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# Graduate and Undergraduate Catalog, 2009-2010

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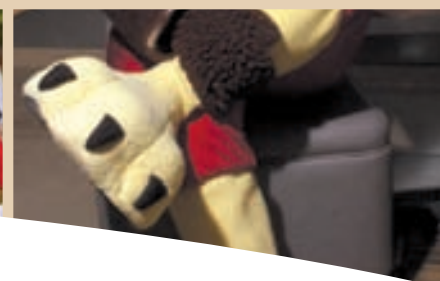
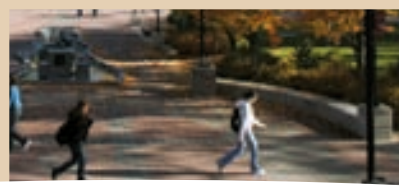
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# 2009-10 ewu graduate & undergraduate catalog

■ start something **big**

[www.ewu.edu](http://www.ewu.edu)



**EASTERN**  
WASHINGTON UNIVERSITY

start something **big**

## WELCOME FROM THE PRESIDENT



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

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

I am asking everybody to start something big.

What does that mean? Well, to every person it should mean something different and unique.

It is a straightforward call to action that encourages you to look not only at how you can reach possibilities, but also how you can maximize them—creating life-changing outcomes.

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

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Rodolfo Arévalo". The signature is written in a cursive, flowing style.

Rodolfo Arévalo, PhD  
President, Eastern Washington University

## **EASTERN WASHINGTON UNIVERSITY**

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

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

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### DISCLAIMER

This catalog provides a general guideline of courses offered by Eastern Washington University. The classes and programs described herein are implemented at the sole discretion of EWU and are subject to change at any time without notice. Information contained on classes and programs are illustrative only and are not intended to create any contractual obligation or covenant with EWU.

### LIMITATION OF LIABILITY

Eastern Washington University's total liability for claims arising from a contractual relationship with the student in any way related to classes or programs shall be limited to the tuition and expenses paid by the student to EWU for those classes or programs. In no event shall EWU be liable for any special, indirect, incidental or consequential damages, including but not limited to, loss of earnings or profits.

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

## A HISTORY OF EASTERN WASHINGTON UNIVERSITY

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

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

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

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

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

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

As the higher education provider of choice for more than 10,800 students, Eastern Washington University is a major force in the civic, cultural, scientific and economic development of the state and region.



## ACCREDITATIONS

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

The academic excellence of Eastern's programs is recognized by numerous accreditations.

### **Athletic Training**

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

### **Business**

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

### **Chemistry/Biochemistry**

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

### **Communication Disorders**

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

### **Computer Science**

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

### **Counseling, Educational and Developmental Psychology**

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

### **Dental Hygiene**

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

### **Engineering and Design**

The Technology Accreditation Commission of ABET has accredited the Electrical Engineering Program, Mechanical Engineering Technology Program and the Computer Engineering Technology Program.

### **Mental Health Counseling**

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

### **Music**

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

### **Nursing**

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

### **Occupational Therapy**

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

### **Physical Therapy**

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

### **Recreation and Leisure Services**

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

### **School Counseling**

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

### **School Psychology**

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

### **Social Work**

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

### **Teacher Education**

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

### **Urban and Regional Planning**

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

## LOCATION FOR EASTERN

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

### EASTERN WASHINGTON UNIVERSITY FACