Bachelor of Arts in Educational Studies

The Bachelor of Arts in Educational Studies Program is designed for individuals who are interested in the field of education, but who do not plan to complete the requirements to become a certified teacher.

The Whitworth Evening Teacher Certification Program views the role of educators as a calling – a commitment to understanding and responding compassionately to the needs of children and youth. Educators are more than the classroom teacher. They are involved in every aspect of a child's life. The EDP conceptualizes our graduates as educators of mind and heart who serve as scholars, community members, guardians, effective practitioners and visionary leaders. Courses in this program are structured around this conceptual framework, and students are encouraged to view their future roles as educators through this model.

### Articulation Agreement

Spokane Falls Community College (SFCC) and Whitworth University have entered into an agreement which allows for the seamless transition of students in the Education Paraprofessional Associate of Applied Science (A.A.S.) students at SFCC to transfer to Whitworth University Bachelor of Arts in Elementary Education or Bachelor of Arts in Educational Studies programs. Students who complete the course work identified by this agreement for award of an AAS degree at SFCC will transfer with 60-64 semester credits (depending on total number of credits earned through the AAS degree) and will be granted junior standing at WU. This agreement is intended to eliminate duplication of course work and is consistent with the goals and objectives of both institutions.

### Admission Requirements

Students must first complete all continuing studies admission requirements. Additional requirements for admission to the School of Education and the Educational Studies Program include the following:

- a minimum of 60 semester credits (90 quarter hours) of college work with a 2.5 GPA from accredited colleges or universities or a 3.0 minimum GPA in recent coursework at Whitworth;
- successful completion of EDE 302: Foundation of Education and Community Engagement, and the related field experience.

After you apply and are admitted to the Educational Studies Program, you will take Whitworth's general education requirements, EDE 302: Foundations of Education & Community Engagement, and any required elective courses prior to beginning the educational studies course sequence.

## Prerequisite

EDE 302	Foundations of Education and Community Engagement	3
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## Requirements for Educational Studies, B.A. (39)

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 335	Technology in Education	1
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 342A	K-8 Mathematics Methods	3
EDE 342B	K-8 Science Methods	3
EDE 345A	K-8 Physical Education & Health Methods	1
EDE 345B	K-8 Theatre Methods	1
EDE 345C	K-8 Music Methods	1
EDE 345D	K-8 Art Methods	1

EDE 363	ELL Methods in Language Arts and Reading	3
EDE 367	Introduction to Intercultural Education	1
EDE 401W	Critical Issues in Education	3
EDE 441A	Literacy Methods in the Primary Grades	3
EDE 441B	Literacy Methods in the Intermediate Grades	3
EDE 471	Assessment and Classroom Management	3
MA 220	Structure of Elementary Mathematics	3

## Education - Evening Courses

### EDE 204 Child and Adolescent Development 3

This course examines developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) and sociological challenges (abuse and neglect, substance abuse, poverty, familial discord) and their impact on teaching and learning. Candidates study children, youth and adolescents, with a focus on psychology in the diverse classroom.

### EDE 280 Field Study 1-4

### EDE 302 Foundations of Education and Community Engagement 3

The course explores the philosophical foundations and critical issues related to education, faith/world view and the education profession, certification in Washington and the dispositions of successful practitioners as identified by the Whitworth School of Education conceptual framework. It also provides an introduction to educational opportunities in community organizations including museums, art, music or theatre groups, youth organizations and science centers. Students complete a service learning experience, either in a K-12 classroom or education-related community organization. Cross listed with EDE 502.

### EDE 320 Exceptional Learners and Inclusion 3

This course provides an overview of exceptional children, gifted education, disabling conditions, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis is placed on accommodations for high-incidence conditions. Candidates will develop individualized education plans and complete a practicum experience in a school or home setting. Cross-listed with EDE 520.

### EDE 335 Technology in Education 1

This course introduces the technology skills currently used in K-12 classrooms to improve teaching and learning, and the principles guiding the use of technology tools. This course prepares candidates with the technological knowledge and skills to increase productivity in instructional design, assessment, and communication; enhance student engagement; and promote active, meaningful learning for 21st century digital natives. Cross-listed with EDE 535.

### EDE 340 Differentiated Instructional Strategies and K-8 Social Studies Methods 3

This course introduces candidates to differentiated instruction and assessment of social studies in the diverse K-8 classroom. Candidates learn and use Washington and Common Core State Standards and Understanding by Design curriculum planning methods, using ETC instructional plan. From the School of Education conceptual framework, the course emphasizes becoming an effective practitioner through planning and is designed to prepare candidates for Task 1 of the Teacher Performance Assessment. This course meets Whitworth's oral communication requirement. Cross-listed with EDE 350 and EDE 540.

### EDE 342A K-8 Mathematics Methods 3

This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. Problem solving is emphasized as a tool to teach mathematics equitably to all students. Learning theory and current best practices are utilized to create lesson plans aligned with the Washington and Common Core State Standards for mathematics. It is also designed to prepare candidates for Task 1 and 3 of the Teacher Performance Assessment. Cross-listed with EDE 542A.

- EDE 342B K-8 Science Methods** 3  
 This course introduces candidates to intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse students, lesson planning, and formative assessment to differentiate instruction for all K-8 learners. The integration of science concepts in other disciplines is emphasized. It includes theories, teaching, lesson plan development, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, Washington State standards, Common Core State Standards, Next Generation Science Standards, and conducting field trips and safety considerations. Prerequisite: one college-level science course. Cross-listed with EDE 542B.
- EDE 342C Instructional Strategies Practicum** 1  
 The course places candidates in a culturally, ethnically, linguistically and/or academically diverse elementary or self-contained middle school classroom to develop competencies in teaching and assessing learning in math and science. This course is designed to prepare candidates for the Teacher Performance Assessment by video taping and analyzing a lesson during this placement. Cross-listed with EDE 351B.
- EDE 345A K-8 Physical Education & Health Methods** 1  
 This course introduces candidates to methods for teaching and assessing physical and health education in elementary school. Current methods and materials are used to develop the elementary curriculum, differentiate physical education and health instruction and assessment and teaching appropriate activities. Cross-listed with EDE 545A.
- EDE 345B K-8 Theatre Methods** 1  
 This course teaches theatre techniques useful across the curriculum in any elementary classroom. Candidates learn how to integrate theatre concepts into literacy, character education and social studies curriculum. Candidates develop and teach lessons that use theatre methods, as well as apply and differentiate for diverse learners in K-8 classrooms. Cross-listed with EDE 545B.
- EDE 345C K-8 Music Methods** 1  
 This course emphasizes the music experience in an elementary setting. Candidates study the use of different musical concepts, methods and materials, integration of music into other content areas, and process/product will be studied. Candidates become familiar with terminology and various music programs, while learning how to differentiate instruction and assess musical skills and concepts for diverse learners in K-8 classrooms. Cross-listed with EDE 545C.
- EDE 345D K-8 Art Methods** 1  
 This course emphasizes the art experience in an elementary setting. Candidates study different media, integration of art into other content areas, and process/product. Candidates become familiar with terminology and various art programs, while learning how to differentiate instruction and assess art skills and concepts for diverse learners in K-8 classrooms. Cross-listed with EDE 545D.
- EDE 350 Integrated Instructional Methods** 3  
 This course introduces candidates to interdisciplinary instruction through micro-teachings and analysis of teaching and learning behaviors. It focuses on integrating curriculum in the candidate's major and related content areas. Candidates learn instructional methods and assessment strategies that are utilized to create lesson plans aligned with the Washington and Common Core State Standards. It addresses character education and equity pedagogy. This course is designed to prepare candidates for the Teacher Performance Assessment. Cross-listed EDE 340 and EDE 550.
- EDE 351A Instructional Strategies Practicum I** 1  
 The course places candidates in a diverse middle school or high school classroom to develop competencies in teaching and assessing learning in the candidate's specific content area. This course is designed to prepare candidates for Task 1 and 2 of the Teacher Performance Assessment by teaching, video taping and analyzing a lesson during this placement.



- EDE 351B Instructional Strategies Practicum II** 1  
The course places candidates in a diverse middle school or high school classroom to develop competencies in teaching and assessing learning in the candidate's specific content area. This course is designed to prepare candidates for Task 1 and 2 of the Teacher Performance Assessment by teaching, video taping and analyzing a lesson during this placement.
- EDE 363 ELL Methods in Language Arts and Reading** 3  
This course emphasizes the application of language acquisition theory to the teaching of English language learners. Strategies to teach listening, speaking, reading, and writing teaching, as well as the purpose and administration of language proficiency assessment, are presented and practiced. This course may be conducted online. Cross-listed with EDE 563 and EDU 363 and EDU 563.
- EDE 367 Introduction to Intercultural Education** 1  
This course introduces candidates to the development of intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. It examines the nature and use of power in society and the impact of one's own cultural values, attitudes and beliefs on K-12 students. Cross-listed with EDE 567.
- EDE 368 Intercultural Immersion Experience** 2  
This course places candidates in an intercultural educational setting designed to deepen and broaden previous culturally based experiences. Classroom assignment includes observation, lesson planning, assisting with special-needs students, tutoring, teaching, and attending professional meetings. In addition, candidates are expected to immerse themselves in the life of the community in which they are placed. This course satisfies the Global Perspective requirement. Prerequisite: EDE 367. Cross-listed with EDE 568.
- EDE 395 Teaching Assistantship** 1-4  
To be approved by ETC director and arranged with course instructor.
- EDE 401W Critical Issues in Education** 3  
This capstone course clarifies faith, philosophical, social and educational convictions as they relate to the teaching profession. Candidates explore and translate worldview convictions to educational practice with a focus on children in exceptional circumstances. Candidates also explore critical issues in American education, such public school law, professional rights and responsibilities, and faith and values related to teaching. This course satisfies the writing-intensive requirement for the bachelor's degree as well as the American diversity requirement.
- EDE 441A Literacy Methods in the Primary Grades** 3  
This course prepares candidates in the acquisition of literacy processing and the methods of instruction and assessment for primary grade (K to 2nd) readers and writers. It is designed to help candidates acquire knowledge and strategies related to literacy development and engagement through classroom application, analysis, and reflection of lessons for all learners. It also provides an overview of Common Core State Standards, the Teacher Performance Assessment and academic language development. Cross-listed with EDE 541A.
- EDE 441B Literacy Methods in the Intermediate Grades** 3  
This course prepares candidates in the acquisition of literacy processing and the methods of instruction and assessment for intermediate grade (3rd to 8th) readers and writers. Designed to help candidates acquire knowledge and strategies related to literacy development and engagement through classroom application, analysis, and reflection of lessons for all learners. Candidates are introduced to the teaching of literacy across the content areas. It also provides an overview of Common Core State Standards, the Teacher Performance Assessment and academic language development. Cross-listed with EDE 541B.
- EDE 441C Literacy Practicum** 1  
The course places candidates in a culturally, ethnically, linguistically and/or academically diverse elementary or self-contained middle school classroom to observe and assist with reading and language-arts lessons modeled by classroom teachers. Candidates assess reading abilities of selected students. This course is designed to prepare candidates for the Teacher Performance Assessment by video taping and analyzing a lesson during this placement. Cross-listed with EDE 351A.



**EDE 446 Diagnosis and Treatment of Reading Disabilities** 3  
 Study and use of instruments to assess reading abilities and the diagnosis and treatment of specific reading disabilities. Candidates assess elementary students, identify reading problems, and design and implement a plan of remediation. Prerequisites: EDE 340/540 and EDE 440.

**EDE 471 Assessment and Classroom Management** 3  
 This course examines assessment practices and issues in education, with an emphasis on best-practice research, performance-based assessment, Washington and Common Core State Standards, school-based data systems and assessment as an integral component of classroom instruction. It addresses theoretical and practical models of classroom management. Candidates develop classroom management plans designed to create a respectful and culturally positive learning climate that assures maximum learning. This course is designed to prepare candidates for the Teacher Performance Assessment. Cross-listed with EDE 571.

**EDE 474 Clinical Practicum Seminar** 1  
 This seminar explores issues in student teaching, professional portfolio development, documentation of positive impact on student learning, and preparation of the ETC instructional plan as it relates to the completion and submission of the Teacher Performance Assessment. This seminar also prepares candidates for certification and job placement. Cross-listed with EDE 574.

**EDE 480 Field Study** 1-4  
 To be approved by ETC director and arranged by placement coordinator.

**EDE 493 Clinical Practicum, Middle School and Special Education** 1-11  
 See descriptor for EDE 496.

**EDE 494 Clinical Practicum, High School and Special Education** 1-11  
 See descriptor for EDE 496. This is a full-time internship in a high school classroom.

**EDE 495 Teaching Assistantship** 1-4

**EDE 496 Clinical Practicum** 1-9  
 This full time experience is in an elementary or self-contained middle school classroom. Candidates plan, instruct, and assess for student learning under the guidance of an experienced mentor teacher and a university supervisor. This experience also emphasizes socialization, classroom management and professional activities within a diverse school culture. Candidates are also required to submit a teacher performance assessment (edTPA) as part of certification in Washington. Cross-listed with EDE 493 Clinical Practicum, Middle School and Special Education 1-9 -EDE 494 Clinical Practicum, High School and Special Education 1-9 -EDE 496/596 Clinical Practicum, K-8 Level 1-9 -EDE 497/597 Clinical Practicum, Middle-School Level 1-9 -EDE 498/598 Clinical Practicum, High School Level 1-9

**EDE 497 Clinical Practicum, Middle School Level** 1-9  
 See descriptor for EDE 496.

**EDE 498 Clinical Practicum, High School Level** 1-9  
 See descriptor for EDE 496. This is a full-time internship in a high school classroom.

## Social Science Courses

**SS 101 Concepts in Social Science I** 3  
 Content is geared toward a clear understanding of the major ideas, eras, themes, developments, turning points, chronology and cause and effect relationships in U.S. History. The social studies concepts of economics and civics are presented within this historical context. Guiding the content are the essential "knowledge and skills" for elementary teacher candidates as stated in the elementary endorsement competencies published by OSPI.

Content is geared toward a clear understanding of the major ideas, eras, themes, developments, turning points, chronology and cause and effect relationships in Pacific Northwest History. The social studies concepts of economics and civics are presented within this historical context. Guiding the content are the essential "knowledge and skills" for elementary teacher candidates as stated in the elementary endorsement competencies published by OSPI.

## Organizational Management

*Organizational Management Major* (p. 337) *Management & Accounting Major* (p. 338)

### Organizational Management Major, B.A.

The Whitworth Organizational Management Program blends current organizational theory with practice, providing a one-of-a-kind educational experience for the adult who seeks to complete a bachelor's degree while working.

Part of the Whitworth School of Business, the program is characterized by several unique features in comparison with traditional degree programs. First, the program can be completed more quickly. Students can complete a 36-semester-credit major much more quickly than the normal 24- to 30-month time span for a part-time student. Each course meets one evening per week for six weeks, with two Saturday sessions. Second, the program is offered only to a cohort of students. Simply put, this means that a group of 20 students or fewer will take the courses for the organizational management major together in sequence. Cohorts begin in August and February, subject to enrollment.

### Organizational Management Program Admission Requirements

Admission to the School of Continuing Studies does not guarantee admission to the Organizational Management Degree Program. In addition to being admitted to the School of Continuing Studies prior to beginning the organizational management major, students must:

- Complete a minimum of 60 semester credits, either by transfer or at Whitworth, with a grade point average of 2.0 or above;
- Provide a current résumé; and
- Complete an admission interview with the director of the organizational management program.

### Admission Evaluation for Organizational Management Program

Admission into continuing studies does not guarantee admission into the Whitworth Organizational Management Degree Program. Final determination of admission into the organizational management program is made by the director of the program in consultation with continuing studies advisors and staff. This decision may be based on prior coursework, recommendations from prior instructors, a personal interview, business aptitude, ability to work well in a cohort-based program, and grade point average. Applicants will receive notification of their admittance status from the Whitworth School of Continuing Studies Office.

### Portfolio Assessment

Students enrolled in the organizational management program who have obtained college-level knowledge through prior experience outside of the traditional college classroom may earn college credit through portfolio assessment. Designed for the adult who is self-motivated and highly skilled in analytical process, portfolio development involves knowledge assessment, documentation, third-party verification, and an understanding of college-level learning expectations. Examples of appropriate college-level learning include work-related training seminars and self-directed study. See a continuing studies advisor for details.

### Organizational Management Curriculum

Each course is a prerequisite for the course that follows. A passing grade must be achieved in each course in order for a student to continue on to the next. A failing grade (F) will necessitate withdrawal from the program.

The learning outcomes for the organizational management degree are consistent with those articulated by the Whitworth School of Business for all business degrees. Learning outcomes of this major include graduates who are able to do the following:

1. Engage in successful problem-solving and decision-making activities that require critical reasoning and creativity to develop sound, integrated solutions.

2. Identify internal and external economic and financial conditions facing the organization.
3. Demonstrate clear and persuasive verbal and written communications skills.
4. Engage in sound self-management practices
5. Articulate a personal code of professional ethics and formulate effective, ethical strategies to address relevant organizational issues.

## Requirements for Organizational Management, B.A. (36)

SP 351	Group Dynamics	3
BU 352	Human Behavior in Organizations	3
BU 354	Management of Human Resources	3
BU 457	Employment Laws and Regulations	3
BU 356	Managerial Marketing	3
EC 356	Applied Economic Principles	3
BU 355	Managerial Accounting and Finance	3
CS 459	Managing Technology	3
SP 461	Applied Cross-Cultural Communication	3
BU 461	Ethics in Management	3
BU 458	Strategic Management	3
BU 353W	Organizational Development and Change	3

## Management & Accounting Major, B.A.

The Whitworth Management & Accounting Degree Program blends a traditional accounting curriculum with a business management core to equip the adult student with competencies in both accounting and management. This degree prepares students for careers as controllers and directors of finance in industry.

Admission into continuing studies does not guarantee admission into the management & accounting degree program. Final determination of admission into this cohort program is made by the director of the program, in consultation with continuing studies advisors and staff. This decision is based on factors that include prior coursework, recommendations from prior instructors, a personal interview, business aptitude, ability to work well in a cohort-based program, and grade point average. Applicants will receive notification of their admittance status from the Whitworth Continuing Studies Office.

As part of the Whitworth School of Business, the management & accounting degree is differentiated from the traditional undergraduate accounting degree by several features, including the 150 credits required for completion. Those who hold this undergraduate degree will have met the academic requirement to take the CPA exam and will be equipped for positions in senior management. The accounting courses are offered in a 15-month series designed to maximize student retention and learning.

The learning outcomes for the management and accounting degree are consistent with those articulated by the School of Business for all business degrees. Learning outcomes of this major prepare the student to do the following:

1. Engage in successful problem-solving and decision-making activities that require critical thinking, reasoning and creativity to develop sound, integrated solutions.
2. Identify internal and external economic and financial conditions facing the organization.
3. Demonstrate clear and persuasive verbal and written communications skills.
4. Engage in sound self-management practices.
5. Articulate a personal code of professional ethics and formulate effective, ethical strategies to address relevant organizational issues.

## Requirements for Management and Accounting Major, BA (60)

BU 357	Financial Management	3
BU 334	Intermediate Accounting I	4
BU 335	Intermediate Accounting II	4

BU 466W	Principles of Auditing	3
BU 336	Introduction to Taxation	4
BU 332	Cost Accounting	3
BU 240	Business Law	3
SP 351	Group Dynamics	3
BU 352	Human Behavior in Organizations	3
BU 354	Management of Human Resources	3
BU 457	Employment Laws and Regulations	3
BU 356	Managerial Marketing	3
EC 356	Applied Economic Principles	3
BU 355	Managerial Accounting and Finance	3
CS 459	Managing Technology	3
SP 461	Applied Cross-Cultural Communication	3
BU 461	Ethics in Management	3
BU 458	Strategic Management	3
BU 353W	Organizational Development and Change	3

## Theological Studies

### Theological Studies, B.A.

Designed for people who are already working as religious professionals or as active laypeople in religious organizations for at least five years, the Whitworth B.A. in Theological Studies Program will provide an excellent theological education — both academic and practical — for those whose circumstances in life would make it difficult to earn a B.A. degree in a conventional undergraduate program. Taught by core faculty members in Whitworth's theology department, the courses in the program are built on a sturdy foundation:

- **Classical Theology:** Professors teach the traditional theological disciplines of biblical studies, systematic theology, and church history, as well as more applied areas.
- **Practical Preparation:** Classes address contemporary challenges people in ministry face every day and explore concrete and creative solutions.
- **Spiritual Formation:** Students learn together in a praying, worshipping community, enjoy meals together, and practice many of the traditional spiritual disciplines.

#### Program Design

The Whitworth B.A. in Theological Studies Program is built on a degree-completion model, which assumes two years of prior college/university coursework. If students who have not completed two years of prior coursework want to complete the B.A., they must fulfill general education requirements and/or electives equivalent to a minimum of 60 semester credits before applying to the program. All students must complete the general education requirements for the Whitworth School of Continuing Studies along with the total number of credits required for a bachelor's degree. It is advisable that students complete *all* degree requirements, except portfolio credits, prior to beginning M.A. in theology coursework. Students in the B.A. program will take courses with the M.A. in theology students, though the assignments will be geared to an appropriate level for undergraduate education.

#### Portfolio

Due to the practical application of theological study in the B.A./M.A. degree program, students will have the opportunity to complete a portfolio of college-level learning they have achieved outside the classroom. Students can earn a maximum of 32 semester credits through portfolio or other nontraditional means of credit (i.e. CLEP). Administration of the portfolio process will take place in the continuing studies office and will follow the process and procedures approved by the faculty for the organizational management degree.

#### Admission

Students apply to the School of Continuing Studies for admission to the undergraduate program; however, students must also apply separately to the B.A. in theological studies degree program,

meeting the application requirements that M.A. students must complete. Admittance into the B.A. in theological studies program is not assumed by admission into continuing studies.

Requirements for Admission into the B.A. in Theological Studies:

- Five years of documented work experience in ministry-related fields (church; para-church organizations; social work; lay ministry, etc.)
- Exceptional academic ability as demonstrated by prior university coursework and/or coursework completed at Whitworth prior to the student's admission into the B.A. program.

### **Requirements for Theological Studies, B.A. (36)**

THG 410	History of Christianity I: Great Tradition	3
THG 415	Christian Theology for M.A. Program	3
THG 420	Reform & Renewal:History Christianity II	3
THG 425	Leadership in the Christian Community	3
THG 430	Christian Spirituality	3
THG 440	Life of Jesus and the Early Church	3
THG 450	The New Testament Letters	3
THG 460	Old Testament Theology	3
Twelve additional, advisor-approved theology credits		12



# Graduate Programs

Whitworth offers the following master's degrees:

## Graduate Studies in Business (GSB)

School of Business - John Hengesh, Director - [gsb@whitworth.edu](mailto:gsb@whitworth.edu)

- Master of Business Administration (MBA)
- Master of Business Administration (MBA) in International Management

## Graduate Studies in Education (GSE)

School of Education - Roberta Wilburn, Associate Dean for Graduate Studies in Education - [gse@whitworth.edu](mailto:gse@whitworth.edu)

- Master of Arts in Teaching, Gifted and Talented
- Master of Arts in Teaching, Special Education
- Master of Arts in Applied Behavior Analysis
- Master of Arts in Marriage and Family Therapy
- Master of Arts in Administrative Leadership
- Master of Arts or Master of Education in Social and Behavioral Health
- Master of Education in Teaching and Learning
- Master of Education, Emphasis in Montessori
- Master of Education in School Counseling
- Master of Education in Educational Administration

## Master in Teaching Program (MIT)

School of Education - David Cherry, Director - [mit@whitworth.edu](mailto:mit@whitworth.edu)

## Master of Arts in Theology

Jeremy Wynne, Director - [theologyma@whitworth.edu](mailto:theologyma@whitworth.edu)

## Academic Policies for Graduate Programs

The following policies are in effect for all graduate programs. Please note that each program may have additional policies listed under the specific program description located in other sections of this catalog.

## Academic Standards

1. Completion of all semester credits in approved courses, following a degree plan, is required for all master's degrees. This is in addition to any required prerequisites.
2. Nine semester credits (or 13 quarter credits) of approved graduate credit may be transferred from other colleges or universities for degree purposes in some master's programs. An acceptable graduate course can be transferred only if the candidate has earned a grade of "C" or higher. Confirm which graduate courses will transfer with the program advisor.
3. Master's degree and certification candidates must achieve a cumulative grade point average of at least 3.0 on a 4.0 scale for all courses taken as part of an approved graduate degree.
4. No credit toward a master's degree or certification program will be allowed for a course in which the student receives a grade of "C-" or lower. Note: Programs may require higher than a C-; please see specific program descriptions. Courses in which a grade of "C-" or lower is earned, if required for the degree or certification program, must be repeated. Following any term/module in which a student's cumulative grade point average is below 3.0, the student may be placed on academic probation. The student may be dismissed from the graduate program if three grades of "C" or lower are accumulated, or if it is necessary for the student to be placed on academic probation more than twice.
5. Grades of P/NC are not allowed in any graduate-level course.
6. A grade of incomplete ("I") is approved for regular courses in emergency situations only. The incomplete must be made up by six weeks into the following long semester. If satisfactory progress is not made on completing the required work, an appropriate final grade will be awarded.



- Incomplete ("I") grades are given for practicums, internships, research projects and thesis projects that extend beyond the term in which they are scheduled. Incomplete grades for practicums, internships and research projects must be completed within six months of issuance. If not, the student must re-enroll and pay tuition.
- Credits toward a graduate degree must have been completed within six years of matriculation.
- A six-semester-credit courseload qualifies a student as full time during each term (fall semester, spring semester, summer terms). A four-semester-credit courseload qualifies a student as being enrolled at three-quarter-time status. A three-semester-credit courseload qualifies a student for half-time status.

## Class Attendance

Class attendance is expected and may be included in the calculation of the grade for the class. Students who register for courses that they do not attend are responsible for dropping the courses officially through the registrar's office. The consequence of not officially dropping a course is a "WW" (withdrew without permission) grade, which calculates as an "F" in the GPA. Students should contact the professor or teaching department if they plan to be absent any day/night during the first week of the semester/term. No person, other than a faculty member attending informally with the approval of the professor, may attend a Whitworth course in which that person has not been officially registered. Professors may allow students to attend their classes only if the students' names appears on the official class rosters. Students are prohibited from bringing children, other family members or guests to their classes except in an emergency and with the permission of the instructor.

## Active Status and Suspension

- Students who take no courses leading to the completion of their master's degree within a one-year period will be placed on inactive status. Should inactive students return to active status, they are responsible for any new university or program requirements.
- Students may be suspended, expelled, or placed on academic probation for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of respective program requirements and university behavior expectations. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.

## Appeals

- The right of appeal, through instructors/professors/deans in the following order, is available for students who feel they have received an unfair grade:
  - the instructor of the course
  - the program director
  - the dean or dean's designee of the school
- Appeals in cases of suspension or expulsion  
Discuss the issue first with the program director; the right of appeal is available to all students if the appeal is presented in writing within three weeks of the incident, to the following people in the following order:
  - the program director
  - a committee composed of the dean of the school, the director/chair of the program, and representatives of the program
  - the Educational Review Board

## Graduation Procedures

Formal graduation takes place in mid-May. In order to ensure that his or her name will appear in the graduation program, a student must file an application for graduation in the program graduate office by Nov. 1 in the academic year during which s/he will be completing the degree. All coursework and program requirements must be completed by the end of the term prior to the degree-posting date. Program evaluations are available through WhitNet. In some programs, students may petition to participate in the May graduation ceremony though all requirements will not be completed by the end of spring semester; check with program directors for program-specific requirements. Detailed graduation information is available on the commencement website, [www.whitworth.edu/administration/RegistrarsOffice/Commencement/Index.htm](http://www.whitworth.edu/administration/RegistrarsOffice/Commencement/Index.htm). Whitworth University reserves the right to withhold transcripts and diplomas until all campus debts are cleared and all holds on student records are removed.

# Graduate Studies in Business

The Whitworth School of Business comprises the department of business and economics, the organizational management program (a program for the adult learner seeking a baccalaureate degree), and the following graduate-degree programs: master of business administration (MBA) and MBA in international management (MBA in IM).

The mission of the Whitworth School of Business is to provide “an education of mind and heart” in the liberal arts tradition, focused on business as a Christian vocation. We develop principled and moral leaders through an integrated curriculum that emphasizes technical expertise, practical application, and experiential learning, for the purpose of developing responsible and competent professionals engaged with their communities and world.

Vision in Action: As part of our vision, School of Business students will have done the following by the time they obtain their graduate degrees:

- received comprehensive training and education in global business management;
- developed an understanding of the nature and complexities of business decision-making in times of change and uncertainty;
- participated in an academic culture in which students learn through relational interaction with outstanding faculty who are highly qualified as scholars and practitioners, from each other, and from other stakeholders (alums and other business professionals) of the university through challenging, relevant and diverse teaching methods;
- joined top-quality students who are interested not only in becoming competent in traditional business disciplines, but in living lives of distinction and meaning as world citizens in an ever-changing, competitive environment;
- gained practical business experience through application, while developing essential communication, interpersonal and leadership, and critical-thinking skills;
- further developed character, integrity, and a capacity for ethical analysis and judgment, traits that are important to an increasingly complex, diverse and globalizing world;
- enhanced their value in the employment marketplace;
- connected to a worldwide alumni network.

## Programs and Curricular Focus

The Whitworth School of Business is recognized as an academic leader in preparing graduate students to compete successfully in today’s international marketplace. Our goal is to provide comprehensive training and education for the business leaders of tomorrow, based on the dynamic globalizing environment of business in the 21st century. Courses in finance, operations and project management, marketing, human resources, and leadership are designed to give students the business skill sets to be competitive in the job market while developing their intercultural intelligence and expanding their knowledge of world markets. Evening seminar-style courses offer students the choice of full- or part-time study. Full-time enrollment of two courses per each six-week module provides students the opportunity to earn an MBA or MBA in IM degree in 10 months. Part-time enrollment allows students to take only one course in each module and still complete their degree in 22 months.

## Faculty

Faculty members are active in the fields of global business and management studies. They bring practical business and cross-cultural experience to the classroom and engage in research and consulting for governments and corporations locally and throughout the world. Qualified business practitioners from the community bring added expertise and experience to the classroom through special courses, guest lectures, and supervision of internships, special projects, and business-plan development.

## Application Procedures and Admission Criteria

Due to the graduate programs’ unique six-module design, students may apply for admission throughout the year.

Admission decisions are based on an applicant’s undergraduate academic record, recommendations, prior experience, graduate examination (GMAT or GRE) score, or alternate exam option, and approved English-language exam (TOEFL) score for students whose native language is not English. Applicants will be invited to interview with the director.

The following guidelines apply:

- Transfer courses from other graduate programs will be assessed; typically, only nine semester credits, or 14 quarter credits, will be considered for transfer as a student enters the MBA or MBA in IM program.
- Whitworth requires the TOEFL or IELTS exam for all international applicants unless the applicant has acquired her/his bachelor's degree from the U.S. or from a country where the official language is English. A score of 88 on the Test of English as a Foreign Language (TOEFL) OR an overall score of 7.0 on the International English Language Testing System (IELTS) is considered the minimum for admission to Whitworth University. Test scores must be sent directly to Whitworth.
- A minimum GMAT score of 500 or a combined minimum GRE score of 300 is generally required for admission to the MBA or MBA in IM programs. However, the committee takes a holistic perspective in its review. Appropriate consideration is given to all components of the application packet.
  - An entrance exam alternative may be requested.
- All applicants must hold a bachelor's degree from a regionally accredited college or university. Students holding a bachelor's degree, or its equivalent, from a college or university outside of the United States may be asked to submit their transcripts to an independent transcript-evaluation agency for review.

## Prerequisites

Undergraduate introductory courses in the following disciplines are generally required for admission to the MBA and MBA in IM programs. Applicable work experience can be applied after review:

- Accounting
- Microeconomics
- Macroeconomics
- Marketing
- Statistics
- Finance

## Application Procedures

### Online Application and \$50 Fee:

The online application has several components and gives you the opportunity to upload your résumé and essay, send recommendation requests to your references, and pay your \$50 application fee.

You also have the option of emailing your résumé and essay to us at a later time ([graduateandcsadmissions@whitworth.edu](mailto:graduateandcsadmissions@whitworth.edu)). In addition to submitting your application materials, you will meet with the program director to talk about your particular goals in obtaining an MBA.

### GMAT/GRE/Entrance-Exam Alternative:

Whitworth will waive the entrance-exam requirement for applicants with an undergraduate GPA of 3.25 or higher. (If your cumulative GPA is lower than 3.25 due to first- or second-year grades, we will consider the last 90 quarter/60 semester credits for your calculated GPA.) If your undergraduate GPA is below 3.25, please follow these instructions:

Exam Options:

- Submit an official GMAT score report (exam must have been taken in the last five years).
- Submit an official GRE score report (exam must have been taken in the last five years).
- Exam alternative: You may submit a 1,500-word analytical essay in lieu of GMAT or GRE scores. The essay should demonstrate your ability to analyze, synthesize and critically reflect upon information. Applicants must request this option through the admissions office and will be sent a case study to analyze in order to prepare a response.

When you complete your essay, submit it directly to the Whitworth Graduate Admissions Office at [graduateandcsadmissions@whitworth.edu](mailto:graduateandcsadmissions@whitworth.edu).

Please note: Applicants may be granted admission into Whitworth's MBA program, but they are not eligible for departmental academic scholarships awarded by the university unless a GMAT or GRE score report is submitted.

## Résumé

On your résumé, please include both work experience and, where applicable, service activities and recognitions.

We strongly recommend that MBA applicants have full-time work experience. The admissions committee is especially interested in the quality of an applicant's professional skills as evidenced in her/his level of responsibility, leadership, supervision and teamwork. The committee also considers the relevance of these skills both to the applicant's intended course of study at Whitworth and to the career goals stated in the essays.

Service, activities and recognition, such as public, community or military service, travel experiences, extracurricular activities and any honors or recognitions received, are all important indicators of an applicant's motivation and character. The most appropriate place to include this information is on your résumé. The accompanying essay may also be an appropriate place to discuss your personal background.

## Recommendations:

Recommendations should come from individuals who have a superior working knowledge of the applicant, should be professional in nature, and should speak to the applicant's professional work, qualities, career potential and likelihood of success in the classroom.

Recommendations are completed via an online recommendation request sent directly to each reference once the applicant begins the application process.

## Transcripts:

Though a student's GPA is reviewed for probability of academic success, we understand that undergraduate GPAs, particularly those from several years ago, may not reflect an applicant's current ability or commitment to academic success.

Order official transcripts from ALL colleges or universities previously attended; have them sent directly to us at the following address:

Whitworth University  
 Graduate Admissions  
 300 W. Hawthorne Rd.  
 Spokane, WA 99251

## Prerequisites:

Whitworth's MBA program requires prior coursework or equivalent work experience in key functional areas of business: accounting, economics, finance, marketing, and statistics. If applicants do not have the necessary background, Whitworth offers several online and self-paced completion methods to satisfy these requirements.

## Personal Essay:

The essay is a critical component for assessing applicants' motivation for attending Whitworth's evening MBA program; it sums up the applicants' background and goals, as well as their communication and presentation skills. In your essay, you are asked to respond to three particular questions: Why Whitworth? Why an MBA? Why now? Your essay should be no longer than one single-spaced page single-spaced, or approximately 600 words. A strong essay will convey careful research on Whitworth and enthusiasm for the program.

## Non-U.S. Citizens must also include the following:

- TOEFL and/or IELTS Tests

Whitworth requires the TOEFL or IELTS exam for all international applicants unless the applicant has acquired her/his bachelor's degree from the U.S. or a country where the official language is English. A score of 88 on the Test of English as a Foreign Language (TOEFL) OR an overall score of 7.0 on the International English Language Testing System (IELTS) is considered the minimum for admission to Whitworth University. Test scores must be sent directly to Whitworth.

For the TOEFL, an official score report must be sent directly to the MBA office at Whitworth University (300 W. Hawthorne Rd., Spokane, WA 99251), from the Educational Testing Service (ETS). Whitworth's institution code is 4593. To learn more about TOEFL or to request your score, contact ETS at its website. (<http://www.ets.org>)

- Student Financial Statement

A detailed International Student Financial Statement form with supporting verification documents must be provided to the Whitworth Office of International Admissions. Submit documents to [gsb@whitworth.edu](mailto:gsb@whitworth.edu). In compliance with U.S. Immigration Service requirements, your documents must show evidence of adequate available financial resources to attend Whitworth and the MBA program.

An affidavit of financial support is required from students whose financial resources are supplemented to **any degree** by someone other than themselves. Use INS Form I-134 for sponsors from the U.S.

- University transcript and degree requirements

All applicants must hold a bachelor's degree from an accredited college or university. Requirements for admission include an undergraduate GPA of 3.0. International applicants with diplomas from non-English-speaking universities may be required to provide a professional credential evaluation of their university transcripts. To obtain a professional credential evaluation, submit official transcripts and/or documentation of degree earned to the following site:

World Education Services

[http://www.wes.org/application/apply\\_now.asp](http://www.wes.org/application/apply_now.asp)

If you have any questions, contact WES:

U.S.A. Telephone/FAX 212.966.6311; email online: [www.wes.org/contact](http://www.wes.org/contact)

Please choose the "Document by Document" service. All transcripts and evaluations should be forwarded to Whitworth University.

Non-degree-seeking students may be asked to meet the requirements expected of degree candidates. Class enrollment is on a space-available basis, giving priority to degree-seeking students. Non-matriculating students are generally limited to six credits in the MBA program before they are expected to apply for admission.

International Students: In some cases, additional English-language study may be recommended, although such coursework does not apply toward the MBA or MBA in IM degree.

## Academic Policies

### Academic Standards:

1. Documentation of experience will be required of anyone petitioning to substitute experience for prerequisites. A four-semester-credit courseload qualifies a student as being enrolled at three-quarter-time status. A three-semester-credit courseload qualifies a student for part-time status.
2. To be considered a full-time student in the MBA or MBA in IM programs, a student must complete at least six credits within the academic semester at the university. International students are required to be enrolled for each module to maintain full-time status in compliance with immigration guidelines.
3. A student may apply six semester credits of MBA or MBA in IM coursework taken as a non-degree enrollee for completion of the degree. After completion of at least two courses with non-degree status, the student is encouraged to submit a formal application for degree standing.

### Registration:

1. Registration every semester is based on a program plan that all students will pursue following admission into their program.
2. A student who officially drops or withdraws from classes during the course of the term is eligible for an adjustment of charges as follows:
  - First week: 100 percent
  - Second week: 80 percent
3. No refunds are given after the third week of class. If you receive a 100-percent refund and have already received the books for the course, you will be responsible for paying back the cost of the books.

### Features of the GSB Programs:

- Unique one or two year program.
- Courses taught by Whitworth faculty and area business professionals.



- Prepares students with a range of managerial and financial competencies required by today's employers.
- Small, evening seminar-style classes.
- Foreign language instruction is offered in small groups focusing on business vocabulary at advanced levels.

## MBA Degree Requirements (36)

MB 501	Organizational Behavior and Leadership	3
MB 522	International Economics	3
MB 505	Managerial Accounting	3
MB 525	Ethics and Law in International Business	3
MB 510	Corporate Finance	3
MB 530	Entrepreneurship and New Venture Creation	3
MB 515	Advanced Financial Statement Analysis	3
MB 517	Business Statistics and Decision Analysis	3
MB 535	Optimizing Human Resources	3
MB 526	Integrated Marketing Strategies	3
MB 513	Operations and Project Management	3
MB 529	Global Strategic Management	3

## MBA in International Management Degree Requirements (45)

MB 501	Organizational Behavior and Leadership	3
MB 522	International Economics	3
MB 505	Managerial Accounting	3
MB 525	Ethics and Law in International Business	3
MB 510	Corporate Finance	3
MB 530	Entrepreneurship and New Venture Creation	3
MB 515	Advanced Financial Statement Analysis	3
MB 517	Business Statistics and Decision Analysis	3
MB 535	Optimizing Human Resources	3
MB 526	Integrated Marketing Strategies	3
MB 513	Operations and Project Management	3
MB 529	Global Strategic Management	3
IM 540	Elementary Language for Managers I	3
IM 541	Elementary Language for Managers II	3
IM 542	Intermediate Language for Managers I	3

## Masters of Business Administration Courses

### MB 501 Organizational Behavior and Leadership 3

This course addresses the critical challenges of leading organizations in today's dynamic global environments. Practical issues of leadership and management in the context of different cultures will be covered. Topics include leadership dynamics, group motivation, architecture of organizations, and comparative management techniques based on the patterns of organizational behavior in the U.S. and other countries.

### MB 505 Managerial Accounting 3

This course focuses on managerial accounting and its key role in supporting the operational and strategic needs of an enterprise. Topics will include managerial decision-making and internal reporting using accounting information and various analytical tools. Current issues in managerial accounting as well as case analysis will be integral components of this course.



- MB 510 Corporate Finance** 3  
The objective of this course is to further develop the students' ability to use quantitative methods in financial decision-making. This course will discuss capital budgeting, valuation, capital structure, and payout policy. The course's objective is to provide a theoretical framework for considering corporate finance problems and issues and to apply these concepts in practice.
- MB 513 Operations and Project Management** 3  
This course covers the tools used for managing projects in organizations, and provides the opportunity for a real-world application of the concepts comprising project management. Topics covered in this course range from operations strategy, process planning and analysis, quality management, supply chain management, service profit chain, forecasting, and logistics management. Students will develop an understanding of the strategic importance of operations and how operations can provide a competitive advantage in the marketplace.
- MB 515 Advanced Financial Statement Analysis** 3  
This course will provide students with tools to analyze information in corporate financial statements. The course will teach students how to use financial statement information for firm valuation and other economic decisions. The course will also help students understand and analyze the issues that corporate managers face as they design and implement financial reporting strategies, increasing students' ability to assess accounting quality, and detect and undo earnings management.
- MB 517 Business Statistics and Decision Analysis** 3  
The course is designed to address two major issues: statistics and research as applied to workplace decisions, problems, and opportunities. By the time the student completes the course, they will have a solid foundation in statistical thinking and will know how to design, conduct, and interpret organizational research. Topics include regression analysis, confidence intervals, and hypothesis testing.
- MB 522 International Economics** 3  
This course investigates the analysis of consumer theory, production theory, exchange, and market interactions. Theory and comparative study of economic growth and development in third-world countries; roles of government, private sector, non-government organizations and international agencies in economic development.
- MB 525 Ethics and Law in International Business** 3  
This course uses the global business context to introduce students to important legal and ethical challenges business leaders face in today's complex business world. Case studies and readings will address how business leaders, constrained by law and motivated to act ethically in a global context, should analyze relevant variables to make responsible decisions.
- MB 526 Integrated Marketing Strategies** 3  
This course covers managerial marketing concepts applied in industrialized countries. We will analyze global marketing activities related to both strategic and tactical solutions. Consideration of initial entry phase to expansion and global rationalization for both large and small entities will be addressed. Class interaction will occur through market/product analysis projects and case studies.
- MB 529 Global Strategic Management** 3  
This capstone course focuses on case studies, simulations, and lecture/presentations to help understand the changing dynamics of strategy. Implementation for large and small business entities will be examined. The balance of global scale efficiency, target market responsiveness, and worldwide innovation will be analyzed.
- MB 530 Entrepreneurship and New Venture Creation** 3  
A critical function of this course is for students to analyze, synthesize, and apply theory to their personal experience in the marketplace. To help achieve this objective, there is an experiential component where entrepreneurs will visit the class and share the realities of starting and running a business. A key business plan project will be completed.

### **MB 535 Optimizing Human Resources**

3

This course provides an extensive understanding of the factors underlying human resource management as applied in domestic and global organizations. Emphasis is placed on the impact of international changes and trends that will affect human resource practices. Topic areas include multi-national organization considerations for planning, recruitment, selection, training, performance appraisal, compensation, benefits administration and union/management relations. The course also develops a working knowledge of legal issues that include relevant ethical, moral, social and political concerns.

## **International Management Courses**

### **IM 540 Elementary Language for Managers I**

3

Specialized language course give attention to business and professional vocabulary and emphasize speaking, listening, reading and writing skills. Business projects in the target language will be assigned. Placement test determines language level and section number.

### **IM 541 Elementary Language for Managers II**

3

Specialized language course give attention to business and professional vocabulary and emphasize speaking, listening, reading and writing skills. Business projects in the target language will be assigned. Placement test determines language level and section number.

### **IM 542 Intermediate Language for Managers I**

3

Specialized language course give attention to business and professional vocabulary and emphasize speaking, listening, reading and writing skills. Business projects in the target language will be assigned. Placement test determines language level and section number.

# Graduate Studies in Education

## **SPECIAL EDUCATION ENDORSEMENT (0-12)**

Completion of the prerequisite courses and the M.A.T.'s required special education courses and field experiences will prepare a candidate for an endorsement in special education (P-12). Please see the special education coordinator for advising.

## **EARLY CHILDHOOD SPECIAL EDUCATION ENDORSEMENT (P-3)**

Completion of the endorsement in special education, combined with two additional courses – EDS 534 Early Speech, Language and Literacy and EDS 538 Early Intervention Interdisciplinary Method (or equivalent coursework) – and an advanced practicum in an early intervention or preschool special education setting will prepare a candidate for an endorsement in early childhood special education (P-3). Please see the special education coordinator for advising.

## **DEAF EDUCATION SPECIALTY ENDORSEMENT (P-12)**

Completion of the endorsement in special education, combined with a set of required courses from Spokane Falls Community College's Interpreters Program (or equivalent coursework), EDS 534 Early Speech, Language and Literacy, and an advanced practicum in a deaf education setting will prepare a candidate for a specialty endorsement in deaf education (P-12). Please see the special education coordinator for a transcript evaluation and advising.

## **GIFTED EDUCATION SPECIALTY ENDORSEMENT**

The gifted education specialty endorsement can be obtained while a student is earning the master of arts in teaching degree, emphasis in gifted and talented (M.A.T./GT), or the master of education in teaching and learning degree. It can also be earned separately in an 11-credit program, including a field study and a culminating portfolio. Please contact the Whitworth Center for Gifted Education in the Graduate Studies in Education Department at 509.777.3226 for advising.

## **ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT**

The English to Speakers of Other Languages (formerly English Language Learner - ELL) Endorsement provides in-depth training in English-as-a-second-language methods, English-language-learner strategies, and English-language-development pedagogy. This program also explores the ways in which issues of cultural diversity, such as poverty, affect instructional and assessment practices. Courses from the ESOL endorsement may be applied to elective credits in various master's programs throughout the School of Education.

## **Certification**

- While every attempt is made to ensure that certification programs are compatible with degree study, certification requirements may go beyond degree requirements.
- Whitworth University certification programs lead to Washington state certification. For certification in another state, the applicant will need to contact the appropriate state certification agency to determine the certification requirements.
- Whitworth University certification programs must meet requirements instituted by the Washington Office of the Superintendent of Public Instruction and the Professional Educator Standards Board. Hence, certification requirements are subject to change upon notification by the OSPI and PESB and must be incorporated into all appropriate certification plans.
- Certification study without the pursuit of a degree is possible where appropriate.
- Only candidates in good standing will be certified. Contact the Whitworth Office of Graduate Studies in Education at 509.777.4405 for further details.

The Whitworth Educational Certification and Career Services Office is located in Dixon Hall. For assistance with any of the following items, please call 509.777.4405 or 509.777.4403.

## **Services Provided by Educational Certification and Career Services**

- Administrative certification (principal-endorsed)
- Educational staff associate certification (school counselor-endorsed)
- Continuing teacher certification
- Placement files: creating, updating, and mailing
- Career service information:

- Career fairs
- Résumés and cover letters
- Current job listings

## Advising

Call the Whitworth Office of Graduate Studies in Education, 509.777.4360, for an appointment to discuss our various programs. An advisor will be assigned to assist you.

## Admission Policies

1. No more than six semester credits should be taken prior to admission to GSE, as there is no guarantee they will count toward a graduate degree.
2. Applicants must hold a bachelor's degree from a regionally accredited college or university.
3. Complete an application packet by the following dates:
  - a. MIT: April 1
  - b. M.A./M.Ed. school counseling and M.A. in marriage and family therapy programs: Feb. 1
  - c. All other programs for fall semester: July 1; for spring semester: Nov. 1; for summer semester: April 1
4. There are two levels of admission, as follows:
  - Full admission: cumulative grade point average of 3.0 or higher, satisfaction of all prerequisites and acceptable recommendations.
  - Restricted admission: cumulative grade point average of 2.7 or higher, acceptable recommendations, and conditions identified by the admissions committee.
5. The entrance-exam requirement is waived for applicants with an undergraduate GPA of 3.0 or higher. Applicants with an undergraduate GPA below 3.0 must submit official GRE or MAT scores or complete an analytical essay in lieu of GRE or MAT scores. Please see the application for the essay prompt.
6. Completion/concurrent enrollment in a teacher-education program is required for all School of Education master's degree and certification programs except for MIT, M.Ed. social emotional learning, M.A./M.Ed. school counseling, M.A. in marriage and family therapy; and M.Ed. in administrative leadership. Photocopies of all Washington teacher, administrator and/or ESA certificates, as well as certificates from other states, must be submitted with the application for admission.
7. Prerequisites prior to graduate study may be required where applicants lack appropriate preparation. Students whose first language is not English may be required to complete prerequisites prior to consideration for admission to GSE. These courses are determined with an advisor to improve expertise in English, math, education methods and study skills.
8. Part of the application process to GSE is completion of the character-and-fitness supplement. Based upon a review and documentation of items disclosed in the character-and-fitness supplement, Whitworth may deny admission to any individual applying to GSE. Applicants with suspended or revoked educational certificates (teacher, counselor, principal, psychologist or other) for a program leading to state certification will not be processed for admission to GSE until such certificates have been reinstated. This includes certificates from other states as well as those from Washington.
9. For international students, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) as well as the GRE, is required prior to admission. The minimum score accepted is 88 on the TOEFL or an overall score of 7.0 on the IELTS. Testing is also done in English and in math, prior to the student's graduate coursework, to determine any necessary prerequisites that need to be written into the degree plan. International applicants with diplomas from non-English-speaking universities may be required to provide a professional credential evaluation from World Education Services of their university transcripts. International students must also provide a current passport copy and proof of adequate financial resources for graduate study prior to admission.
10. Special education, marriage & family therapy, and school counseling applicants will be interviewed.

Note: At any given time, one or more of our programs may be undergoing revision to stay current with changing Washington State Board of Education requirements. Please consult your advisor to ensure that you have the most current information on your program.

# Academic Policies for Graduate Education Programs

## Academic Standards

1. Whitworth GSE offers independent studies (EDA/EDU/EDC/EDG/EDS-591) that may be taken on a tutorial basis. GSE approval is based upon the following criteria: No regular course covers the project materials, and a designated faculty member agrees to supervise the study (with a limit of two such studies during a student's entire program). Students are to submit proposals with the signatures of the faculty supervisor and the director/department chair to the GSE office by the registration deadline of the term during which the study will be taken.

## Admission and Expulsion

1. Students who take no courses toward the completion of their master's degree within a one-year period will be placed on inactive status. Should inactive students return to active status, they may be responsible for any new university or program requirements.
2. Students may be suspended or expelled for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
3. Whitworth reserves the right to withhold transcripts and diplomas until all campus debts are settled.
4. Students are prohibited from bringing children, other family members or guests to their classes except in an emergency and with the permission of the instructor.

## General Guidelines

1. Whitworth Graduate Studies in Education students may register online or in the GSE office in Dixon Hall. Tuition is paid through student accounting services, in McEachran Hall. If a student enrolls in a course that is not approved for a specific program, that class will be considered an enrichment course only; it will not count toward a graduate degree or certification program.
2. Check with your advisor each term for pre-registration advising and for exit requirements.
3. Online registration is available, with advisor clearance, after a student's first term.

## M.A. in Marriage and Family Therapy (64)

### Prerequisites:

Abnormal Psychology

Statistics

EDC 502	Development Across the Lifespan	3
EDC 503	Social and Cultural Considerations in Counseling	3
EDC 504	Counseling Theories	3
EDC 509	Research for Counselors	3
EDC 510	Therapy With Children and Families	2
EDC 511	The Counseling Process	3
EDC 512 & 512L	Introduction to Group Counseling and Lab: Intro Group Counseling	3
EDC 514	Therapy With Adolescent and Families	2
EDC 532	Psychopathology & Assessment	3
EDC 533	Legal and Ethical Considerations in Therapy	1
EDC 535	Introduction to Substance Use Disorders	2
EDC 553	Intro to Marriage and Family Therapy	2
EDC 556	Research Evaluation & Writing	2
EDC 557	Family Systems Theory	3
EDC 558	Theories of Family Therapy	3
EDC 559	Theories of Couple and Marriage Therapy	3
EDC 560	Psychopharmacology	2
EDC 561	Advanced Systems Theory: Critical Issues in MFT	3
EDC 562	Ethics in Human Sexuality	2
EDC 563	Human Sexuality and Sex Therapy	3



Advisory Board Interview		
Washington State Background Check		
EDC 582	Marriage and Family Therapy Practicum	5
Complete two internships, four credits each:		8
EDC 585	Marriage and Family Therapy Internship I	
EDC 586	Marriage and Family Therapy Internship II	
EDC 597	Exit Exam	0
Optional: Thesis (6 credits)		
EDC 598A	Graduate Thesis	
EDC 598B	Graduate Thesis	

Chemical dependency certification is available with this program; see advisor.

## M.A. in Administrative Leadership (39)

*Roberta Wilburn, (program coordinator)*

This program is for potential administrators in settings not requiring principalship certification. (Examples: educational service districts, private schools, special education settings and community colleges, other higher education settings, and nonprofit organizations.)

## M.A. in Administrative Leadership (39)

Prerequisite:

Statistics

Required Administrative Leadership Courses:

EDA 511	Orientation to Leadership	1
EDA 512	Visionary and Transformational Leadership	3
EDA 515	Human and Organizational Resources	2
EDA 517	Legal & Ethical Practices of Moral Leadership	3
EDU 526	Diversity, Equity and Inclusion	3
EDA 501	Team Building and Leadership Skills	3
EDA 502	Introduction to Administrative Leadership	1
EDA 518	Intercultural Communications & Conflict Resolution	2
EDA 506	Student Development Theory and Practice	3
EDA 531	Administrative and Instructional Practices in Higher Education	3
EDU 515	Educational Research	4
Complete a minimum of 5 elective credits of EDU-500 level courses.		5
Complete the following capstone courses:		
EDA 588	Internship I: Administrative Leadership	3
EDA 589	Internship II: Administrative Leadership	3
EDU 597	Exit Portfolio/Project	0

The courses in the Administrative Leadership program are subject to change due to program updates. Please check with your advisor for current course offerings.

## M.A. or M.Ed Social and Behavioral Health

**Track I: M.Ed Social and Behavioral Health, Social Emotional Learning**

For program requirements for Track I, please see the M.Ed Social and Behavioral Health, Social Emotional Learning page (p. 357)

## Track II: M.A. Social and Behavioral Health, Behavioral Health (39)

Prerequisites:

Statistics

Abnormal Psychology



EDC 501	Orientation to Professional Counseling	3
EDC 502	Development Across the Lifespan	3
EDC 503	Social and Cultural Considerations in Counseling	3
EDC 504	Counseling Theories	3
EDC 509	Research for Counselors	3
EDC 511	The Counseling Process	3
EDC 514	Therapy With Adolescent and Families	2
EDC 512	Introduction to Group Counseling	3
EDC 512L	Lab: Intro Group Counseling *	0
EDC 532	Psychopathology & Assessment	3
EDC 533	Legal and Ethical Considerations in Therapy	1
EDC 571	Case Management in Behavioral Health	3
EDC 575	Screening, Assessment & Treatment for Co-Occurring Disorders	3
EDC 581A	Practicum in Social and Behavioral Health	4
Electives		2

\* Taken concurrently with EDC-512

### Track III: M.A. Social and Behavioral Health, Substance Use Disorders (43)

Prerequisite:

Statistics

EDC 501	Orientation to Professional Counseling	3
EDC 502	Development Across the Lifespan	3
EDC 503	Social and Cultural Considerations in Counseling	3
EDC 504	Counseling Theories	3
EDC 509	Research for Counselors	3
EDC 511	The Counseling Process	3
EDC 514	Therapy With Adolescent and Families	2
EDC 535	Introduction to Substance Use Disorders	2
EDC 572	Physiology Pharmacology for Addiction	2
EDC 575	Screening, Assessment & Treatment for Co-Occurring Disorders	3
EDC 573	Cross-Cultural HIV/AIDS Prevention & Treatment	1
EDC 571	Case Management in Behavioral Health	3
EDC 574	Community Prevention Methods *	2
EDC 552	Alcohol/Drug Family Counseling and Treatment	3
EDC 532	Psychopathology & Assessment	3
EDC 533	Legal and Ethical Considerations in Therapy	1
EDU 596	Graduate Research Project	3

\* Taken concurrently with EDU 596

### M.A. Behavior Analysis

#### Requirements for Master's in Behavior Analysis and Board Certified Behavior Analysts (BCBA) (37)

EDS 521	Intervention for Behavior and Motivation	3
EDS 522	Assessment and Individualized Education Program (IEP) Planning	3
EDS 526	Intervention for Severe Communication, Sensory and Physical Problems	3
EDS 530	Intervention for Autism Spectrum Disorder	3

EDS 536	Intervention through Positive Behavior Support	3
EDS 595	Exit Project	1
EDS 562	Ethical Research and Treatment Method	3
EDS 564	Advanced Readings in Applied Behavior Analysis	3
Take 15 credits from:		15
EDS 585	Behavior Analysis Intensive Practicum	

## Master of Arts in Teaching, Gifted and Talented (M.A.T.)

*Jann Leppien (Margo Long Chair in Gifted Education)*

This program provides educators with in-depth knowledge about identifying and serving students through a continuum of services to develop their gifts and talents; evaluating and utilizing appropriate current trends and research ideas in developing talent in youth; and designing differentiated instruction for the cognitive, and social and emotional differences of exceptional students.

The Washington state gifted education specialty endorsement is available at Whitworth University. Contact the Center for Gifted Education for a transcript evaluation and advising.

### M.A.T. in Gifted and Talented (34)

Prerequisites:

Statistics

Required core courses:

EDU 501	The Psychology of Learning	3
EDU 502	Curriculum Design, Development and Implementation	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3

Required gifted and talented courses:

EDG 550	Introduction to Gifted Education and Talent Development	3
EDG 551	Social and Emotional Components of Giftedness	2
EDG 553	Creativity and Analytical Thinking	3
EDG 554	Curricular Strategies and Instructional Models for High Ability Learners	3
EDG 555	Designing High Quality Gifted Education Programs and Services	3
EDG 581	Field Study and Action Research	3

Complete 4 elective credits of approved Whitworth gifted and talented and professional development classes. Other electives must be approved by academic advisor.

### Gifted Education Specialty Endorsement

The gifted education specialty endorsement can be obtained while earning the Master of Education in Teaching and Learning degree or the Master of Arts in Teaching, Emphasis in Gifted and Talented. It can also be earned separately in an 11-credit program, including a field study and a culminating portfolio. Please contact the Center for Gifted Education for advising.

### Master of Arts in Teaching Special Education (M.A.T.)

*Flint Simonsen (program coordinator)*

This program is designed to extend the skills and knowledge of teachers who wish to work with exceptional children and youth. It emphasizes curriculum needs of pupils rather than disability categories. The program can accommodate teachers who are seeking to complete their endorsement in special education under the new Washington state requirements. It is also intended to provide graduate-level specialized training for teachers who are already endorsed in special education. The program prepares teachers to understand inclusion (working with exceptional children in the regular classroom), as well as to work with special-needs learners in resource rooms or self-contained settings.

Prerequisite competencies are required. Transfer classes (graduate or undergraduate) may be accepted in place of the following courses, but any substitutions must be individually evaluated. The following courses, with the exception of field experiences, may be taken at Whitworth as part of the graduate electives required:

Possible Special Education Prerequisites:

EDS 520	Exceptional Learners & Inclusion	3
EDS 521	Intervention for Behavior and Motivation	3
EDS 522	Assessment and Individualized Education Program (IEP) Planning	3
EDS 523	Intervention for Academic Learning Problems	3

## M.A.T. in Special Education (42)

Prerequisites:

Statistics

Required core courses:

EDU 501	The Psychology of Learning	3
EDU 502	Curriculum Design, Development and Implementation	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3

Required special education courses:

EDS 524	Early Intervention for Special Education	3
EDS 526	Intervention for Severe Communication, Sensory and Physical Problems	3
EDS 530	Intervention for Autism Spectrum Disorder	3
EDS 536	Intervention through Positive Behavior Support	3

Required field experience (up to 5 credits could be completed as prerequisite experience) 10

EDS 581 & EDS 583 Practicum: Special Education, Early Childhood/K-8 and Advanced Practicum: Special Education, Early Childhood/K-8

EDS 582 & EDS 584 Practicum: Special Education, Middle/High School and Advanced Practicum: Special Education, Middle/High School

Complete six credits from the following: 6

EDS 534	Early Speech, Language and Literacy	
EDS 538	Early Intervention Interdisciplinary Method	
EDG 551	Social and Emotional Components of Giftedness	
EDS 501	Introduction to Sign Language and the Deaf	
EDU 546	Diagnosis and Treatment of Reading Diff. Disabilities	
EDS 562	Ethical Research and Treatment Method	
EDS 564	Advanced Readings in Applied Behavior Analysis	

Complete the following exit requirement: 1

EDS 595 Exit Project

*Note: Special education endorsement is also possible without completion of the master's degree. Students must pass the WEST-E to receive an endorsement. Check with the special education coordinator for information.*

## Requirements for MAT in Special Education and Board Certified Behavior Analysts (BCBA) Track (64)

EDU 501	The Psychology of Learning	3
EDU 502	Curriculum Design, Development and Implementation	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3

EDS 520	Exceptional Learners & Inclusion	3
EDS 521	Intervention for Behavior and Motivation	3
EDS 522	Assessment and Individualized Education Program (IEP) Planning	3
EDS 523	Intervention for Academic Learning Problems	3
EDS 524	Early Intervention for Special Education	3
EDS 526	Intervention for Severe Communication, Sensory and Physical Problems	3
EDS 530	Intervention for Autism Spectrum Disorder	3
EDS 536	Intervention through Positive Behavior Support	3
EDS 595	Exit Project	1
EDS 582	Practicum: Special Education, Middle/High School	1
EDS 584	Advanced Practicum: Special Education, Middle/High School	4
EDS 562	Ethical Research and Treatment Method	3
EDS 564	Advanced Readings in Applied Behavior Analysis	3
Take 15 credits from:		15
EDS 585	Behavior Analysis Intensive Practicum	

## M.Ed. Educational Administration

This program is for potential principals/program directors in public or private (P-12) schools. Each candidate must have appropriate evaluations/references on file in the GSE office before admission is approved and must schedule a conference with the coordinator of the educational administrative program. The program carries with it competency-based certification with recommendations from the Administrative Professional Education Advisory Board. This board is composed of representatives of the Association of Washington School Principals, Washington Association of School Administrators, Washington Education Association and Whitworth University.

**Experience Requirement:** Candidates must hold or have held a valid teacher's certificate or a valid educational staff associate certificate, and must have demonstrated successful school-based experience in an instructional role with students, for a minimum of three years by completion of program.

**Certification at the Residency Level:** Generally achieved together with the completion of the M.Ed. degree in administration. Certification is available for P-12 administration. The certification program is also available for teachers or counselors who have already completed a master's-degree program.

## M.Ed. in Educational Administration (36)

Prerequisite:

Statistics

Core courses:

EDU 501	The Psychology of Learning	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3
Required administration courses:		
EDA 520	Legal & Policy Foundations	2
EDA 521	Public School Finance	2
EDA 540	Effective Leadership and Organization	4
EDA 541	Instructional Leadership for School Improvement	4
EDA 542	Building Community	4
EDA 543	Visionary and Moral Leadership	4

Completion of the following:

EDA 581	Internship I: Administration, P-12	3
EDA 582	Internship II: Administration, P-12	3

Internships cannot begin until recommendation by the Professional Education Advisory Board.

Note: All internships begin in the fall of the school year. The internship competencies will be based on the Washington State Standards. A notebook that details required competencies is provided. The internship includes 540 hours and the opening and closing of the school for the year. It also includes an observation at an alternate level from the primary internship placement.

## Certification: School Administration (26)

Residency Administrator Certificate (P-12 Principal)

Required administration courses:

EDA 540	Effective Leadership and Organization	4
EDA 541	Instructional Leadership for School Improvement	4
EDA 542	Building Community	4
EDA 543	Visionary and Moral Leadership	4
EDA 520	Legal & Policy Foundations	2
EDA 521	Public School Finance	2

Completion of the following:

EDA 581	Internship I: Administration, P-12	3
EDA 582	Internship II: Administration, P-12	3

Observation at alternate level will be included during internships.

## M.Ed. in Teaching and Learning

*Program Coordinator: Kathryn Picanco*

The Master of Education, Teaching and Learning degree extends an educator's understanding of the key concepts and skills that are the foundation of an effective classroom environment. Students decide on a 12 credit area of concentration to specialize in: gifted education, social emotional learning, cultural and linguistic diversity, administration and leadership, or literacy.

## M.Ed. in Teaching and Learning (34)

Prerequisites:

Statistics

Required Core Courses:

EDU 501	The Psychology of Learning	3
EDU 502	Curriculum Design, Development and Implementation	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3

Required Courses:

EDU 542	Advanced Instruction and Integrated Technology	3
EDU 543	Assessment and Data Analysis	3

Thematic Electives:

Elective courses are chosen from specific tracks with the assistance of the academic advisor to meet individual professional goals. The tracks for this degree include Gifted Education; Special Needs; Cultural and Linguistic Diversity; Social Emotional Learning; Administration and Leadership. For ETC students, electives will be selected from the ETC Elementary or Secondary programs. Elective credits may include up to six semester credits of approved graduate-level Whitworth short courses.

Capstone Project or Thesis Option:

The completion of one of the following: 3

EDU 596 Graduate Research Project (3)

EDU 598A Thesis  
& EDU 598B and Thesis (6)

(Take three semester credits fewer in elective courses if EDU 598A and B is completed.)



## Endorsements

Graduate-level English to Speakers of Other Languages (ESOL), reading, special education endorsement, and gifted education specialty endorsement courses may be applied toward the 12 elective credits required in the M.Ed. in Teaching and Learning. Consult your academic advisor for additional information.

## Evening Teacher Certification Program

Evening Teacher Certification Program courses taken at the graduate level may be applied to the M.Ed. in Teaching and Learning. Consult academic advisor for additional information.

## Master of Arts School Counseling (M.A.)

## Master of Education School Counseling (M.Ed.)

*Roberta Wilburn, (program coordinator)*

This program is designed for the preparation of residency ESA certification for school counselors at both the elementary and secondary school levels. Students living beyond 50 miles of Spokane will be responsible for paying mileage fee for supervision.

## M.A. School Counseling (59)

\*Additional hours required for Thesis

## M.Ed. School Counseling (47-51)

### Prerequisites:

#### Statistics

EDC 515

Orientation to Schools

EDS 520

Exceptional Learners & Inclusion (For non-teachers)

### Required Courses:

EDC 501	Orientation to Professional Counseling	3
EDC 502	Development Across the Lifespan	3
EDC 503	Social and Cultural Considerations in Counseling (Prerequisite before taking EDC 506)	3
EDC 504	Counseling Theories	3
EDC 505	Career Development and Counseling	3
EDC 506	Consultation in the Helping Professions	3
EDC 507	Measurement and Evaluation	2
EDC 509	Research for Counselors	3
EDC 511	The Counseling Process	3
EDC 512	Introduction to Group Counseling (to be taken concurrently with EDC 512L; prerequisite: full admission)	3
EDC 521	Psychoeducational Assessment	2
EDC 535	Introduction to Substance Use Disorders	2
EDU 550	Milestones in Education	3
EDC 522	Role and Function of the School Counselor (to be taken concurrently with EDC 583)	3
EDC 523	Legal and Ethical Considerations in School Counseling (to be taken concurrently with EDC 581)	1
Completion of the following clinical experiences:		
EDC 581	School Counseling Practicum	5
Prerequisites: (1) Successful completion of all coursework with the following exceptions: EDC 502, EDC 503, EDC 505, or EDC 506 (2) Recommendation of the Counselor Professional Education Advisory Board and FBI clearance for non-teachers		
EDC 583	Counseling Internship I: School	1-3
EDC 584	Counseling Internship II: School	1-3
Completion of the following:		
(To be taken during EDC 583 and EDC 584)		
EDC 596A	Graduate Action Research Project	0



EDC 596B	Graduate Action Research Project	0
*M.A. candidates must complete the following thesis:		
EDC 598A	Graduate Thesis	
EDC 598B	Graduate Thesis	
EDC 597	Exit Exam	0
EDC 599	Master's Oral Examination	0

Chemical dependency certification is available with this program; see advisor.

### **Certification: Chemical Dependency (13)**

EDC 535	Introduction to Substance Use Disorders	2
EDC 552	Alcohol/Drug Family Counseling and Treatment	3
EDC 572	Physiology Pharmacology for Addiction	2
EDC 573	Cross-Cultural HIV/AIDS Prevention & Treatment	1
EDC 574	Community Prevention Methods	2
EDC 575	Screening, Assessment & Treatment for Co-Occuring Disorders	3

### **Certification: Residency Educational Staff Associate (44-48)**

(School Counselor P-12)

Prerequisites:

Statistics

EDC 515 Orientation to Schools \*

EDS 520 Exceptional Learners & Inclusion \*

Required core course:

EDU 550	Milestones in Education	3
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Required counseling courses:

EDC 501	Orientation to Professional Counseling	3
EDC 502	Development Across the Lifespan	3
EDC 503	Social and Cultural Considerations in Counseling	3
EDC 504	Counseling Theories	3
EDC 505	Career Development and Counseling	3
EDC 506	Consultation in the Helping Professions	3
EDC 507	Measurement and Evaluation	2
EDC 511	The Counseling Process	3
EDC 512	Introduction to Group Counseling (to be taken concurrently with EDC 512L; prerequisite: full admission)	3
EDC 521	Psychoeducational Assessment	2
EDC 522	Role and Function of the School Counselor	3
EDC 523	Legal and Ethical Considerations in School Counseling (to be taken concurrently with EDC 581)	1
EDC 535	Introduction to Substance Use Disorders	2
EDC 581	School Counseling Practicum	5

Student registers for the practicum after recommendation from the Counselor Professional Education Advisory Board and FBI clearance for non-teachers.

Completion of the following internships:

EDC 583	Counseling Internship I: School	1-3
EDC 584	Counseling Internship II: School	1-3

Successful completion of the following:

EDC 597 Exit Exam

EDC 599 Master's Oral Examination

\* If not a teacher

## M.Ed. Emphasis in Montessori

*Program Coordinator: Kathryn Picanco*

In partnership with Montessori Northwest and in affiliation with the Association Montessori Internationale (AMI), the Master of Education, Emphasis in Montessori can be earned simultaneously with an AMI elementary diploma. The AMI diploma coursework is in a full time, three-summer format on campus. The remaining education courses to complete the master's degree can be taken online or on campus during the regular academic year.

### M.Ed. Emphasis in Montessori (36)

Prerequisite:

EDT 501 Montessori Foundations

Requirements:

EDT 502	Montessori Philosophy & Psych	2
EDT 503A	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction A	1
EDT 503B	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction B	3
EDT 503C	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction C	1
EDT 504	Elem Social Studies Methods	2
EDT 505A	Elementary Language Arts Curriculum and Instruction A	2
EDT 505B	Elementary Language Arts Curriculum and Instruction B	2
EDT 506A	Elementary Mathematics Curriculum and Instruction A	2
EDT 506B	Elementary Mathematics Curriculum and Instruction B	2
EDT 506C	Elementary Mathematics Curriculum and Instruction C	2
EDT 507	Elementary Music, Drama and Art Methods	2
EDT 508	Practicum A: Observation of the Montessori Classroom	2
EDT 509	Practicum B: Student Teaching Internship	3
EDU 550	Milestones in Education	3
EDU 515	Educational Research	4
EDG 596	Graduate Research Project	3

M.Ed Emphasis in Montessori can be taken with K-8 certification. See your advisor for additional details.

### M.Ed Social and Behavioral Health

#### Track I: M.Ed Social and Behavioral Health, Social Emotional Learning (36)

Prerequisite:

Statistics

EDC 501	Orientation to Professional Counseling	3
EDC 502	Development Across the Lifespan	3
EDC 503	Social and Cultural Considerations in Counseling	3
EDC 504	Counseling Theories	3
EDC 509	Research for Counselors	3
EDC 535	Introduction to Substance Use Disorders	2
EDC 564	Critical Issues in Social and Emotional Learning	2
EDC 565	Response to Complex Trauma	2
EDC 566	Strategies: SEL for School & Life	3
EDG 551	Social and Emotional Components of Giftedness	2
EDS 521	Intervention for Behavior and Motivation	3

EDU 596	Graduate Research Project	3
One of the following: *		4
EDC 581A	Practicum in Social and Behavioral Health	
Electives		

\* People without relevant background must complete a four-credit practicum. Others take four credits of electives.

**Track II: M.A. Social and Behavioral Health, Behavioral Health**

**Track III: M.A. Social and Behavioral Health, Substance Use Disorders**

For program requirements for Track II and Track III, please see the M.A. Social and Behavioral Health page (p. 352)

**Master in Teaching Program**

[www.whitworth.edu/mit](http://www.whitworth.edu/mit)

[mit@whitworth.edu](mailto:mit@whitworth.edu)

**Elementary Level – 56-60 Semester Credits**

**Secondary Level – 48-50 Semester Credits**

The Whitworth Master in Teaching (MIT) Program was initiated in 1989 as a result of the Washington State Legislature calling for alternative teacher-education programs. It was the first such program in the state. Part of a nationwide movement to strengthen America's corps of teachers by putting successful members of society's workforce into teaching positions, MIT programs provide schools with mature teachers who understand the demands of the real world and whose teaching reflects these realities.

Those pursuing this option include professionals who are changing careers, those who are re-entering the work force, and recent graduates of undergraduate institutions. The professors teaching in the program are from both the higher education level and the K-12 public schools. Coursework and assignments are integrated and are both theoretical and practical. Upon successful completion of the program, candidates earn a Residency Teacher Certificate and a master in teaching degree.

This progressive, performance-based, cohort teacher certification and master's degree program extends over 13 months of full-time coursework and a year-long school practicum. This rigorous program is characterized by 1) integration of academic work with an ongoing field experience; 2) programmatic coherence both from course to course and from on-campus to field work; 3) systematic study of classroom practice; and 4) individual self-reflection and renewal. All teacher candidates design a teacher work sample (TWS). Through this performance assessment, MIT candidates provide credible evidence of their ability to facilitate and improve student learning. Because of the significance of the TWS, most of the courses in the program address specific standards of the TWS.

**Admission Requirements**

- Evidence of successful work with children or youth
- Bachelor's degree in an approved teaching endorsement area from a regionally accredited college or university
- Grade-point average of 3.0 for the last half of college. Graduate coursework and/or work history will be considered
- Completion of online application available at [www.whitworth.edu/mit](http://www.whitworth.edu/mit), where applicants will complete the following:
  - \$35 application fee
  - A written two- to three-page statement on why the candidates have chosen teaching as a profession and why they have selected the MIT program at Whitworth University for professional preparation
  - A current resume
  - Submission of three recommendations, requested via online forms once the application process is initiated
  - Submission of the character-and-fitness supplement
- Official transcripts from all colleges attended

- An interview with the MIT faculty which will be scheduled after all application documents are submitted.
- Basic-skills test: WEST-B ([www.west.nesinc.com](http://www.west.nesinc.com)) to register online). There are three sections to this test. Two of the three must be passed for provisional admission. All sections must be passed by the end of the summer term for full admission. SAT and ACT scores can be accepted in lieu of the WEST-B
- WEST-E subject-matter text. The WEST-E must be taken prior to the start of the program for provisional admission. All sections of the WEST-E must be passed by the end of fall term (December) for full admission.

All admissions to the MIT Program are conditional. Full admittance is granted upon successful completion of summer and fall coursework and passage of all WEST-E and WEST-B tests.

Applications for the program will be accepted through April 1 or until program capacity is reached. It is advisable to apply as early as possible.

Please note: 530 series courses are taken by all MIT students. 540 series are taken by elementary track students and 550 series courses are taken by secondary track students.

## Education (MIT) Courses

<b>EDM 530A Educational Foundations and Critical Issues</b>	<b>1</b>
Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. Elementary and secondary.	
<b>EDM 530B Educational Foundations and Critical Issues</b>	<b>2</b>
Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. Elementary and secondary.	
<b>EDM 530C Educational Foundations and Critical Issues</b>	<b>1</b>
This course presses teacher candidates to reflect upon their professional development and plans for continued growth. Candidates also recognize potential indicators across various categories of child abuse and neglect. A review of legal responsibilities pertaining to the reporting of abuse will also be learned.	
<b>EDM 531A Exceptional Learner and Differentiated Instruction (A)</b>	<b>1</b>
This course provides an overview of the exceptional learner and introduces differentiated instructional strategies that address different learners' needs in a regular classroom.	
<b>EDM 531B Exceptional Learner and Differential Instruction (B)</b>	<b>2</b>
A continuation of EDM 531A based on the professional development over the year.	
<b>EDM 532 Child and Adolescent Development and Learning Theory</b>	<b>2</b>
Improvement of learning and teaching effectiveness, including recent developments in human development (cognitive, social, emotional, moral), child growth and development, human learning (behavioral and cognitive) and teaching/instruction. Elementary and secondary.	
<b>EDM 533A Research and Assessment (A)</b>	<b>1</b>
This course provides an overview of educational research and analysis of the current educational research literature. Students are also introduced to action research and effective classroom assessment strategies.	
<b>EDM 533B Research and Assessment (B)</b>	<b>1</b>
Students develop an action research project that is based on WA State Essential Academic Learning Requirements (EALRs) and utilizes current research and assessment practices.	
<b>EDM 533C Research and Assessment (C)</b>	<b>1</b>
Analysis of classroom based assessment data gathered from the action research project to determine impact on student learning.	
<b>EDM 534A English Language Learner (ELL) Methods In Language Arts &amp; Reading</b>	<b>3</b>

This course will explore culturally responsive teaching in support of language and literacy development focusing on students who are culturally and linguistically diverse. Strategies that integrate theory of language development within the domains of reading, writing, speaking and listening will be emphasized. This course may be conducted online.

**EDM 535 Technology in Education**

1

The goal of this course is to prepare participants to teach with the technology found in today's schools. They will learn how to gain access to information and how to communicate using current technology, including the Internet and multimedia. They will also begin developing technological strategies that will be applied to other education courses in the field. Elementary and secondary.

**EDM 536A Culturally Competent Teachers**

2

Examination of how attitudes, behaviors and values are shaped; the nature and use of power in society, one's own values, principles of effective multicultural education, cultural influences on learning, and intercultural communication skill training. Elementary and secondary.

**EDM 536B Field Experience: Multicultural/Intercultural Education**

3

A field experience teaching students from a culture other than one's own. To increase one's teaching skills across difference. (Full time in a school classroom for approximately a three week block). Fee.

**EDM 538 Teacher-Scholar Seminar & Teacher Performance Assessment**

1

This seminar provides the MIT teacher candidates with the opportunity to complete the application process for teacher certification and prepare the job seeking portfolio. This seminar also prepares MIT's to be ready to take the high stakes teacher test, Teacher Performance Assessment(edTPA), that must be passed before they can earn a teacher certificate in Washington State.

**EDM 539A Teacher Work Sample**

1

The MIT teacher candidates begin meeting the standards of the TWS. Through this performance assessment, teacher candidates provide credible evidence of their ability to plan for and facilitate learning by meeting the nine TWS standards.

**EDM 539B Teacher Work Sample**

1

The MIT teacher candidate implements the TWS during full-time student teaching. Candidates gather data regarding the extent to which their plan and their teaching had a positive impact on student learning. Based on reality, modifications to the initially developed TWS are made.

**EDM 539C Teacher Work Sample**

1

The MIT teacher candidate edits and completes all nine components of the TWS. Each candidate shares the contents of their TWS with peers and faculty.

**EDM 540 Math for M.I.T.**

4

This theory/methods course prepares elementary teacher candidates to teach mathematics in K-8 through using the constructivist approach. Inquiry, contextual problems, use of manipulatives and models, and strategies for problem solving/application approaches to math will be used.

**EDM 542A Elementary Social Studies: U.S. History**

1

These courses introduce the content of U.S. history (EDM 542A), civics (EDM 542B), and economics (EDM 542C) that are typically taught at grades 1-8 in the state of Washington. Guiding the content are the benchmarks set forth for each grade level as stated in Washington State Essential Academic Learning requirements (EALRs).

**EDM 542B Elementary Social Studies: Civics**

1

These courses introduce the content of U.S. history (EDM 542A), civics (EDM 542B), and economics (EDM 542C) that are typically taught at grades 1-8 in the state of Washington. Guiding the content are the benchmarks set forth for each grade level as stated in Washington State Essential Academic Learning requirements (EALRs).



<b>EDM 542C Elementary Social Studies: Economics</b>	<b>1</b>
<p>These courses introduce the content of U.S. history (EDM 542A), civics (EDM 542B), and economics (EDM 542C) that are typically taught at grades 1-8 in the state of Washington. Guiding the content are the benchmarks set forth for each grade level as stated in Washington State Essential Academic Learning requirements (EALRs).</p>	
<b>EDM 542D Elementary Social Studies: Pacific Northwest History</b>	<b>1</b>
<p>This course introduces the concepts and content of Pacific Northwest History that is typically taught at grades 1-8 in the state of Washington guiding the content and the benchmarks set forth for each grade level as states in Washington's Essential Academic Learning Requirements. Summer Term II.</p>	
<b>EDM 543 Language Literacy in Elementary School</b>	<b>4</b>
<p>This course examines processes, methods, approaches and materials for teaching reading and language skill.</p>	
<b>EDM 544A Elementary General Methods, Assessment, Management</b>	<b>1</b>
<p>This course introduces basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms.</p>	
<b>EDM 544B Elementary General Methods, Assessment, Management</b>	<b>3</b>
<p>This course introduces basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms.</p>	
<b>EDM 545A Elementary Art Methods</b>	<b>1</b>
<p>This course places an emphasis on the art experience. Students will become aware of their own judgment and bias relating to art. The use of different media, integration of art into other content areas, and process/product will be studied. The student will become familiar with terminology and knowledge in various art programs. The student will learn how to teach art skills and concepts to elementary school children.</p>	
<b>EDM 545C Elementary Science Methods</b>	<b>2</b>
<p>This science methods course involves students in science instruction, focusing on four instructional methods utilized in the elementary classroom: inquiry, integrated, thematic, and problem-based/ applied. The goal of this course is twofold: 1) to provide students with an overview of current methods and 2) to begin a resource collection of grade-level specific science content, activities, assessments, resources and references for use during the teacher-scholar practicum.</p>	
<b>EDM 545D Elementary Music Methods</b>	<b>1</b>
<p>Curriculum and methods for teaching music in the elementary school. Procedures and materials for teaching music in the self-contained elementary classroom. Elementary.</p>	
<b>EDM 545E Elementary PE and Health Education Methods</b>	<b>1</b>
<p>Methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level.</p>	
<b>EDM 545F Elementary Social Studies Methods</b>	<b>1</b>
<p>Elementary teacher candidates will learn social studies classroom techniques and strategies including: social skills instruction, storytelling, project design and implementation, multicultural appreciation, curriculum integration, creative expression, observation and reflection, and integrating global citizenship.</p>	
<b>EDM 547A Elementary Teacher-Scholar Practicum</b>	<b>2</b>
<p>This teaching experience in an elementary school classroom begins when the MIT student reports in late summer and then moves to half-time after MIT classes begin. Grade is Satisfactory/Not Satisfactory.</p>	
<b>EDM 547B Elementary Teacher-Scholar Practicum</b>	<b>10</b>
<p>Full-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/ Not Satisfactory.</p>	



<b>EDM 547C Elementary Teacher-Scholar Practicum</b>	<b>2</b>
Half-time student teaching in the assigned public school classroom from mid-May until the last week; full time during the last week. Grade is Satisfactory/Not Satisfactory. Elementary.	
<b>EDM 553 Literacy Across the Disciplines</b>	<b>3</b>
Practical approaches and effective teaching techniques for presenting reading assignments in the content areas will be presented and implemented. The focus of this course is to develop the abilities of teachers to enhance the secondary student's ability to "read to learn" rather than to "learn to read". Secondary.	
<b>EDM 554 Secondary General Methods/Curriculum Development and Assessment</b>	<b>4</b>
Principles of planning; daily lesson planning; unit development; different instructional techniques; providing for individual differences; and classroom management.	
<b>EDM 554A Secondary General Methods, Assessment, Management</b>	<b>1</b>
This course examines basic theory and strategies needed to plan, develop, teach, and assess effective culturally relevant lesson plans and units of study. Strategies supported by research needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be learned.	
<b>EDM 554B Secondary General Methods, Assessment, Management</b>	<b>3</b>
This course examines basic theory and strategies needed to plan, develop, teach, and assess effective culturally relevant lesson plans and units of study. Strategies supported by research needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be learned.	
<b>EDM 555B Sec English/Lang Arts Methods</b>	<b>2</b>
<b>EDM 555C Sec Foreign Language Methods</b>	<b>2</b>
<b>EDM 555D Sec Mathematics Methods</b>	<b>2</b>
<b>EDM 555E Secondary Music Methods</b>	<b>2</b>
<b>EDM 555F Sec PE/Health Methods</b>	<b>2</b>
<b>EDM 555G Secondary Science Methods</b>	<b>2</b>
<b>EDM 555S Sec Social Studies Methods</b>	<b>2</b>
<b>EDM 557A Secondary Teacher-Scholar Practicum</b>	<b>2</b>
A teaching experience that begins when the MIT student reports in late summer and then moves to half time after MIT classes begin. Grade is Satisfactory/Not Satisfactory.	
<b>EDM 557B Secondary Teacher-Scholar Practicum</b>	<b>10</b>
Full-time student teaching in the assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.	
<b>EDM 557C Secondary Teacher-Scholar Practicum</b>	<b>2</b>
Half-time student teaching in the assigned public school classroom from mid-May until the last week; full time during the last week. Grade is Satisfactory/Not Satisfactory. Secondary.	
<b>EDM 596 Elementary Teacher-Scholar Practicum</b>	<b>1-10</b>
Full-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/Not Satisfactory.	

## Education: Administration Courses

- EDA 501 Team Building and Leadership Skills** 3  
 The overarching objective of this course is for students to possess a sophisticated perspective on the importance of leadership on human behavior in organizations. This course is designed to help students understand the group processes that build teams and influence team performance; and to build leader, team member and facilitator skills that effectively influence teams to meet team goals.
- EDA 502 Introduction to Administrative Leadership** 1  
 This course is designed to give students an introduction to administrative leadership principles and the program at Whitworth. Students will learn how to utilize LiveText, develop an electronic professional portfolio, and examine basic leadership strategies. This is offered in an accelerated course format offered over one weekend.
- EDA 506 Student Development Theory and Practice** 3  
 This course is designed to present the concepts and principles of student development and learning theory. It will include application of theories and how they inform practice to varying student demographic groups. This course is offered in a hybrid format.
- EDA 511 Orientation to Leadership** 1  
 This course is the study of personal leadership effectiveness. It focuses on an understanding of self as leader and on the importance of the interpersonal relationship aspects of effective leadership. This one-credit course helps students understand their own leadership styles and focuses on building effective interpersonal relationships as a leader. Leadership and personality inventories will help students understand themselves and others. The course is taught in a seminar, interactive style.
- EDA 512 Visionary and Transformational Leadership** 3  
 The purpose of this course is to introduce students to the theoretical base that informs management and leadership in organizational contexts, including leadership theory, development and implementation of a vision, and how effective leadership can transform organizations. Information will be presented utilizing a combination of lecture, class discussion, electronic media, and team assignments.
- EDA 514 Leadership for School Improvement** 3  
 Development of skills to foster systemic change toward improved student learning, including how to develop a learning culture focused on learning, how to do strategic planning and how to manage student behavior to enhance the learning environment.
- EDA 515 Human and Organizational Resources** 2  
 The purpose of this course is to learn the skills to set up efficient and effective management systems in organizational settings. Topics include finance and human resource management and allocation, safety and security issues, the use of technology to streamline management functions and systems analysis.
- EDA 517 Legal & Ethical Practices of Moral Leadership** 3  
 Twenty first century, pluralistic society cries out for ethical, wise, and moral leadership. Balancing current research and theory on ethical and leadership studies, as well as practical ideas for increasing ethical behavior in organizational settings, students will gain insight into leadership theories, practical approaches to applied ethics and moral leadership. Students will also explore their own leadership as it relates to their decision making processes as a leader and develop a personal philosophy of moral leadership to enhance the healing power of such leadership approaches in organizations.
- EDA 518 Intercultural Communications & Conflict Resolution** 2  
 This course is designed to help you become more aware of the nature of culture and how it permeates our lives. It seeks to help you understand your own personal cultural identity as well as our cultural identity as Americans. It will also help you examine theories of conflict causation, motivation, and resolution. Finally, it invites you to learn how to communicate, work with more effectiveness across cultural difference, and resolve conflicts.

- EDA 520 Legal & Policy Foundations** 2  
Students will develop a heightened sensitivity and awareness of the important role legal requirements play in administering today's school programs successfully. Emphasis will be placed on realistic situations that have direct relevance to educational leaders in Washington and Idaho.
- EDA 521 Public School Finance** 2  
Survey of the financial dimensions of public school administration including: budget development and management; the role of state, local, and federal agencies in school finance issues; collective bargaining; personnel; accountability; the special levy system; accounting procedures; purchasing; and risk management. Summer term.
- EDA 531 Administrative and Instructional Practices in Higher Education** 3  
Overview of administrative and instructional practices in higher education. Includes an examination of organizational structure, governance, hiring procedures, faculty and staff supervision and other administrative concerns in colleges and universities. Course development and teaching strategies for adult learners will be explored.
- EDA 540 Effective Leadership and Organization** 4  
Includes the understanding of leadership and the importance of the interpersonal relationship aspects of effective leadership. Includes the skills for efficient and effective management systems in educational settings. Other topics include resource allocation, safety and security issues and use of technology to enhance the learning environment.
- EDA 541 Instructional Leadership for School Improvement** 4  
Includes skills in the areas of teacher and staff supervision with the goal of improved student learning. Includes instructional coaching, principles of adult learning, development of a positive school culture, and management of student behavior to enhance the learning environment.
- EDA 542 Building Community** 4  
Understanding the importance of context in order to serve all stakeholders in a learning community. Meeting the needs of special and diverse populations and mobilizing community resources.
- EDA 543 Visionary and Moral Leadership** 4  
Covers the theoretical base that informs management and leadership in organizational contexts including leadership theory, development and implementation of a vision and transformational leadership. Also includes legal, policy, and ethical aspects of school leadership as related to current issues and political components of being an educational advocate for students and schools.
- EDA 581 Internship I: Administration, P-12** 3  
Participation in a wide range of activities that constitute the normal responsibilities of the elementary- or secondary-school principal; done under the direct supervision of a public school administrator and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Internship includes 540 hours and the opening and closing activities of the school year and is required for residency administrator P-12 principal certification and program administrator. Grade is Satisfactory/Non-Satisfactory.
- EDA 582 Internship II: Administration, P-12** 3  
Participation in a wide range of activities that constitute the normal responsibilities of the elementary or secondary school principal under the direct supervision of a public school administrator and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Internship includes 540 hours and the opening and closing activities of the school year. Required for residency administrator P-12 principal certification and program administrator. Grade is Satisfactory/Non-Satisfactory.
- EDA 588 Internship I: Administrative Leadership** 3  
360 hours of participation in a wide range of activities that constitute the normal responsibilities of an administrator; done under the direct supervision of an on-site supervisor and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Grade is Satisfactory/Non-Satisfactory.

**EDA 589 Internship II:Administrative Leadership** 3  
 Participation in a wide range of activities that constitute the normal responsibilities of an administrator under the direct supervision of an on-site supervisor and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Grade is Satisfactory/ Non-Satisfactory. Prerequisite: EDA 588.

## **Education: Counseling Courses**

**EDC 501 Orientation to Professional Counseling** 3  
 Review of the history, ethics, roles and functions, organizational structures, licensing and credential standards of helping professions. Permission of program coordinator. Fee.

**EDC 502 Development Across the Lifespan** 3  
 Overview of human development, life stages, normal and abnormal behaviors, personality theories, and therapeutic interventions. Prerequisite: EDC-501.

**EDC 503 Social and Cultural Considerations in Counseling** 3  
 Development of effective multicultural counseling skills with diverse populations. Exploration of ethnicity, culture, gender, socioeconomic status, disability, religious beliefs, and the impact of stereotyping. Prerequisite: EDC 501 or EDC 553, and EDC 511. Fee.

**EDC 503B Social & Cultural Considerations in Counseling-Bangladesh** 3  
 The purpose of this course is to assist students in the development of effective multicultural counseling skills with diverse populations. The course will include exploration of ethnicity, culture, gender, socioeconomic status, disability, religious beliefs, and the impact of stereotyping. The on-campus portion of the course will lay the theoretical foundation for the portion of the course in Bangladesh. The Bangladesh portion of the course is designed to allow the student to interact with couples and families from various ethnic, cultural and religious backgrounds. It is also designed to provide a different perspective on the concept of privilege, gender equality to imbue a commitment to advocacy around these issues. The Bangladesh portion will also include a service-learning component which will give the student and opportunity to work alongside local villagers in the construction of a building that is important to their community. Prerequisite: Permission of instructor.

**EDC 504 Counseling Theories** 3  
 Introduction to ethical standards and major models of therapeutic change in the counseling profession. The basic tenets of each model including assumptions concerning personality development and functioning and therapeutic process. Techniques and procedures will be emphasized.

**EDC 505 Career Development and Counseling** 3  
 Overview and application in various settings and populations of career-development theories, decision-making models, career assessment and planning, aspects of career education, and sources of occupational information and career-education materials.

**EDC 506 Consultation in the Helping Professions** 3  
 Theories and techniques necessary to collaborate effectively with administration, staff, faculty and parents within and across schools, community agencies, and family settings. Non-counseling majors in the helping professions must have graduate standing or instructor's permission. Also listed as EDU 436. (Students must register for graduate-level course and complete extra project if in a graduate program). Prerequisite: EDC 501. Fee.

**EDC 507 Measurement and Evaluation** 2  
 Basic principles of measurement and evaluation; exploration of theoretical and statistical foundations and legal, ethical and diversity issues pertaining to appraisal of various target populations in education and counseling. Fee.

**EDC 509 Research for Counselors** 3  
 Development of knowledge and skills to be effective consumers of published research findings as well as conductors of research including needs assessment and program evaluation in the helping professions. Review of potential research-related legal and ethical issues.

<b>EDC 510 Therapy With Children and Families</b>	<b>2</b>
This course is designed to provide an overview of therapeutic theories and strategies for working with children and their families. A review of diagnoses unique to children, as well as disorders that manifest differently in children than in adults is provided. Therapeutic issues unique to children will be discussed. Effective interventions for children will be demonstrated and practiced. Prerequisite: EDC 501 or EDC 553 and EDC 556 for MFT students.	
<b>EDC 511 The Counseling Process</b>	<b>3</b>
Application of various theories of counseling and interviewing with emphasis on development of skills and techniques.	
<b>EDC 512 Introduction to Group Counseling</b>	<b>3</b>
Introduction to various group counseling models with an emphasis on leadership types, communication skills, ethical and legal issues, application of current research, group techniques, composition and size. Concurrent lab required. Prerequisite: EDC 504 & 511.	
<b>EDC 512L Lab: Intro Group Counseling</b>	<b>0</b>
Required lab to be taken with EDC 512. Fee.	
<b>EDC 514 Therapy With Adolescent and Families</b>	<b>2</b>
This course is designed to provide an overview of therapeutic theories and strategies for working with adolescents and their families. Therapeutic issues unique to adolescents and their families will be discussed including substance abuse and its impact on psychosocial development. Effective interventions for adolescents will be demonstrated and practiced.	
<b>EDC 515 Orientation to Schools</b>	<b>2</b>
This is a course for non-teaching school counselor candidates. The content includes human growth and development, learning theory, classroom management and instructional theory. It will also help candidates understand how to function effectively as counselors in the school culture. A field component is included. This course must be completed prior to the School Counselor Practicum (EDC 581).	
<b>EDC 521 Psychoeducational Assessment</b>	<b>2</b>
Study of assessment needs within school settings that support student achievement, including individualized comprehensive assessment of state learning goals and essential academic-learning requirements, learning styles, emotional intelligence, mental health and functional behavior analysis, with emphasis on the school counselor's role in individual and group assessment. Prerequisite: EDC 507. Jan Term. Fee.	
<b>EDC 522 Role and Function of the School Counselor</b>	<b>3</b>
Integration of research, theory and practice in preparation for service to students that is consistent with the university goals and conceptual models within helping professions.	
<b>EDC 523 Legal and Ethical Considerations in School Counseling</b>	<b>1</b>
Comprehensive overview of ethical issues, legal statutes, and litigation that affects counseling services and informs counselor behaviors in school settings, with emphasis on ethical standards and legal parameters for individual practitioners.	
<b>EDC 532 Psychopathology &amp; Assessment</b>	<b>3</b>
Course focuses on conducting individualized comprehensive assessments, utilizing diagnostic criteria found in DSM-V, crafting intervention goals and objectives, creating an action plan, and evaluating client progress.	
<b>EDC 533 Legal and Ethical Considerations in Therapy</b>	<b>1</b>
Comprehensive study of ethical issues, legal statutes, and litigation that have had an impact upon the therapeutic environment and that inform MFT behavior.	



- EDC 535 Introduction to Substance Use Disorders** 2  
Provides a basic understanding of substance use disorders and a framework for understanding the fundamental elements of addiction. This course is designed to assist helping professionals and teachers understand individuals who are suffering from use, abuse, or dependency on drugs. Prerequisite: EDC 501 or EDC 553.
- EDC 552 Alcohol/Drug Family Counseling and Treatment** 3  
This online/hybrid course is designed to provide an overview of the structural, functional and systems approaches as applied to chemical dependent family treatment. Focus will be on issues related to family stages of adaptation to chemical dependency, family roles, etc. Prerequisite: EDC 535.
- EDC 553 Intro to Marriage and Family Therapy** 2  
This course provides an introduction to therapy with individuals, groups, couples, and families. Students will become familiarized with roles and functions, standards of care, ethical guidelines and legal considerations, racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, equity issues, and an understanding of the historical, philosophical, and social roots of the MFT profession. Additional contextual dimensions (community needs assessment, intervention, consultation, education, outreach, and program implementation) and knowledge and skill base is increased via an exploration and project development regarding the current community base.
- EDC 556 Research Evaluation & Writing** 2  
This course provides the opportunity to research areas related to the student's major field of study, develop investigative research skills, and improve academic writing.
- EDC 557 Family Systems Theory** 3  
The objective of this course is to acquaint the beginning student of marriage and the family with the framework commonly known as "systems theory." Both the lecture material and the readings are directed toward helping the student to "think systems," i.e. to conceptualize the dynamics of family relationships in systemic terms in a manner consistent with a recovery-oriented understanding of care. The course examines a variety of issues related to social processes within the family and without, including developmental/family life cycle concerns examined from an ecological perspective of family stress and resilience. Different theories of family interaction will be surveyed, with the family conceptualized as an integrated behavioral, emotional, and linguistic system.
- EDC 558 Theories of Family Therapy** 3  
This course examines the issues of family therapy, stressing the application of general systems theory to therapy with families. The focus is on the major constructs in family therapy, identification of family structures and communication patterns, and the formulation of treatment goals.
- EDC 559 Theories of Couple and Marriage Therapy** 3  
This course is designed to provide an in depth overview of marital/couple therapy. The course will address theories of marital interaction and two approaches to clinical treatment with couples. Assessment and treatment issues regarding domestic violence will be discussed.
- EDC 560 Psychopharmacology** 2  
This course examines the pharmacological impact of drugs on the brain with a particular emphasis on clinically-diseased states. Review of mental illness and the medications used to treat various disorders. Classes of medications will be discussed. Side effects, monitoring and efficacy will be explored. The role of the non prescriber in encouraging and enhancing medication compliance in persons with mental illness will be explored.
- EDC 561 Advanced Systems Theory: Critical Issues in MFT** 3  
The course prepares students for the potential ethical and legal dilemmas that arise in the marriage and family therapy profession. This course teaches students ethical standards associated with the profession, along with core values essential to personal and professional development. Students will develop an ethical decision making model and apply it to contemporary issues facing the marriage and family professional.

- EDC 562 Ethics in Human Sexuality** 2  
The course will provide an investigation into the ethics of human sexuality and the AAMFT Code of Ethics as it relates to sexual misconduct for Marriage and Family Therapists. Some of the topics to be covered: gender role expectations and power differential, changing attitudes and mores related to sexuality, premarital relations, contraception, abortion, homosexuality, and celibacy.
- EDC 563 Human Sexuality and Sex Therapy** 3  
The study of the biological and psychological aspects of human sexuality and the treatment of sexual dysfunction in couples.
- EDC 564 Critical Issues in Social and Emotional Learning** 2  
This course examines issues related to social emotional learning and development. It will explore contributing factors and how teachers and caring professionals can help children overcome problems that impact their motivation to learn as well as their interpersonal skills.
- EDC 565 Response to Complex Trauma** 2  
Students will learn critical supportive and therapeutic skills to effectively help children, adolescents and their families deal with the impact of trauma. Topics include: sources and effects of complex trauma, as well as the different types of trauma and how these experiences are manifested. Graduate level course. This is a step up course by permission of instructor.
- EDC 566 Strategies: SEL for School & Life** 3  
This course provides teachers and other professionals with strategies to promote social emotional learning in children that will enable them to be successful in school and in life. Graduate level course. This is a step up course by permission of instructor.
- EDC 571 Case Management in Behavioral Health** 3  
An in-depth analysis of the case management process for use in behavioral health. Focuses on evidence-based practices in contemporary case management, clarification of practitioner attitudes, cultural competence, effective communication skills, client assessment, service plan development, case documentation, the monitoring of services and treatment, and case termination.
- EDC 572 Physiology Pharmacology for Addiction** 2  
This course covers the psychological, physiological and sociological effects of mood altering substances and behaviors. Emphasizes pharmacological effects of tolerance, dependency/withdrawal, cross addiction and drug interaction. Course needed for CDP certification. Prerequisite: EDC 535.
- EDC 573 Cross-Cultural HIV/AIDS Prevention & Treatment** 1  
This course is designed to teach participants the basic concepts of HIV/AIDS prevention, transmission and the correlation between chemical dependency and mental health issues. Social issues surrounding HIV/AIDS, STD and Chemical Dependency will also be explored and dialogue will be encouraged. The connection of HIV and STD's to alcohol and chemical usage will be made. This course is offered on a weekend accelerated format.
- EDC 574 Community Prevention Methods** 2  
This online/hybrid course is designed to provide students an overview and understanding of the significant issues and trends in the community and family behavioral health with an emphasis behavioral health promotion and disease prevention as it relates to chemical dependency.
- EDC 575 Screening, Assessment & Treatment for Co-Occuring Disorders** 3  
This course will provide the student with an understanding of problems associated with co-occurring mental health and substance use disorders. It will focus on treatment, case management, evidence-based practices, and relapse prevention. It includes an integrated approach to address the issues accompanying co-occurring disorders.

<b>EDC 581 School Counseling Practicum</b>	<b>5</b>
Preliminary field experience offering intensive skill development necessary to function in the role of professional counselor in school settings. Prerequisite: concurrent enrollment in EDC 523; permission of program faculty; recommendation by PEAB (Professional Education Advisory Board). Optional concurrent enrollment permitted in EDC 506. The student will meet for individual supervision with their university supervisor for tape critique a minimum of one hour per week in addition to the practicum seminar. Spring semester.	
<b>EDC 581A Practicum in Social and Behavioral Health</b>	<b>4</b>
Preliminary field experience offering intensive skill development necessary to function in the role of professional counselor in school settings. Prerequisite: permission of program faculty. The student will meet for individual supervision with their university supervisor a minimum of one hour per week in addition to the practicum seminar.	
<b>EDC 582 Marriage and Family Therapy Practicum</b>	<b>5</b>
Preliminary field experience offering intensive skill development necessary to function in the role of marriage and family therapist in community agencies or church settings. Spring semester. Prerequisites: EDC-532 with a grade of B, permission of program faculty and concurrent enrollment in EDC 533. This course is graded satisfactory/non-satisfactory.	
<b>EDC 583 Counseling Internship I: School</b>	<b>1-3</b>
Field experience in a school setting under direct individual and group supervision. Students will register for EDC 583 in the fall for 3 credits and 1 credit in Jan term. Students will register for 3 credits of EDC 584 in the spring and 1 credit in May Term. Prerequisite: completion of all coursework; grade of "B" or better in EDC 581 and EDC 523; permission of program faculty.	
<b>EDC 584 Counseling Internship II: School</b>	<b>1-3</b>
Field experience in a school setting under direct individual and group supervision. Students will register for EDC 583 in the fall for 3 credits and 1 credit in Jan Term. Students will register for 3 credits of EDC 584 in the spring and 1 credit in May Term. Prerequisite: completion of all coursework; grade of "B" or better in EDC 581 and EDC 523; permission of program faculty.	
<b>EDC 585 Marriage and Family Therapy Internship I</b>	<b>1-4</b>
Field experience focused on preparing students for employment as marriage and family therapists within community agencies or church settings. Students will register for EDC 585 in the fall and EDC 586 in the spring. Prerequisite: permission of program faculty and grades of "B" or better in EDC 582 and EDC 533. This course is graded satisfactory/non-satisfactory.	
<b>EDC 586 Marriage and Family Therapy Internship II</b>	<b>1-4</b>
Field experience focused on preparing students for employment as marriage and family therapists within community agencies or church settings. Students will register for EDC 585 in the fall and EDC 586 in the spring. This course is graded satisfactory/non-satisfactory.	
<b>EDC 588 Peer Review</b>	<b>1</b>
A state-required course for school counselors to demonstrate counseling knowledge and skills during their employment as counselors prior to recommendation for continuing ESA certification.	
<b>EDC 596A Graduate Action Research Project</b>	<b>0</b>
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy. Fall semester.	
<b>EDC 596B Graduate Action Research Project</b>	<b>0</b>
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy. Spring semester.	
<b>EDC 597 Exit Exam</b>	<b>0</b>
Students should register during the semester they anticipate completion of all coursework. Fee.	

**EDC 598A Graduate Thesis**

3

A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education Office one week before the end of the term in which the degree is anticipated. Prerequisite: advanced approval required from the academic advisor to enroll in the thesis option. Fall semester.

**EDC 598B Graduate Thesis**

3

A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education Office one week before the end of the term in which the degree is anticipated. Prerequisite: advanced approval required from the academic advisor to enroll in the thesis option. Spring semester. Fee.

**EDC 599 Master's Oral Examination**

0

Oral defense of the thesis project. Exam is directed by chair of thesis-committee. Students should register during the semester they anticipate completion of the thesis project. Fee.

**Education: Gifted Talented Courses****EDG 500 Gifted and Talented Short Courses**

1-2

A variety of graduate short-course topics presented for elective credit. Descriptions are available through the Center for Gifted Education.

**EDG 508 Differentiating Instruction for Highly Capable Students**

1

Approaches to design differentiated curriculum and instructional strategies in all content areas to meet the needs of gifted students in today's classrooms. Differentiation by content, process, product and assessment using the parallel curriculum model and other current research-based practices. Summer semester, online.

**EDG 528 New Directions in Gifted Education**

1

Through current literature, active websites and recent conference materials, students review foundational ideas, latest identification tools, new curriculum methods, technology developments and creativity ideas. Jan Term, online.

**EDG 533 Classroom Management in the Virtual Environment**

1

This course is designed for teachers and administrators responsible for educating students in the virtual environment. The focus of this course is to help teachers evolve and practice the skills needed to effectively manage their online classrooms. Participants will expand upon their current knowledge of how to use Blackboard Collaborate to deliver interactive, engaging online learning experiences for K-12 students. Additionally, participants will learn to apply tools and techniques to create learner-centric online classrooms that will increase student achievement and retention while minimizing classroom management issues.

**EDG 550 Introduction to Gifted Education and Talent Development**

3

This course is designed to explore the current research, trends, and practices within the field of gifted and talented education. This course is an introduction to the historical and philosophical context of gifted education and theories of intelligence; characteristics of gifted behaviors across cultures; an overview of curricular options for enhancing and accelerating instruction; and identification techniques and program services.

**EDG 551 Social and Emotional Components of Giftedness**

2

This course will explore current research and material relevant to the social and emotional issues that may arise for gifted and talented students, specifically their effective growth and potential adjustment concerns. This course is designed for teachers and counselors of the gifted to help them understand the cognitive complexity and emotional intensity of high ability students while also acquiring strategies to help them serve this special population.

**EDG 552 Teaching for Independence and Responsibility**

2

Methods of teaching, content organization, and learning styles identification to assist in the development of positive self-concept as a basis for subsequent achievement in school and career. Summer.

**EDG 553 Creativity and Analytical Thinking** 3

The major purpose of this course is to study the theoretical and practical aspects of creativity and analytical thinking. Exploring the question of what creativity is and how we develop it in ourselves and in our students will be the focus of the course. The course is an overview of major definitions, theories, and research related to the study of creativity and the creative individual. Strategies for adapting existing curricula to develop creative and analytical thinking abilities, the assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process will be presented.

**EDG 554 Curricular Strategies and Instructional Models for High Ability Learners** 3

The focus of this course is on the application of instructional and curricular models and strategies for designing appropriate learning experiences for the gifted and talented. Additionally the course will explore how the characteristics of gifted students, identification of student profiles, and unique educational challenges must be considered when designing instructional learning experiences for these students. This course is designed for teachers, coordinators, administrators, and others responsible for the education of highly capable students.

**EDG 555 Designing High Quality Gifted Education Programs and Services** 3

"High quality" gifted programs are based on sound theoretical, philosophical, and empirical support, but what are the characteristics of exemplary programs? What should we do to ensure that these elements are present in our gifted education programs? This course provides an overview of program models used in the field of gifted education; how to design comprehensive services; maintain ongoing support for services; identify and assess students; establish productive relationships with faculty and administration; and provide professional development. Participants will be given the opportunity to assess their current practices or design new practices to improve the quality of their gifted education programs and practices.

**EDG 571 Teaching the Underachiever** 3

This course explores leading considerations for underachievement in schools today: cultural differences, poverty, brain-based learning and appropriately challenging gifted students. Current research and effective practices to identify and remediate underachievement will be shared.

**EDG 581 Field Study and Action Research** 1-3

This course requires students to conduct action research in an educational setting related to highly capable students or programs. The field study and action research project is designed to be the culminating experience for students who are pursuing the Master of Arts in Teaching: Gifted and Talented degree.

**EDG 596 Graduate Research Project** 3

In lieu of a practicum, if necessary. The graduate research project proposal requires approval from the director of the Center for Gifted Education, the director of Graduate Studies, and the Institutional Review Board (IRB). The director of the Center for Gifted Education will supervise the 120-hour project. Prerequisite: satisfactory completion of EDU 515.

**EDG 597 Comprehensive Exam** 0

Exit Exam

**EDG 598 Portfolio: Specialty Endorsement** 0

Final assessment to show evidence of knowledge and skill to meet Washington state standards and competencies in the Gifted Education Specialty Endorsement.

## **Education: Montessori Courses**

**EDT 501 Montessori Foundations** 3

This course examines developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) of early childhood. An emphasis will be placed on the psychology of the child proposed by Dr. Maria Montessori.



- EDT 502 Montessori Philosophy & Psych** 2  
 This course provides a study of child psychology and development from age six through early adolescence. The course includes how the Montessori pedagogy was developed based on observation of children in different stages of development.
- EDT 503A Elem. Science Methods: Earth, Biological, and Physical Science  
 Curric. & Instruction A** 1  
 This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. The integration of science concepts in other disciplines is emphasized, as well as an understanding of the interdependencies of the Earth and life upon it. It includes theories, teaching, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, standards, and conducting field trips and safety considerations. In Part A of the course, an overview of the physics, chemistry, geology, biology and astronomy are provided. A particular focus will be on the interdependencies of life on earth. The great lessons in each content area will be taught.
- EDT 503B Elem. Science Methods: Earth, Biological, and Physical Science  
 Curric. & Instruction B** 3  
 This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. The integration of science concepts in other disciplines is emphasized, as well as an understanding of the interdependencies of the Earth and life upon it. It includes theories, teaching, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, standards, and conducting field trips and safety considerations. In Part B of the course, students will begin to go in-depth into each of the methods and content presentations in physics, chemistry, geology, biology and astronomy. Students will develop the materials and lessons to teach each of the courses.
- EDT 503C Elem. Science Methods: Earth, Biological, and Physical Science  
 Curric. & Instruction C** 1  
 This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. The integration of science concepts in other disciplines is emphasized, as well as an understanding of the interdependencies of the Earth and life upon it. It includes theories, teaching, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, standards, and conducting field trips and safety considerations. In Part C of the course, students will refine their understanding of the interdependence of each of the sciences through practice teaching.
- EDT 504 Elem Social Studies Methods** 2  
 This course focuses on the understanding of the origins and development of the universe and of the human being's relationships to this development. An introduction to sociology, prehistory, human history and the interconnections of these fields is presented. Curricular integration, project-based learning, as well as differentiated instruction and assessment are emphasized.
- EDT 505A Elementary Language Arts Curriculum and Instruction A** 2  
 This course focuses on the development of spoken and written language as well as important functional aspects of grammar that are appropriate for elementary children through early adolescence. Effective curricular and instructional strategies are included in this course. In Part A, the focus of the course is on the foundational knowledge of the development of spoken and written language and grammar. Basic lesson preparation, materials and methods are introduced.
- EDT 505B Elementary Language Arts Curriculum and Instruction B** 2  
 This course focuses on the development of spoken and written language as well as important functional aspects of grammar that are appropriate for elementary children through early adolescence. Effective curricular and instructional strategies are included in this course. The focus of the part B of the course is on more sophisticated methods of instruction and material development for the language arts curriculum.

**EDT 506A Elementary Mathematics Curriculum and Instruction A** 2

This course focuses on the principles and methods of arithmetic, algebra, and geometry that provide a child with the understanding of and proficiency with key ideas in mathematics throughout their elementary experience. It emphasizes the development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. A developmental approach to teaching mathematics is stressed, as well as problem solving. The interconnection of the areas of mathematics is explored. In Part A of the course, the focus is on the development of number systems, vocabulary, and symbolism in the present day use of arithmetic, algebra, geometry and statistics.

**EDT 506B Elementary Mathematics Curriculum and Instruction B** 2

This course focuses on the principles and methods of arithmetic, algebra, and geometry that provide a child with the understanding of and proficiency with key ideas in mathematics throughout their elementary experience. It emphasizes the development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. A developmental approach to teaching mathematics is stressed, as well as problem solving. The interconnection of the areas of mathematics is explored. In Part B of this course, students will begin to go in-depth into each of the methods and content presentations in number systems, vocabulary, and symbolism in the present day use of arithmetic, algebra, geometry and statistics. Students will develop the lessons to teach each of the courses.

**EDT 506C Elementary Mathematics Curriculum and Instruction C** 2

This course focuses on the principles and methods of arithmetic, algebra, and geometry that provide a child with the understanding of and proficiency with key ideas in mathematics throughout their elementary experience. It emphasizes the development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. A developmental approach to teaching mathematics is stressed, as well as problem solving. The interconnection of the areas of mathematics is explored. In Part C of this course, students will refine their understanding of mathematics and geometry through practice teaching and lesson development.

**EDT 507 Elementary Music, Drama and Art Methods** 2

This course emphasizes the music, art and movement experiences in an elementary setting. Candidates study the use of different musical and art concepts, methods and materials, integration of music and art into other content areas, and artistic products. Candidates become familiar with program components of music, art and movement while learning how to differentiate instruction and assess skills and concepts for diverse learners in classrooms.

**EDT 508 Practicum A: Observation of the Montessori Classroom** 2

The Observation of the Montessori Classroom Practicum focuses on the development of scientific observation skills in a Montessori prepared environment. Students will observe Montessori classrooms to identify and explain the guiding principles of the methodology. Emphasis is also placed on observing how children learn in a Montessori classroom.

**EDT 509 Practicum B: Student Teaching Internship** 3

The purpose of the second practicum is to gain experience teaching in a Montessori classroom. Candidates plan, instruct, and assess for student learning under the guidance of an experienced mentor teacher and a supervisor. This experience also emphasizes socialization, classroom management and professional activities within a diverse school culture.

**EDT 560C Elementary Mathematics Curriculum and Instruction C** 2

This course focuses on the principles and methods of arithmetic, algebra, and geometry that provide a child with the understanding of and proficiency with key ideas in mathematics throughout their elementary experience. It emphasizes the development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. A developmental approach to teaching mathematics is stressed, as well as problem solving. The interconnection of the areas of mathematics is explored. In Part C of this course, students will refine their understanding of mathematics and geometry through practice teaching and lesson development.

## Education: Special Ed. Courses

- EDS 501 Introduction to Sign Language and the Deaf** 4  
 Study of American Sign Language, language acquisition, teaching methods, teaching sequences and materials for persons with hearing impairments, communication disorders, and cognitive delays. Overview of the history of sign language as well as receptive and expressive finger-spelling. Also listed as ASL 101 (students must register for graduate-level course and complete extra project if in a graduate program).
- EDS 502 Sign Language and the Deaf II** 4  
 Advanced study of American Sign Language and the culture of the deaf. Expansion and improvement of manual communication skills, translating or interpreting abilities, and development of mental-processing techniques for comprehending the meaning of unfamiliar signs. Overview of educational aspects of deaf culture and sign language. Also listed as ASL 102. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDS 501.
- EDS 520 Exceptional Learners & Inclusion** 3  
 Provides an overview of children with disabilities, gifted education, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis placed on accommodations for high incidence conditions. Introduction of Individualized Education Plans and completion of a service-learning experience in a home setting. Also listed as EDU 320 (students must register for a graduate-level course and complete an extra project if in a graduate program).
- EDS 521 Intervention for Behavior and Motivation** 3  
 Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Students plan, collect data, implement and evaluate an intervention. They learn to collect data and do functional assessments and document learning. Field experience included. Also listed as EDU 321. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDS 520.
- EDS 522 Assessment and Individualized Education Program (IEP) Planning** 3  
 Practice and study of formal and informal, norm-referenced, criterion-referenced, curriculum-based, and functional assessments, including the Brigance, the Woodcock Johnson, the AAMR Adaptive Behavior Scale, the PIAT and others. Integration and implementation of assessment into the development of Individualized Education Plans (IEP) for children and youth in special education settings. Also listed as EDU 322. Students must register for graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDS 520
- EDS 523 Intervention for Academic Learning Problems** 3  
 Methods and strategies to address academic learning problems for students with mild disabilities in math, reading, language, writing, and spelling. Includes class-wide peer tutoring, active responding, guided notes, Precision Teaching, Direct Instruction, Success for All, data-based intervention approaches and other relevant curriculum. Service learning project included. Also listed as EDU 323. (Students must register for a graduate-level course and complete an extra project in a graduate program). Prerequisite: EDS 520.
- EDS 524 Early Intervention for Special Education** 3  
 Instructional methods, management strategies and interdisciplinary intervention techniques appropriate for working with children with disabilities from birth to age six in integrated settings. Includes strategies for supporting families and developing Individual Family Service Programs (IFSP). Also listed as EDU 424. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDS 520.
- EDS 526 Intervention for Severe Communication, Sensory and Physical Problems** 3  
 Methods and strategies for working with students who have low incidence and multiple disabilities, with emphasis on functional skills, augmentative communication, positioning and handling techniques, mobility, social-skill development and adaptive behaviors. Program planning and implementation. Also listed as EDU 426. (Students must register for a graduate-level course and complete an extra project if in a graduate program).

- EDS 530 Intervention for Autism Spectrum Disorder** 3  
 In this course we will discuss the diagnostic criteria and defining characteristics of autism spectrum disorder and related disabilities, as well as effective interventions and the impact of having a child with autism on a family. Prerequisite: EDU 321 or EDS 521.
- EDS 534 Early Speech, Language and Literacy** 3  
 Introduction to components of speech and language; and change involving second language acquisition whether oral or manual, with application to literacy and learning for students with disabilities. Junior/Senior standing or Graduate students. Prerequisite: EDU 320/EDS 520.
- EDS 536 Intervention through Positive Behavior Support** 3  
 An overview of theory, research and methods related to identifying community values and establishing school-wide Positive Behavior Support. Includes functional behavior assessment, data collection methods, interventions and behavior management strategies to respond effectively to students who exhibit severe challenging behavior.
- EDS 538 Early Intervention Interdisciplinary Method** 3  
 Early childhood special education methods using an interdisciplinary and Activity-Based Intervention approach. Requires on-site seminar and fieldwork. Junior/Senior standing or Graduate student. Prerequisite: EDU 424/EDS 524.
- EDS 562 Ethical Research and Treatment Method** 3  
 Ethical considerations for professional practice and research in behavioral assessment, treatment, and systems. Prerequisites EDS 521, EDS 536.
- EDS 564 Advanced Readings in Applied Behavior Analysis** 3  
 Classic and current studies in applied behavior analysis concepts, research, and effective intervention in preparation for Behavior Analyst Certification Board Exam and professional practice. Prerequisites EDS 521 and EDS 536.
- EDS 581 Practicum: Special Education, Early Childhood/K-8** 1  
 A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDS 583/EDU 483, Advanced Practicum: Special Education, Early Childhood/K-8. Prerequisites: EDS 520/EDU 320 and EDS 521/EDU 321. Also listed as EDU 481. Application is required. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) Grade is Satisfactory/Not Satisfactory
- EDS 582 Practicum: Special Education, Middle/High School** 1  
 A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDS 584/EDU 484. Prerequisite: EDS 520/EDU 320 and EDS 521/EDU 321. Also listed as EDU 482. Application is required. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) Grade is Satisfactory/Not Satisfactory.
- EDS 583 Advanced Practicum: Special Education, Early Childhood/K-8** 4  
 A practicum of 120 hours in a special-education classroom under teacher supervision. Application and permission required. Also listed as EDU 483. (Students must register for a graduate-level course and complete an extra project if in a graduate program).
- EDS 584 Advanced Practicum: Special Education, Middle/High School** 4  
 A practicum of 120 hours in a special education classroom under teacher supervision. Application and permission required. Also listed as EDU 484. Students must register for graduate level course and complete extra project if in a graduate program. Prerequisite: EDS 582/EDU 482 or concurrent enrollment.
- EDS 585 Behavior Analysis Intensive Practicum** 5  
 Ten weeks of 25 hours each week in clinical or classroom behavioral intervention with individuals who have developmental delays, severe disabilities, or autism spectrum disorder. Must be supervised by a BCBA professional. (Must be taken for a total of 15 credits and 750 hours). This is a 3-semester field experience totaling 15 credits.

- EDS 595 Exit Project** 1  
Students submit research papers in formal presentations and for publication. A one-hour-per-week peer-group and advisor feedback meeting is required prior to the official presentation. Fee.
- Education: Teacher Ed. Courses**
- EDU 501 The Psychology of Learning** 3  
A study of the psychological theories of learning and the connections between psychological theory and educational practice for pre-school, elementary, secondary, and adult learners. Includes psychological theories related to intelligence, motivation, attention, memory, creativity, problem solving, and personality.
- EDU 502 Curriculum Design, Development and Implementation** 3  
A study of curriculum foundations and the components of curriculum design and development. Includes strategies for implementation of curricular changes in P-12 schools, curriculum evaluation, and the role of state and national standards based curricula in schools.
- EDU 510 Prof Teach Seminar** 4
- EDU 514 Educational Statistics** 2  
Study of statistics needed to understand educational research and to do primary research.
- EDU 515 Educational Research** 4  
Development of basic research skills; evaluation of current educational research and new knowledge in education. A research paper is required. Includes computer lab time and development of the research paper. Prerequisites: unconditional admission and computer literacy.
- EDU 526 Diversity, Equity and Inclusion** 3  
The purpose of this course is to increase knowledge, skills and attitudes needed to create environments that are inclusive and enriched by diverse views and people. Increased levels of cultural sensitivity and responsiveness will be developed through didactic and experiential learning. Also listed as EDU 326. Undergraduate students may elect to take this as a step up course for graduate credit. Graduate students must register for the graduate level course. This is approved as a part of the US Cultural Studies Minor.
- EDU 542 Advanced Instruction and Integrated Technology** 3  
This course will expand and build upon the knowledge and skills in instructional methodology and technology that teachers learn in initial teacher preparation programs. Major topics include advanced group instruction; inquiry; project based learning; differentiation; co-teaching; integration of standards based technology.
- EDU 543 Assessment and Data Analysis** 3  
This course will provide an in depth study of classroom, school and district assessment and data analysis. Master's candidates will gain knowledge and skills to improve their classroom assessment and to provide school and district leadership in assessment and data analysis.
- EDU 544 Children's Literature & Social Studies Literacy** 3  
This course is designed to provide an introduction to children's literature as well as a foundation for teaching social studies. It highlights the genres of the literature, learning about and through literature, and using quality literature integrated with other content. For social studies instruction, the course examines the state standards for social studies in the areas of world and American history, geography and civics and how to use children's literature as a content source for those areas of curriculum.
- EDU 546 Diagnosis and Treatment of Reading Diff. Disabilities** 3  
Identification and causes of reading problems. Study of diagnostic instruments and intervention strategies used in group and individual situations. Administration and interpretation of standardized and informal assessments. Also listed as EDE 446.



<b>EDU 548 Content Area Reading and Writing</b>	<b>2</b>
Strategies for improving comprehension of content area materials, adapting lessons for a wide range of learners, analyzing the appropriateness of written materials, and connecting writing to the content area. Fall and spring semesters. Also listed as EDM 553 and EDU 458.	
<b>EDU 550 Milestones in Education</b>	<b>3</b>
A study of current issues in education and the historical connections to those issues including philosophical, political, and societal and religious foundations. Includes study of the links between education and Christianity and the liberal arts tradition. This is an interdisciplinary course.	
<b>EDU 561 Second-Language Acquisition</b>	<b>3</b>
An overview of interdisciplinary theories of how students acquire a first and an additional language informed by the fields of linguistics, psychology, and sociocultural and political studies. A view to gaining informed approaches for supporting English Learners and their access to the core curriculum. Also listed as EDU 361.	
<b>EDU 562 ELL Methodology</b>	<b>3</b>
Language learners must progress in four domains of language acquisition: listening, speaking, reading and writing. Some researchers include the skill of viewing as well. True academic achievement requires content experience involving all these domains. Therefore this course provides a myriad of practical classroom methods to achieve proficiency in all domains within core curriculum expectations. Awareness of these domains in assessment practices is also addressed. Also listed as EDU 362.	
<b>EDU 563 ELL Methods Language Arts/Reading</b>	<b>3</b>
Content centers around the Common Core State Standards intertwined with the Washington State English Proficiency Standards. Strategies for scaffolding content reading tasks for English Learners are explored and practiced. The course also addresses the literacy needs of English Learners in their core curriculum subjects with ways that instructors of core subjects can increase content achievement while supporting literacy needs. Also listed as EDU 363.	
<b>EDU 564 ELL-CLD Field Experience</b>	<b>1-3</b>
The ELL-CLD Field Experience provides an opportunity to implement the knowledge and strategies being learned in the content ELL courses. The implementation is designed to occur during students' intercultural placements or in the students' own classrooms, if applicable. Also listed as EDU 364.	
<b>EDU 565 CLD Assess &amp; Evaluation</b>	<b>3</b>
Topics include issues, principles, instruments and methods of assessment related to the education of linguistic and culturally diverse learners. Classroom, district-wide, and state instruments for language proficiency are analyzed. Performance on language proficiency instruments versus content-specific, classroom performance is explored. Also, an overview of the Language-Learning-versus-Language-Disability issues is also addressed. Also listed as EDU 365.	
<b>EDU 567 Cultural and Linguistic Diversity in Education</b>	<b>1</b>
Content includes the examination of both personal and institutional cultural proficiency in education. The impact of cultural and linguistic diversity on academic achievement is explored along with the crucial skills for effective intercultural communication. Also included, is the examination of one's own cultural values, attitudes, and beliefs as they influence instruction and assessment practices used with P-12 students in the content areas. Also listed as EDU 367.	
<b>EDU 596 Graduate Research Project</b>	<b>3</b>
The elementary/secondary M.Ed. program's capstone project requiring a minimum 120 hours of research and design of specific materials appropriate to use with a designated group of students under the supervision of a Whitworth University supervisor. The project proposal must be approved by the director/chair of GSE, the supervisor/instructor, and the Institutional Review Board (IRB). Letter grade is assigned. Prerequisite: EDU-515.	
<b>EDU 597 Exit Portfolio/Project</b>	<b>0</b>
Exit-exam information is available through a student's graduate advisor. All exams must be completed prior to the month of a student's degree posting.	

**EDU 598A Thesis**

3

Thesis study is directed by a major advisor (chair) and two committee advisors. The thesis committee conducts the final oral examination. Approved copies of the thesis, ready for binding, must be submitted to the Graduate Studies in Education office one week before the end of the term in which the degree is anticipated. Letter grade is assigned. Prerequisite: advanced approval from your academic advisor and the Institutional Review Board (IRB). Fall semester.

**EDU 598B Thesis**

3

Thesis study is directed by a major advisor (chair) and two committee advisors. The thesis committee conducts the final oral examination. Approved copies of the thesis, ready for binding, must be submitted to the Graduate Studies in Education office one week before the end of the term in which the degree is anticipated. Letter grade is assigned. Prerequisite: advanced approval from your academic advisor and the Institutional Review Board (IRB). Spring semester. Fee.

# Masters of Arts in Theology

## Overview

The Whitworth Master of Arts in Theology Program seeks to produce Christ-centered, well-educated, spiritually disciplined, visionary leaders for the church and society. The students most likely to benefit from the program will be people already engaged in church leadership or those who show interest and promise to pursue such leadership. Students may use the program as a foundation for an M.Div. or other advanced degree, or as the first step in becoming a chaplain. The program is built on a sturdy foundation of the following elements:

- *Classical Theology*: Professors teach the traditional theological disciplines of biblical studies, systematic theology and church history, as well as more applied areas.
- *Practical Preparation*: Classes address contemporary challenges that people in ministry face every day; they also explore concrete and creative solutions.
- *Spiritual Formation*: Students learn together in a praying, worshipping community, enjoy many meals together, and practice traditional spiritual disciplines.

## Design

The program is structured for individuals who are energized by learning with peers and scholars and who are prepared to grow in their Christian vocation. Students have the opportunity to integrate community and spiritual enrichment by sharing meals, worshipping together, and networking with colleagues in the program. On-campus classes are clustered to enable those who work full time, or who live outside of Spokane, to pursue theological education. Between class sessions, students and professors engage online to continue each student's learning.

## Academic Values and Outcomes

The Whitworth University Theology Department is solidly rooted in the Trinitarian faith of the church throughout the ages. It is committed to the authority of Holy Scripture as God's word and to the worldwide mission and ministry of Jesus Christ. Its goal is to provide students with an intellectually challenging, academically rigorous, and spiritually enriching theological education that will equip them to serve in a wide variety of contexts. The M.A. in Theology Program focuses on the classical disciplines of biblical studies, church history and Christian theology. As students move through the curriculum, they are challenged to discern God's call on their lives and to apply what they are learning to the ministries in which they are engaged.

Student learning outcomes:

- Develop skills in reading and interpreting important texts, arguing a point of view, writing for formal classroom work and for ministry, and communicating theology to laypeople; apply these skills in actual ministry settings.
- Cultivate various disciplines in the spiritual life, such as Bible memorization and prayer; explore ways in which to help laypeople do the same in a ministry setting.
- Understand the story of the Bible, theological themes in the Bible, and genres of biblical literature, and explore various methods of biblical interpretation; learn how to explain these to laypeople in a ministry setting.
- Gain knowledge and perspective on the history of the church; use as a resource for practical ministry.
- Master the basic history, development, and ideas of Christian doctrine; apply this knowledge to a ministry setting.
- Explore the principles of leadership in a ministry organization, methods of discipleship training, and techniques of pastoral ministry and counseling; adapt these to actual ministry settings.

## Master of Arts in Theology Courses

All students will take eight core courses (24 credits) covering the disciplines of theology and ministry. Each course requires the completion of assignments before the class convenes, participation in classroom discussion, and submission of a final project after the class is finished. In addition, students can choose four electives (12 credits) that will allow them to explore areas of interest: for example, preaching, mission and church planting, youth ministry, pastoral counseling, biblical languages, and Christianity and culture.

## Transfer Credit

Whitworth will accept applicable graduate work transferred from regionally accredited institutions or institutions accredited by the Association of Theological Schools (ATS) in the United States or Canada. For institutions without regional accreditation, transfer credit will be considered if the credibility of the institution can be supported by the "three-letter rule," which states that it is the responsibility of the student to provide letters from three regionally accredited institutions certifying that they will accept credit from the institution from which the student is seeking credit.

## Application and Admission Process

### Admission Requirements

The Master of Arts in Theology Program seeks students who are currently involved in a church and/or Christian organization, as well as those who desire a deeper knowledge and understanding of Christian theology. Applicants must have completed a bachelor's degree with a 3.0 or higher GPA from a regionally accredited institution. Prior graduate coursework may also be considered if an applicant's GPA is below 3.0.

### If the applicant's academic record does not demonstrate graduate-level academic ability, further evidence of academic ability may be required.

Your application is complete when we have received the following:

- a completed application
- two professional recommendations
- official college/university transcripts
- a personal essay of up to 600 words
- a writing sample of up to 1,000 words
- your current CV

For further details, and to apply online, go to [www.whitworth.edu/theologyma](http://www.whitworth.edu/theologyma). Information not submitted online should be sent directly to the following address:

Master of Arts in Theology Program  
Whitworth University  
300 W. Hawthorne Road  
Spokane, WA 99251

An on-campus interview is required prior to or following submission of all application documents. Call 509.777.3222 to schedule an appointment.

### Admission Criteria

The following criteria will be considered in the admission decision process: undergraduate academic record, personal interview, quality of writing samples, professional recommendations, and involvement in churches and/or Christian organizations. Applicants will be notified by the master's in theology office of their admission status once all documents are received and reviewed by the admissions committee.

## Master of Arts in Theology Courses (36)

Required (Core) Courses (24 credits)

THG 510	History of Christianity I: Great Tradition	3
THG 515	Christian Theology	3
THG 520	History of Christianity II: Reform and Renewal	3
THG 525	Leadership in the Christian Community	3
THG 530	Christian Spirituality	3
THG 540	Life of Jesus and the Early Church	3
THG 550	New Testament Letters	3
THG 560	Old Testament Theology	3

Electives: choose 12 credits: 12

(Additional courses may apply. See advisor for details.)

THG 509	New Testament Greek I
THG 512	New Testament Greek II

THG 518	Greek Reading and Exegesis I Tradition
THG 519	Greek Reading and Exegesis II
THG 535	Biblical Exegesis for Ministry
THG 541	Biblical Hebrew I
THG 542	Biblical Hebrew II
THG 543	Hebrew Reading & Exegesis I (narrative)
THG 544	Hebrew Reading & Exegesis II (poetry)
THG 565	Pastoral Care in a Faith Community
THG 567	Missional Church
THG 570	Christianity & Culture
THG 577	Theology in the Public Square
THG 580	Teaching/Preaching the Bible
THG 586	Readings
THG 599A	Master's Thesis
THG 599B	Master's Thesis

Note: THG-596 courses will apply toward this requirement. See advisor for details.

## Courses

<b>THG 501 Christian Leadership</b>	1
This course will introduce the M.A. in Theology program by focusing on the way in which Christ's values provide a leadership template for Christian leaders. We will also look at the ways in which the most successful 21st century organizations are structured and led.	
<b>THG 509 New Testament Greek I</b>	4
The basic vocabulary and grammar required for reading the Greek New Testament. An intensive course. Fall semester, odd years.	
<b>THG 510 History of Christianity I: Great Tradition</b>	3
The history, thought, and practices of the Christian church from its beginning to the dawn of the Reformation, with special attention given to pastoral, ecclesiastical, and cultural issues. Summer offering.	
<b>THG 512 New Testament Greek II</b>	4
Translation of the Epistles of John and selected passages from the Gospel of John in Greek. An intensive course. Prerequisite: THG 509. Spring semester.	
<b>THG 515 Christian Theology</b>	3
An examination of all the major topics of Christian theology. Attention will be given to the core content of each doctrine, the coherence of the doctrines with one another, and the practical implications of the gospel in the lives of individuals, the church, and the world.	
<b>THG 518 Greek Reading and Exegesis I Tradition</b>	3
This course develops proficiency in the grammar and vocabulary of Koine Greek through the reading of a variety of Greek texts, particularly in the New Testament, and it introduces students to the fundamentals of New Testament exegesis. Prerequisite: THG-512. Fall semester, even years.	
<b>THG 519 Greek Reading and Exegesis II</b>	3
Continuation of THG-518. Prerequisite: THG-518. Spring semester, odd years.	
<b>THG 520 History of Christianity II: Reform and Renewal</b>	3
The history, thought, and practices of the Christian church from the beginning of the Reformation to the present, with special emphasis on church reform and spiritual renewal.	



**THG 525 Leadership in the Christian Community** 3

The foundational premise behind this course is that the leaders' own personal journey of faith and their own continued growth in emotional, mental, and spiritual health is the most critical component in responding to challenging ministry realities in our rapidly changing world. In this course, we will look at some of the seminal issues facing ministry leaders and the communities they serve today, and some of the personal attributes and ministry skills that are necessary to survive and thrive over the long haul.

**THG 530 Christian Spirituality** 3

This course will explore the nature of Christian Spirituality by focusing on the way in which various spiritual disciplines apply today. We will also look at the ways in which Christians of the past and present followed Christ and put in practice God's Word.

**THG 535 Biblical Exegesis for Ministry** 3

This graduate level course in Theology will explore the various genre of scripture (narrative, history, poetry, parable, exhortation, teaching, and pastoral guidance) in order to discern the precise interpretive tools required to understand each type of literature in its original historical form and context. This course serves as prerequisite for the course "Preaching and Teaching the Bible," in which contemporary application and proclamation will be considered. Spring semester, odd years.

**THG 540 Life of Jesus and the Early Church** 3

This course introduces students to the significance of the gospels for preaching, catechesis, and life in Christ by examining the genre of gospel literature, the formation of the four-fold gospel tradition, the unique characteristics and purpose of Matthew, Mark, Luke, and John, and the early missionary outreach of the church, as recorded in the Book of Acts.

**THG 541 Biblical Hebrew I** 3

An introduction to Biblical Hebrew study within a ministerial context, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible. Fall semester, even years.

**THG 542 Biblical Hebrew II** 3

An introduction to Biblical Hebrew, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible. Spring semester, odd years.

**THG 543 Hebrew Reading & Exegesis I (narrative)** 2-3

This course, the first of a two-semester sequence, presupposes the knowledge of the fundamentals of biblical Hebrew grammar and is intended to enable students to gain greater mastery over the vocabulary, syntax and grammar of biblical Hebrew and to introduce them to the fundamentals of exegesis of the Hebrew Bible (Old Testament), including textual criticism, literary analysis, and theological interpretation. Prerequisites: THG 541 and THG 542.

**THG 544 Hebrew Reading & Exegesis II (poetry)** 2-3

This course, the second of a two-semester sequence, presupposes the knowledge of the fundamentals of biblical Hebrew grammar and experience in translating and interpreting biblical Hebrew narrative. The course is intended to enable students to continue to develop in their mastery of the vocabulary, syntax and grammar of biblical Hebrew and to introduce them to the fundamentals of exegesis of the Hebrew Bible (Old Testament), including textual criticism, literary analysis, and theological interpretation. In this semester, students will be introduced to the issues involved in translating biblical Hebrew poetry. Prerequisite: THG 541, THG 542 and THG 543, or the equivalent.

**THG 550 New Testament Letters** 3

A careful study of Paul's Letters, Hebrews, the General Epistles, and Revelation, focused on the content, distinctive emphases, and theology of each letter, and its potential to transform Christian living and thinking today; development of exegetical and hermeneutical skills.

**THG 560 Old Testament Theology** 3

The literature of the Old Testament, the history of Israel, critical issues and method in Old Testament study, and the theology of the Old Testament with an emphasis on covenant as an integrative theme and as anticipatory of Jesus Christ.

<b>THG 565 Pastoral Care in a Faith Community</b>	<b>3</b>
<p>This course equips students for ministries of compassion and caregiving. We will examine the varieties of struggles and illnesses common to our time and culture, and seek to apply the rich resources of the Christian tradition and the Church to the task of fostering healing and wholeness for those in our care. Through a combination of Biblical and theological perspectives, as well as the insights of modern psychology, students will gain a holistic understanding of the task of pastoral care. Jan Term, even years.</p>	
<b>THG 567 Mission-Shaped Church: The Church in Post-Christendom</b>	<b>3</b>
<p>Students will learn to analyze our postmodern, pluralist American context with the goal of developing a more faithful witness. Special consideration will be given to a biblical-theological rationale for the existence of the church as well as tensions between Christendom and missional models of its life.</p>	
<b>THG 570 Christianity &amp; Culture</b>	<b>3</b>
<p>This course helps students develop an understanding of the notion of "culture", especially in terms of postmodern culture, and its relationship to the Christian faith in order to better equip students for Christian ministry.</p>	
<b>THG 574 Missional Perspectives of Global Christianity</b>	<b>3</b>
<p>The Global South has emerged as the center of evangelical Christianity. The purpose of this course is to understand that movement, its impact on how missions are conducted today, and how collaboration and partnership need to be redefined for tomorrow. Several pressing topics will be given special attention, including the Middle East migration crisis, the rise of fundamentalisms, and the moral challenge of sexual ethics. We will also hear from key mission practitioners abroad through live video interviews. Coursework will culminate in the creation of a ministry outreach methodology that is more adequate to today's globalized world.</p>	
<b>THG 577 Theology in the Public Square</b>	<b>3</b>
<p>With Christendom now behind us, the American church has been given an urgent and exciting opportunity to re-think its presence in the public square. The purpose of this course, then, is to explore the uniqueness of the gospel. We will consider a Christian approach to human life and dignity; to community and its barriers; to excellent work and the freedom of genuine play. The goal of this graduate level course is not only to appreciate how the gospel illumines our world, but to develop our own strategies for creative engagement in our contexts.</p>	
<b>THG 580 Teaching/Preaching the Bible</b>	<b>3</b>
<p>A study of effective communication in teaching and preaching the bible. Attention will be given to the nature of human communication, principles of teaching biblical texts, and the preparation and presentation of messages involving a variety of biblical genres. Prerequisite: THG 535.</p>	
<b>THG 586 Readings</b>	<b>3</b>
<b>THG 599A Master's Thesis</b>	<b>3</b>
<p>A master's thesis is aimed at development of scholarly competence and expertise on a particular topic of church history, Christian doctrine, or biblical studies. Students may register to complete the two parts of this project (THG-599A and THG-599B) within the same semester or across consecutive semesters.</p>	
<b>THG 599B Master's Thesis</b>	<b>3</b>
<p>The second of two parts required for a thesis.</p>	

# Administration

## Administration

Beck A. Taylor: Ph.D., M.S., Purdue University; B.A., Baylor University; President (2010)

Christie P. Anderson: M.B.A., B.A., Eastern Washington University; Washington State CPA; Director of Organizational Management Degree Completion Program (2001); Associate Dean, Evening Business Programs (2013)

Kenneth M. Brown: B.S., Western Washington University; Director of Information Systems (2010); Chief Information Officer (2014)

Forrest H. Buckner: Ph.D., University of St. Andrews, Scotland; M.Div. Fuller Theological Seminary; B.S., Colorado School of Mines; Dean of Spiritual Life (2015)

Lawrence A. Q. Burnley: Ph.D., University of Pennsylvania; M.Div. Christian Theological Seminary (CTS); B.A., University of Cincinnati; Assistant Vice President, Diversity & Intercultural Relations (2011); Chief Diversity Officer, Associate Vice President for Diversity, Equity, & Inclusion (2015)

Jonathan H. Buys: CPA, Washington Board of Accountancy; B.A., Whitworth College; Accounting Specialist II (2011); Senior Accountant Audit & Tax (2013)

Timothy J. Caldwell: M.A., Ball State University; B.S., Huntington University; Resident Director (2004); Director of Resident Life (2015)

Craig M. Chatriand: Ph.D., Iowa State University; M.A., University of Northern Colorado; B.S., University of Montana – Western; Associate Dean, Community Standards & Compliance (2015)

Timothy W. Demant: M.H.K., University of British Columbia; B.A., Trinity Western University; Director of Athletics (2014)

Christopher J. Eichorst: M.S., Air Force Institute of Technology; M.A., Washington State University; B.S., Texas A&M University; Director of Facilities Services (2012)

Darla J. Freeborn: M.Ed., B.A., Whitworth College; Manager, Student Accounting Services (2000)

David H. Garcia: M.Ed., Heritage University; B.S., Central Washington University; Assistant Dean, Student Diversity, Equity, and Inclusion (2015)

Dale W. Hammond: M.A., Gonzaga University; B.A. Whitworth College; Director of Alumni & Parent Relations and Annual Giving (2013)

Marianne W. Hansen: B.A., Whitworth College; Director of Admissions (1986)

John W. Hengesh: M.B.A., B.B.A., Idaho State University; Director of Graduate Studies in Business (2010)

Stacy L. Hill: Ph.D., Washington State University; M.I.T., Whitworth University; B.A. Western Washington University; Assistant Professor of Education (2015), Interim Director of Degree Completion, Evening Teacher Certification Program (2016)

Nancy G. Hines: B.A., Montana State University; Director of Communications (2010)

Dolores J. Humiston: M.A., Gonzaga University; B.A., Eastern Washington University; Associate Vice President for Human Resources (2003)

Susan M. Jackson: M.A., Indiana University; B.A., University of Cape Town; Director, Off-Campus Studies (2002)

Gordon A. Jacobson: M.B.A., John E. Anderson Graduate School of Business, University of California, Los Angeles; B.M., Washington State University; Director of Career Services (1990)

Dayna Coleman Jones: M.Ed., Whitworth College; B.A., University of California, Los Angeles; Assistant Dean of Students and Director of Student Activities/Hixson Union Building (1988)

Beverly S. Kleeman: M.B.A., Webster University; B.B.A., McKendree College; Registrar (2006)

Maxine G. Lammers: B.A., Eastern Washington University; Director of Development for Major Gifts (2010)

David E. Lejameyer: B.S., University of Idaho; Director of Development for Major Gifts (2012)

Terence P. McGonigal: Ph.D., M.Div., Fuller Theological Seminary; B.A., University of California, San Diego; Associate Professor of Theology, Dean of the Chapel/Campus Pastor (1994); Dean of Spiritual Life (2008); Director of Church Engagement (2014)

Scott A. McQuilkin: Ph.D., The Pennsylvania State University; M.Ed., B.A., Whitworth College; Professor of Kinesiology (1985); Director of Athletics (1996); Vice President for Institutional Advancement (2010)

Luz I. Merkel: M.B.A., University of Idaho; B.A., University of Honduras; Controller (1997), Associate Vice President for Finance & Administration (2009)

- Randall B. Michaelis: Ph.D., Washington State University; M.Ed., Eastern Washington University; B.A., Whitworth College; Professor of Education (1985), Associate Provost of Instruction (2011)
- Terry Rayburn Mitchell: B.A., Whitworth College; Senior Editor, Office of University Communications (1983)
- Lynn A. Noland; B.A., Whitman College; Director of Sponsored Programs (1998)
- Holly J. Norton: B.S., Linfield College; Director of The Whitworth Foundation & Planned Giving (2000)
- Terry J. Norton: B.A., Central Washington University; Associate Director of Information Systems (1995)
- Wendy Z. Olson: M.S., California State University, Hayward; B.A., Westmont College; Director of Financial Aid (1992); Director of Institutional Research (2015)
- Greg A. Orwig: M.P.A., University of Washington; B.A., Whitworth College; Director of University Communications (1999), Vice President for Admissions and Financial Aid (2011)
- Kenneth D. Pecka: M.S., Eastern Washington University; B.A., Whitworth College; Director of Instructional Resources (1989)
- Dick L. Pettis: B.A., Whitworth University; Manager, Facilities Maintenance (2006)
- Rhosetta R. Rhodes: M.Ed., Whitworth University; B.S., Whitworth College; Director of Service-Learning & Community Engagement (2007); Chief of Staff in the Office of the President (2011); Vice President for Student Life (2015)
- Garrett W. Riddle: B.A., Washington State University; Associate Director and Managing Editor for Office of University Communications (1997)
- Todd D. Sandberg: M.S., Boise State University; B.A., Pacific Lutheran University; Assistant Professor of Kinesiology; Director of Fitness Center (2002); Director of University Recreation Center (2013)
- Barbara J. Sanders: Ed.D., Washington State University; M.I.T., Whitworth College; B.S., Montana State University; Professor of Education (1997); Interim Provost (2012); Interim Dean of the School of Education (2013); Dean of the School of Education (2014)
- Steven J. Schadt: M.S., West Virginia University; B.A., Whitworth College; Senior Coach of Kinesiology; Director of Aquatics Center and Head Swim Coach (2003)
- Richard L. Scott: M.Ed., B.A., Whitworth College, Director of Compensation & Benefits (1998)
- Caroline J. Simon: Ph.D., M.A., University of Washington; B.S., University of Oregon; Provost and Executive Vice President (2013)
- Mindy M. Smith: M.Div., Princeton Theological Seminary; B.A., Whitworth University; Campus Pastor, Small Groups (2008)
- Stacey Kamm Smith: M.A., Fuller Theological Seminary; B.A., Whitworth College; Associate Vice President for Institutional Advancement (1996)
- Dale E. Soden: Ph.D., M.A., University of Washington; B.A., Pacific Lutheran University; Professor of History and Director of Continuing Studies (1986); Director of C. Davis and Annette Weyerhaeuser Center for Christian Faith & Learning and Special Assistant to the President for Strategic Planning (1996); Executive Assistant to the President (2006); Vice President for Planning (2008)
- Traci L. Spoon Stensland: M.Ed., Whitworth University; B.A., University of California at Berkeley, Assistant Director, Financial Aid (1993); Associate Director, Financial Aid (2000); Director, Financial Aid (2015)
- Cathy P. Stephens: M.Ed., B.A., Whitworth College; Director of Educational Certification and Career Services (2004)
- Kathleen Harrell Storm: Ph.D., M.A., Fuller Theological Seminary; M.S., Indiana University; B.A., Wheaton College; Professor of Psychology (1982); Vice President for Student Life and Dean of Students (1992); Associate Provost for Faculty Development and Scholarship (2012)
- Deborah L. Tully: Ed.D., Washington State University; M.Ed., University of San Diego; A.C., Portland State University; Director of Degree Completion, Elementary Teacher Certification Program (1997); Associate Dean for Teacher Education and School Partnership (2011), Interim Director of Degree Completion, Evening Teacher Certification Program (2016)
- Cheryl Dawn Vawter: M.A., California State University; B.A., Whitworth College; Director of Continuing Studies (1990); Associate Vice President for Graduate/Continuing Studies Enrollment and Administrative Services (2008), Associate Vice President for Graduate Admissions and Continuing Studies (2014)
- Jo Ann Wagstaff: B.S., Washington State University; Women's Tennis Coach (1985); Associate Athletics, Director (1990)
- Shawn L. Washington: M.A. Gonzaga University; B.A. Whitworth University;

B. Ross Watts: Ph.D. and M.A., University of North Carolina, B.A., The Johns Hopkins University, Visiting Assistant Professor of History (2009), Interim Director, Service Learning & Community Engagement (2013); Director, Service Learning & Community Engagement (2014)

Monica L. Whitlock: Ph.D., M.M.F.T., M.A., University of Southern California; B.A., Point Loma Nazarene University; Director of Student Counseling Services (2014)

Edelweiss Whitson, MS, ARNP: M.S., University of Maryland, Baltimore; BSN & Post Master's Certificate – Adult Gerontology Nurse Practitioner, Southern Adventist University; Director, Student Health Services (2015)

Noelle S. Wiersma: Ph.D., Southern Illinois University, Carbondale; M.A., University of Nevada, Las Vegas; B.A., Whitworth College; Professor of Psychology (2000); Dean of the College of Arts & Sciences (2012)

Roberta J. Wilburn: Ed.D., M.A., George Washington University; B.A., Mount Holyoke College; Director of Graduate Studies (2007); Associate Dean for Graduate Studies in Education (2011)

Timothy J. Wilkinson: Ph.D., University of Utah; M.P.A., University of Arkansas at Little Rock; B.A., University of Wyoming; Professor and Charles L. Boppell Dean of the School of Business (2012)

Tad M. B. Wisenor: M.U.R.P., Eastern Washington University; B.A., Whitworth College; Assistant Director of Admissions (1992); Director of Development, Alumni Relations (1996); Director of Development, Alumni, Parent, Church Relations & Annual Giving (2004); Director, Campaign Planning (2008); Assistant Vice President, Institutional Advancement (2015)

Kristen M. Zimbleman: B.A., Whitworth College; Senior Accountant, Operations & Business (2009)



# Board of Trustees

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William R. Yinger: Independent Oil and Gas Producer, Jay Petroleum, Inc., Rancho Mirage, Calif.

## Board Members

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Jeremiah P. Case: Director, External Reporting, Nike, Beaverton, Ore.

Scott C. Chandler: Managing Partner, Franklin Court Partners, LLC, Littleton, Colo.

Randall E. Clark: Retired President and CEO, Border Foods, Spokane, Wash.

Debbie K. Cozzetto: Director of Sales & Marketing, Vandervert Developments/Hotel Division, Spokane, Wash.

Paul A. Cunningham: Senior Pastor, La Jolla Presbyterian Church, La Jolla, Calif.

Clark W. Donnell: President and CEO, Off Shore Consulting, Oak Harbor, Wash.

Travis E. Downs, III: Partner, Robbins Geller Rudman & Dowd LLP, San Diego, Calif.

Scott E. Dudley: Senior Pastor, First Presbyterian Church of Bellevue, Bellevue, Wash.

Philip W. Eaton, Ph.D.: President Emeritus, Seattle Pacific University, Seattle, Wash.

William C. Fix: Investment Advisor, William C. Fix Investments, Spokane, Wash.

Nicholas F. Fowler: Owner, Orion Ventures, LLC, Albany, Ore.

Kathy A. Goodrich: Co-General Presbyter, Yellowstone Presbytery, Bozeman, Mont.

Gary J. Hopkins: President/CEO, George C. Hopkins Construction, Glendale, Calif.

John P. Kaite: Owner, Public Policy Partners, LLC, Phoenix, Ariz.

Michael J. Keenan: CEO & President, MD Office Updated Business Solutions, San Diego, Calif.

Brian W. Kirkpatrick: Retired EVP & CFO, CRISTA Ministries, Bonney Lake, Wash.

Andrea J. Lairson: Community Volunteer, Redmond, Wash.

James R. Munyon: Retired President/CEO, AIB International, West Linn, Ore.

David G. Myers: John Dirk Werkman Professor of Psychology, Hope College, Peale Science Center, Holland, Mich.

David M. Nelson: Professor of Economics, Western Washington University; Founder and President, Finance & Resource Management Consultants, Inc., Bellingham, Wash.

Walter M. Oliver: Retired Senior Vice President/ Human Resources and Administration, General Dynamics Corp. Phoenix, Ariz.

Eric E. Peterson: Senior Pastor, Colbert Presbyterian Church, Colbert, Wash.

Lawanda Denice Randle: Director, Adult Education and Employment, Metropolitan Development Council, Tacoma, Wash.

Jennifer V. Ratcliffe: Founder, Advanced Fertility Associates Medical, Santa Rosa, Calif.

Andrew J. Robblee: President, Six Robblees', Inc., Seattle, Wash.

Kenneth M. Roberts: President/CEO, Palouse Capital Management, Spokane, Wash.

John A. Sowers: Senior Pastor, First Presbyterian Church, Spokane, Wash.

Stuart A. Stiles: President, International Assistance Program, Spokane, Wash.

Anne McCulloch Storm: Community Volunteer, Newport Beach, Calif.

Arthur E. Symons, Jr.: Founder, Symons Frozen Foods, Inc., Centralia, Wash.

Beck A. Taylor: President, Whitworth University, Spokane, Wash.

Jason R. Thackston: Senior Vice President, Energy Resources, Avista Corp., Spokane, Wash.

Mark J. Toone: Senior Pastor, Chapel Hill Presbyterian Church, Gig Harbor, Wash.

Terri R. Wilson: Retired Vice President of Operations, Spokane Teachers Credit Union, Tucson, Ariz.

# Faculty

## Faculty

- Elizabeth Abbey: Ph.D., Virginia Polytechnic Institute and State University; M.A., The College of St. Scholastica; B.S., Whitworth University; Assistant Professor of Health Sciences (2013)
- Rafaela Acevedo-Fields: Ph.D., M.A., University of California, Santa Barbara; B.A., University of California, Davis; Assistant Professor of History (2011)
- Angeles Allér: Ph.D., Gonzaga University; M.A.T., Whitworth College; B.A., Eastern Washington University; Associate Professor of Spanish (2004)
- Charles T. Andrews: Ph.D., M.A., Loyola University; B.A., Valparaiso University; Associate Professor of English (2008)
- Kira Austin: Ph.D., M.Ed. Virginia Commonwealth University; B.S., Liberty University; Assistant Professor of Education (2014)
- Forrest E. Baird: Ph.D., M.A., Claremont Graduate School and University Center; M.Div., Fuller Theological Seminary; B.A., Westmont College; Professor of Philosophy (1978)
- Mark J. Baird: Psy.D., M.A., Biola University; B.A., San Diego Christian College; Assistant Professor of Psychology (2016)
- Philip Baldwin: D.M.A., The Ohio State University; M.Mus., University of Akron; B.Mus., Boston University; Associate Professor of Music (2005)
- Keith E. Beebe: Ph.D., University of Aberdeen, Scotland; M.Div., Fuller Theological Seminary; B.A., The College of Idaho; Professor of Theology (2001)
- Richard H. Bishop: Ph.D., University of Utah; M.B.A., University of Houston; M.S., University of Nevada; B.S., University of Houston; Assistant Professor of Mathematics (2002)
- Wendy S. Bleecker: Ed.D., Washington State University; M.A., Whitworth University; B.A., Eastern Washington University; Assistant Professor of Education (2016)
- E. Victor Bobb: Ph.D., D.A., M.A., University of Oregon; B.A., Washington State University; Professor of English (1986)
- Gregg M. Brekke: M.A., University of Montana; B.A., Whitworth College; Assistant Professor, English for International Students, World Languages (1999)
- Kerry Breno: Ph.D., M.S., University of Oregon; B.S., University of Portland; Associate Professor of Chemistry (2004)
- Benjamin C. Brody: D.M.A., University of Washington; M.Mus., University of Washington; B.A., Whitworth College; Professor of Music (2003)
- Jennifer Brown: Ph.D., M.A., University of Virginia; B.A., College of William and Mary; Professor of French (2008)
- Patricia Bruininks: Ph.D., M.Sc., University of Oregon; B.A., Hope College; Associate Professor of Psychology (2007)
- Robert Buckham: Ph.D., M.B.A., Gonzaga University; B.S., University of Idaho; Assistant Professor of Business (2012)
- Nancy A. Bunker: M.A., Eastern Washington University; M.A., University of Denver; B.A., Washington State University; Associate Professor and Coordinator of Reference Services, Library (1997)
- John S. (Jack) Burns: Ph.D., M.A., B.A., Washington State University; Professor of Leadership Studies (1997)
- Frank Caccavo, Jr.: Ph.D., University of Oklahoma; M.S., University of New Hampshire; B.S., Long Island University; Southampton; Professor of Biology (2000)
- Elizabeth L. Campbell: Ph.D., M.S., University of North Texas; B.A., Whitworth University; Assistant Professor of Psychology (2012)
- Thomas E. Caraway: Ph.D., University of North Dakota; M.F.A., B.A., Eastern Washington University; Assistant Professor of English (2008)
- Grant Casady: Ph.D., University of Arizona; M.A., Oregon State University; B.S. Oregon State University; Assistant Professor of Biology (2011)
- Lee Anne Chaney: Ph.D., University of New Hampshire; M.A., University of Arkansas; B.S., Beloit College; Associate Professor of Biology (1980)
- David E. Cherry: Ph.D., Claremont Graduate School; M.A., B.A., San Diego State University; Professor of Education and Director, Master in Teaching Program (1995)
- Anthony E. Clark: Ph.D., B.A., University of Oregon; Associate Professor of History (2009)
- Jessica E. Clements: Ph.D., Purdue University; M.A., Ohio State University; B.A., Capital University; Assistant Professor of English (2013)

- Lyle Cochran: Ph.D., M.S., Washington State University; B.S., Oregon State University; Professor of Mathematics (1995)
- Candice L. Correia: M.Acc., J.D., B.B.A., Gonzaga University; Assistant Professor of Business (2013)
- Katie Creyts: M.F.A., Illinois State University; P.A., B.F.A., Tyler School of Art, Temple University; Associate Professor of Art (2008)
- LuElla Putnam D'Amico: Ph.D., Oklahoma State University; M.A., B.A., College of Charleston; Assistant Professor of English (2013)
- Claudia Dumitrescu: Ph.D., Arizona State University; M.S., Arizona State University; B.S., Ecological University of Bucharest; Assistant Professor of Business (2013)
- Aaron Dyszelski: M.F.A., University of Kansas; B.F.A. Cardinal Stritch University; Assistant Professor of Theatre (2011)
- Michael J. Ediger: D.H.Sc., Nova Southeastern University; M.S., University of Oregon; B.S., University of Nevada; Associate Professor of Kinesiology (1999)
- Brent Edstrom: M.Mus., Eastman School of Music; B.M., Washington State University; Professor of Music (2001)
- Karen Petersen Finch: Ph.D., Gonzaga University; M.Div., Princeton Theological Seminary; B.A., Pomona College; Assistant Professor of Theology (2008)
- Warren D. Friedrichs: Ph.D., University of Oregon; M.S., Eastern Michigan University; B.S., Concordia Teachers College; Professor of Kinesiology; Head Coach, Men's Golf (1985)
- Todd Friends: Ph.D., Gonzaga University; M.I.M., Thunderbird School of Global Management; B.A., State University of New York College at Cortland; Assistant Professor of Business (2008)
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- Haley Goranson: M.A., Gordon-Conwell Theological Seminary; B.A., Crown College; Instructor of Theology (2015)
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- Daman Hagerott: Ph.D., Gonzaga University; M.Ed., Eastern Washington University; B.A., Pacific Lutheran University; Associate Professor of Kinesiology and Head Women's Soccer Coach (1993); Associate Professor of Health Sciences (2011)
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- Kim Hernandez: M.A., Universidad de Jaen; B.A., Central Missouri State University; Instructor of Spanish (2004)
- Megan Hershey: Ph.D., Indiana University; B.A., Ursinus College; Assistant Professor of Political Science (2011)
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- Fred Johnson: Ph.D., M.A., Ball State University; B.S.Ed., Taylor University; Associate Professor of English (2008)
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- Douglas M. Jones: Ph.D., M.A., Southwestern Baptist Theological Seminary; M.Ed., Vanderbilt University; B.S., San Diego State University; Visiting Assistant Professor of Education (2013); Assistant Professor of Education (2014)

- Kent L. Jones: Ph.D., M.S., Washington State University; B.S., Walla Walla College; Professor of Computer Science (1995)
- Katherine Karr-Cornejo: Ph.D., M.A. University of Virginia; B.A. Washington University in St. Louis; Assistant Professor of Spanish (2012)
- Daniel C. Keberle: D.M.A., Arizona State University; M.Mus., B.Mus., Indiana University; Professor of Music, Director of Whitworth Jazz Ensemble (1988)
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- Nathan L. King: Ph.D., University of Notre Dame; M.A., Biola University; B.A., Seattle Pacific University; Associate Professor of Philosophy (2010)
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- Randall B. Michaelis: Ph.D., Washington State University; M.Ed., Eastern Washington University; B.A., Whitworth College; Professor of Education (1985), Associate Provost of Instruction (2011)
- Arlin C. Miglizzo: Ph.D., Washington State University; M.A., Northern Arizona University; B.A., Biola University; Professor of History (1983)
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- Nathan Moyer: Ph.D., M.S., Washington State University; B.S., Whitworth College; Associate Professor of Mathematics (2007)



- Adam Neder: Ph.D., M.Div., Princeton University; B.A., Covenant College; Professor of Theology (2004)
- William Nrow: Ph.D., Wageningen University, Netherlands; M.Sc. UNESCO-IHE Institute for Water Education, Netherlands; M.Phil., Kwame Nkrumah University of Science and Technology, Ghana; B.Sc. University of Cape Coast, Ghana; Assistant Professor of Chemistry (2015)
- Leonard A. Oakland: Ph.D., Washington State University; M.A., University of California, Berkeley; B.A., Westmont College; Professor of English (1966)
- Vange Ocasio: Ph.D., M.A., Colorado State University; B.A. Binghamton University; Assistant Professor of Economics (2011)
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- Alison Olzendam: Ph.D., Gonzaga University; M.Ed., Eastern Washington University; B.A., Washington State University; Associate Professor of Education (2010)
- Markus Ong: Ph.D., M.S., Stanford University; B.S., Harvey Mudd College; Assistant Professor of Physics (2010)
- Joshue Orozco: Ph.D., Rutgers University; M.A., Biola University; B.A., University of California at Los Angeles; Associate Professor of Philosophy (2009)
- Pamela Corpron Parker: Ph.D., University of Oregon; M.A., Middlebury College; M.A., Eastern Washington University; B.A., Whitworth College; Professor of English (1997)
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- Robin Pickering: Ph.D., University of Idaho; M.S., B.S., Eastern Washington University; Associate Professor of Health Sciences (2013)
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- Finn R. Pond: Ph.D., M.S., Oregon State University; B.S., Biola University; Professor of Biology (1989)
- Aaron P. Putzke: Ph.D., University of California, Santa Barbara; M.S., DePaul University; B.S., Pepperdine University; Associate Professor of Biology (2014)
- Ronald K. Pyle: Ph.D., M.A., University of Washington; M.A., Fuller Theological Seminary; B.A., Washington State University; Professor of Communication Studies (1988)
- Jacob Rapp: Ph.D., M.A., University of Kansas; B.A., Wartburg College; Assistant Professor of Spanish (2015)
- Michael Rempe: Ph.D., M.S., Northwestern University; B.S., University of Colorado; Associate Professor of Mathematics (2009)
- Tami H. Robinson: M.L.S., San Jose State University; M.S., California Polytechnic State University; B.S., University of California, Davis; Associate Professor, Library (2000)
- Melissa D. Rogers: Ph.D., University of North Carolina, Greensboro; M.A., University of North Carolina; B.A., Oklahoma Baptist University; Assistant Professor of Psychology (2009)
- Trisha Russell: Ph.D., University of Michigan; B.S., Western Washington University; Assistant Professor of Chemistry (2010)
- Erica Salkin: Ph.D., M.A., B.A., University of Wisconsin-Madison; Assistant Professor of Communication Studies (2012)
- Barbara Sanders: Ed.D., Washington State University; M.I.T., Whitworth College; B.S., Montana State University; Professor of Education (1997); Associate Provost for Instruction (2005); Interim Provost (2012); Interim Dean of the School of Education (2013); Dean of the School of Education (2014)
- Kamesh Sankaran: Ph.D., M.S., M.A., Princeton University; B.S., Illinois Institute of Technology; Professor of Physics (2004)
- Michael Sardinia: Ph.D., D.V.M., Washington State University; B.S., Whitworth College; Associate Professor of Biology (2003)
- Eric A. Sartell: Ph.D., Anderson University; M.B.A., Gonzaga University; B.A., Whitworth College; Assistant Professor of Finance (2013)
- Steve Schadt: M.S., West Virginia University; B.A., Whitworth College; Senior Coach of Kinesiology and Head Swim Coach (2003)
- Judith A. Schoepflin: D.M.A., North Texas State University; M.Mus., B.Mus., University of Idaho; Professor of Music (1988)
- Bendi Benson Schrambach: Ph.D., M.A., University of California, Los Angeles; B.A.,

- Pepperdine University; Professor of French (2001)
- Toby C. Schwarz: Ph.D., M.Ed., B.A., Washington State University; Professor of Kinesiology and Head Track and Field Coach (1996)
- Lindy Scott: Ph.D., Northwestern University; M.Div., M.A., Trinity Evangelical Divinity School; B.A., Ohio University; Director, Costa Rica Center (2010); Professor of Spanish (2007)
- Nicole Sheets: Ph.D., University of Utah; M.A., Hollins University; B.A. West Virginia University; Assistant Professor of English (2011)
- Meredith TeGrotenhuis Shimizu: Ph.D., M.A., Northwestern University; B.A., Whitworth College; Associate Professor of Art (2008)
- W. Matthew Silvers: Ph.D., M.S., University of Idaho; B.S., Washington State University; Associate Professor of Health Sciences (2010)
- Flint L. Simonsen: Ph.D., University of Oregon; M.S., Northeastern University, B.S., Eastern Washington University; Associate Professor of Education (2012)
- Gerald L. Sittser, Jr.: Ph.D., University of Chicago; M.Div., Fuller Theological Seminary; B.A., Hope College; Professor of Theology (1989)
- Corliss K. Slack: D.Phil., Balliol College, Oxford University; M.A., University of South Carolina; B.A., Trinity College; Professor of History (1989)
- Dale E. Soden: Ph.D., M.A., University of Washington; B.A., Pacific Lutheran University; Professor of History and Director of Continuing Studies (1986); Director of C. Davis and Annette Weyerhaeuser Center for Christian Faith & Learning and Special Assistant to the President for Strategic Planning (1996); Executive Assistant to the President (2006); Vice President for Planning (2008); Professor of History (2010)
- Karen A. Stevens: Ph.D., M.A., Rice University; B.S., Marquette University; Professor of Chemistry (1995)
- Richard E. Stevens: Ph.D., Rice University; B.S., California State University, Fullerton; Professor of Physics (1998)
- Kathleen Harrell Storm: Ph.D., M.A., Fuller Theological Seminary; M.S., Indiana University; B.A., Wheaton College; Professor of Psychology (1982); Vice President for Student Life and Dean of Students (1992); Associate Provost for Faculty Development and Scholarship (2012)
- Richard Strauch: D.M.A., Yale University School of Music; B.Mus., Wheaton College Conservatory; Professor of Music (1997)
- Julia K. Stronks: Ph.D., University of Maryland; J.D., University of Iowa College of Law; B.A., Dordt College; Professor of Political Science (1994)
- Douglas I. Sugano: Ph.D., M.A., University of California, Los Angeles; B.A., University of California, Berkeley; Professor of English (1988)
- Raja S. Tanas: Ph.D., Michigan State University; M.A., B.A., American University of Beirut; Professor of Sociology (1983)
- Ann Teberg: Ed.D., Washington State University; M.Ed., Whitworth College; B.A., Washington State University; Associate Professor of Education and Director of Student Teaching (2002)
- Anne Trefry: M.S., B.S., Colorado State University; Instructor of Mathematics (2004)
- Diana Trotter: Ph.D., M.A., University of California, Berkeley; A.B., Cornell University; Professor of Theatre (1994)
- Craig B. Tsuchida: Ph.D., University of California, Santa Cruz; M.A., B.S., University of California, Los Angeles; Associate Professor of Biology (1996)
- Peter A. Tucker: Ph.D., OGI School of Science and Technology at Oregon Health and Science University; B.S., Whitworth College; Professor of Computer Science (2003)
- Deborah L. Tully: Ed.D., Washington State University; M.Ed., University of San Diego; A.C., Portland State University; Director of Degree Completion and Elementary Teacher Certification Program (1997); Associate Dean for Teacher Education and School Partnership (2011)
- Patrick Van Inwegen: Ph.D., M.A., Loyola University Chicago; B.A., Gonzaga University; Associate Professor of Political Science (2006)
- Kathy Watts: M.L.I.S., University of Washington; B.A., California State University, Bakersfield; Instructor, Library (2014)
- Kirk R. Westre: Ph.D., Gonzaga University; M.S., University of Oregon; B.A., Pacific Lutheran University; Professor of Kinesiology and Assistant Football Coach (1995)
- Shane Wibel: M.P.H., Oregon State University; B.S., Western Oregon University; Assistant Professor of Health Sciences (2013)
- Noelle S. Wiersma: Ph.D., Southern Illinois University, Carbondale; M.A., University of Nevada, Las Vegas; B.A., Whitworth College; Professor of Psychology (2000); Dean of the College of Arts and Sciences (2012)
- Roberta Wilburn: Ed.D., M.A., George Washington University; B.A., Mount Holyoke

College; Professor of Education and Director of Graduate Studies in Education (2007)

Anne H. Wilcox: M.A.T., B.A., Seattle Pacific University; Assistant Professor of Education (2011)

Timothy J. Wilkinson: Ph.D., University of Utah; M.P.A., University of Arkansas at Little Rock; B.A., University of Wyoming; Professor and Charles Boppell Dean of the School of Business (2012)

Gordon R. Wilson: M.F.A., Fort Wright College; B.S., Portland State University; Professor of Art (1979)

Jason Wollschleger: Ph.D., University of Washington; M.A., University of Washington; M.S.W., Roberts Wesleyan College; B.A., Charleston Southern University; Assistant Professor of Sociology (2011)

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Joy York: M.S., Eastern Washington University; B.L.S., Whitworth University; Instructor of Communication Studies (2014)

## Visiting Faculty

B. Duff Bergquist: M.I.M., American Graduate School of International Business; B.B.A. Pacific University; Visiting Executive-in-Residence for Business & Economics (2010)

S. Alisha Epps: Ph.D., Emory University; B.S., University of South Carolina, Columbia; Visiting Assistant Professor of Psychology (2015)

Joshua Leim: D.Th., Duke University; M.Div., Reformed Theological Seminary; B.S., University of Tennessee; Visiting Assistant Professor of Theology (2015)

Justin F. Martin: Ph.D., B.A., University of California, Berkeley; M.Ed., Harvard University; Visiting Assistant Professor of Psychology (2015)

Marc Robinson: Ph.D., Washington State University; B.A., University of Washington; Visiting Assistant Professor of History (2016)

James Uhlenkott: Ph.D., Gonzaga University; M.A., Eastern Washington University; B.A.,

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## Emeriti

Laura J. Bloxham: Ph.D., M.A., Washington State University; B.A., Whitworth College; Professor Emeritus of English (1975-2014)

F. Dale Bruner: Ph.D., University of Hamburg (Germany); M.Div., Princeton Theological Seminary; B.A., Occidental College; Professor Emeritus of Religion (1975-97)

Elizabeth H. Buxton: M.A., University of Virginia, Assistant Professor Emeritus of German (1994-2011)

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# Whitworth Campus

## AQUATICS CENTER

The aquatics center features a 40-yard lap pool with a bulkhead dividing the shallow and deep ends. The shallow end is accessible by a ramp for entry. The movable bulkhead provides participants with the freedom to adapt to either a 25-meter short course or a 25-yard-course competition pool. The pool's temperature is maintained at 80-82 degrees during the varsity swim team season; this is an ideal temperature for a workout facility. Our pool is available to the community for a variety of fitness, water-safety and learn-to-swim programs.

## AULD HOUSE

The Sara Miller Auld House is home to Whitworth's human resource services and payroll offices. Built around 1914, the house was originally the home of Sara Miller Auld, the daughter of a tenant farmer employed by Jay P. Graves, who donated the land for Whitworth's Spokane site. Auld was a 1925 graduate of Whitworth. The university bought Auld House in 1988 and converted it into offices.

## HARRIET CHENEY COWLES MEMORIAL LIBRARY

Originally constructed in 1948 in memory of the wife of Spokane newspaper publisher William H. Cowles, Sr., the library was expanded in 1969 and again in 1993, when it not only doubled in size but was positioned to embrace the age of digital information. While physical holdings comprise more than 260,000 books, periodical volumes, audiovisual media, etc., plus extensive archival collections, the library serves also as gateway to immense "virtual collections" accessible online, and to other information resources beyond its walls via interlibrary loan. Three computer labs, along with multiple computer stations for student use, are located in the building, which is also home to the departments of instructional resources and information systems, the instructional technology and media services center, and Whitworth's Composition Commons, previously known as the Whitworth Writing Center. The library recently added the Orbis Cascade Alliance, the Northwest's preeminent library consortium, to its digital toolbox.

## COWLES MEMORIAL AUDITORIUM

Named in honor of Spokane publisher William H. Cowles, Sr., the auditorium, which was constructed in 1955 and refurbished in 1995, seats 1,158 people. Lectures, theatre, ballet, music performances, and other events take place in the auditorium throughout the year. The theatre department's offices are also located in Cowles.

## COWLES MUSIC CENTER

The Cowles Music Center, a 37,000-square-foot expanded and renovated facility opening in fall 2016, will feature new rehearsal spaces for choral and instrumental ensembles, teaching studios, practice rooms, and faculty offices for the music program.

## DIXON HALL

Constructed in 1955 and remodeled in 2000, Dixon Hall is named in memory of Grant Dixon, Sr., a Whitworth trustee from 1940-49. It serves as one of the primary classroom buildings on campus. Offices for the Whitworth School of Education, graduate studies in education, and the psychology department are located here.

## FACILITIES SERVICES

Constructed in the mid-1940s with additions in 1950 and 1956, the facilities services building houses a connected boiler room, shop room, HVAC and electrical shop, carpenter shop, paint shop and general trades shop.

## THE FIELDHOUSE

A gift from C. Davis Weyerhaeuser, a university trustee from 1941 until his death in 1999, the fieldhouse was built in 1962. Facilities include a portable wood floor for basketball and volleyball, batting and pitching cages, a ballet loft, and indoor track-and-field facilities. The Dr. James P. Evans Athletic Training Center, including offices of the athletic training program and athletic training facilities, is also located in the fieldhouse.

## GRAVES GYMNASIUM

Graves Gymnasium is named in honor of Spokane realtor J. P. Graves, a trustee of Whitworth from 1914-18, who donated the land on which Whitworth now stands. Graves Gym serves as the practice facility for men's and women's varsity basketball and volleyball. Kinesiology & athletics classes and

many intramural activities take place in Graves; many of the Pirates' coaches' offices are also located here.

#### **HARDWICK HOUSE**

Located at the intersection of Whitworth Drive and Hawthorne Road, Hardwick House, named for Francis T. Hardwick, the late dean of students and interim president of Whitworth from 1938-40, was renovated and re-landscaped in 2013 to be used as Whitworth's alumni headquarters. Five alumni and annual-giving staffers are currently housed in the building, which has a cozy, homelike atmosphere where alums and other Whitworth visitors can rest and chat for a few minutes.

#### **HAWTHORNE HALL**

Purchased in 1998, this former elementary school features seven classrooms and two computer labs. It also houses the offices of continuing studies, institutional advancement, university communications, The Whitworth Foundation, and The Whitworth Fund.

#### **EILEEN HENDRICK HALL**

For many years, this structure, completed in 1975, housed the offices of the student life division. It was remodeled in 1997 for classroom use and is currently home to the Whitworth International and Intercultural Student Affairs Office, the Whitworth International Education Center, and off-campus studies.

#### **HIXSON UNION BUILDING**

The Hixson Union Building was dedicated in 1998 in gratitude to Christina Hixson and the Ernst F. Lied Foundation Trust for supporting the construction of this beautiful student center, which stands on the site of the old Hardwick Union Building. Located in this building are the campus bookstore, the post office, several cafés, the dining hall complex, the Mind & Hearth Coffee House, lounge areas, a game room, the *Whitworthian* (campus newspaper) and *Natsihi* (yearbook) offices, and the studio for Whitworth's online radio station. The HUB also includes offices for the Associated Students of Whitworth University, various student organizations, the dean of students, student employment, educational support services, career services and residence life, as well as the learning resource center and a number of meeting rooms.

#### **ERIC JOHNSTON SCIENCE CENTER**

Constructed in 1967, the science center was a gift from the Eric Johnston Foundation. Under a grant from the National Science Foundation, this facility was extensively renovated in 1998-99. The science center is home to the physics and math/computer science departments, as well as classrooms, labs, two greenhouses, and a recently renovated auditorium and lecture hall.

#### **LIED CENTER FOR THE VISUAL ARTS**

The Ernst F. Lied Center, Whitworth's 20,000-square-foot visual-arts building, opened in 2008. In addition to large, well-lit teaching studios for ceramics and sculpture, drawing, mixed media, painting and printmaking, the building features a computer graphics laboratory, two galleries, and interior view corridors as well as exterior views to the center of campus and toward the mountains to the north.

#### **LINDAMAN CENTER**

Constructed in 1946 and remodeled in 1980, 2004 and 2013, the Lindaman Center bears the name of Edward B. Lindaman, Whitworth president from 1970-80. The departments of communication studies, philosophy, and sociology are housed in this building, as is the Whitworth Student Success Center.

#### **MacKAY HALL**

This house, the onetime home of Rev. Donald D. MacKay, a former Whitworth dean, president (1911-17) and chairman of the board of trustees (1914-17), is now home to the office of admissions.

#### **McEACHRAN HALL**

Constructed in 1952 and named in honor of the late Whitworth Board of Trustees Chair W.L. McEachran, who served from 1923-59, this facility houses the administrative offices of the president, academic affairs, business affairs, the registrar, student-accounting services, and financial aid.

#### **SEELEY G. MUDD CHAPEL**

Constructed in 1979, the chapel was donated by the Seeley G. Mudd Foundation in recognition of Whitworth's commitment to the integration of faith and learning. The chaplain's staff offers Tuesday and Thursday-morning worship services, Tuesday-evening and Wednesday-evening (respectively) student-led Hosanna and AWAKE services, morning prayer services, and other services as requested by the university and community.

#### **OMACHE FIELD**

Located at the southwest corner of the Whitworth campus, Omache Field opened in fall 2007 and is used for recreational activities and intramural sports. The field, seeded with athletic turf, covers 120,000 square feet and includes a 240-foot-by-400-foot playing area for Ultimate Frisbee, soccer, flag football and other intramural sports and recreational events. Omache Field was named in honor of the generations of students and alumni from the Okanogan Valley who have attended Whitworth; the valley was known as Omache by the Okanogan Indians.

#### **PINE BOWL**

Whitworth's football and soccer teams practice and play home games here. In 1994, an all-weather track and other improvements were added. Boppell Memorial Track is named in honor of the parents of former chairman of the Whitworth Board of Trustees Charles L. (Chuck) Boppell, '65.

#### **WILLIAM P. AND BONNIE V. ROBINSON SCIENCE HALL**

Robinson Science Hall, named for one of Whitworth's most popular and long-serving presidents (1993-2010) and his wife, is the largest, most ambitious academic facility in Whitworth's history. The three-story, 63,000-square-foot building on the site of the former fine arts building (Whitworth's original science building) implemented many sustainable practices in its construction and maintains these in its operation. The building provides optimum classroom and lab space for Whitworth's biology and chemistry students.

#### **SCHUMACHER HALL**

Schumacher Hall, which has served as both a residence hall and home to the university communications office, now houses the Whitworth Health & Counseling Services Center.

#### **THE SCOTFORD STRENGTH AND CONDITIONING CENTER**

Constructed in 2000, this 4,200-square-foot facility, named for alumnus and longtime trustee John Scotford, '51, and his late wife, Judy, provides state-of-the-art strength and conditioning equipment and programs for Whitworth's varsity athletics teams.

#### **THE SCOTFORD TENNIS CENTER**

The tennis center, also named for the Scotfords, includes Cutter Tennis Courts, opened in 2005 and named for Whitworth Professor Emeritus A. Ross Cutter, Jr. The center includes three outdoor courts and three all-weather courts inside an inflatable tennis bubble.

#### **TACOMA HALL**

Purchased in 2009 and converted from a retirement home to student housing, Tacoma (formerly Cornerstone) Hall is now the home of the Whitworth Marriage & Family Clinic, a program of the Whitworth School of Education. The hall, which also includes rehearsal space for Whitworth's dance program, was remodeled in 2015 and renamed in honor of Whitworth's former location, in Western Washington.

#### **UNIVERSITY RECREATION CENTER (U-Rec)**

The Whitworth University Recreation Center provides an on-campus facility where the Whitworth community can pursue physical fitness and wellness. The facility includes circuit training, cardiovascular and powerlifting stations, an indoor track, a climbing wall, a bouldering area, and a three-court gymnasium equipped for volleyball, badminton, pickleball and basketball. Dumbbells, barbells, kettlebells, benches, and a variety of sporting equipment are also available. The U-Rec is accessible to all current Whitworth students as well as to faculty and staff; the facility also hosts the university's outdoor recreation and intramurals programs.

#### **WESTMINSTER HALL**

Constructed in 1946 and remodeled in 2008-09, Westminster is home to the department offices for English, world languages & cultures, theology, and kinesiology & athletics, as well as to the athletic training education program and six classrooms.

#### **THE WESTSIDE ATHLETICS COMPLEX**

This facility includes Diana Marks Softball Field and a complete men's and women's soccer facility. The fields feature state-of-the-art scoreboards and a shared press box.

#### **WEYERHAEUSER HALL**

In addition to housing seven classrooms, two computer labs, the Robinson Teaching Theatre and a conference room, this 33,000-square-foot facility is home to the Whitworth School of Business and the departments of economics & business and history. Constructed in 2004, it is also a vital contact point between Whitworth and the larger community through the work of the Weyerhaeuser Center for Christian Faith & Learning, the Regional Resource & Learning Center, and the Dornsife Center for Community Engagement.

# Student Housing

[www.whitworth.edu/housing](http://www.whitworth.edu/housing) :: [housing@whitworth.edu](mailto:housing@whitworth.edu)

## **AREND HALL**

Constructed in 1957 and remodeled in 1986, Arend Hall (named in honor of Albert Arend, Whitworth trustee from 1925-84) houses 93 women and 70 men on three floors.

## **BALDWIN JENKINS HALL**

Baldwin-Jenkins, named for Estella E. Baldwin, registrar from 1935-70, and Marion R. Jenkins, dean of women from 1931-63, is predominantly a freshman residence hall. Eighty-nine residents live in Jenkins and 71 live in Baldwin; a common lounge separates the two wings. "BJ" was built in 1968.

## **BALLARD HALL**

Built in 1914, Ballard Hall burned to the ground in 1927 and was rebuilt and reopened in 1928. Named for W. R. Ballard, university trustee from 1892-1912, this hall was originally an all-male dormitory. It is now a residence hall for 66 women and is the sister hall to McMillan (see below).

## **BOPPELL HALL**

Constructed in 2001, Boppell Hall houses 84 female, upper-division students (sophomore through senior) in apartment-style suites that include two bedrooms, private bathrooms, and common living areas with kitchenettes and storage spaces. The residence hall is named in honor of former longtime chair of the Whitworth University Board of Trustees Charles "Chuck" Boppell, '65, and his wife, Karlyn, '67. Chuck is a recent winner of the university's highest prize, The George F. Whitworth Medal.

## **DUVALL HALL**

Dedicated in fall 2006, Duvall houses 160 students representing all four classes. Its unique three- to five-bedroom "pods" house 6-10 students per unit. Each pod includes its own private living room and bathroom. The hall is named in honor of the late R. Fenton Duvall, beloved Whitworth professor emeritus of history, who served the university from 1949-81.

## **McMILLAN HALL**

Constructed in 1914 and remodeled in 1987, McMillan Hall is Whitworth's original building, which once housed all classrooms, offices, dormitory rooms, and the dining hall. At one time a female dorm, then a co-ed facility after the fire in which Ballard Hall was destroyed, "Mac" is now an all-male residence hall and the brother hall to Ballard. Named for the Rev. Hugh H. McMillan, Whitworth trustee from 1907-31, the hall houses 83 men.

## **OLIVER HALL**

Oliver Residence Hall, completed in 2009, is a 170-bed facility that houses all four class levels in single, double and triple rooms. The three-story building features unique common spaces, large- and small-group meeting spaces, and study spaces. Oliver Hall is named for Walter Oliver, '67, former chair of the board of trustees, to honor his rich legacy of support for Whitworth.

## **STEWART HALL**

Constructed in 1963 and remodeled in 1988, Stewart was named in honor of the Rev. Calvin W. Stewart, Whitworth president from 1890-98. Stewart Hall houses 35 men and 35 women in four-person, suite-style rooms. Like Baldwin-Jenkins, Stewart houses only first-year students.

## **THE VILLAGE**

The Village, constructed in 1972, comprises three 20-student residence halls that offer first-year students a homelike experience. Most of the rooms are singles.

## **WARREN HALL**

Constructed in 1952 and 1963 and remodeled in 1989, Warren is named in honor of Frank Warren, Whitworth's longest-serving president (1940-63), and one of its most beloved leaders. The building that bears his name is divided into three wings: East, South and West. Warren Hall is home to more than 200 students.

## **THEME HOUSES**

Whitworth's extensive theme-house program provides juniors and seniors with varied living environments and leadership opportunities. Each residence is based on a proposal submitted by groups of students who then live in the house and host educational and/or service-oriented programs.

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**WHITWORTH**  
AN EDUCATION OF MIND AND HEART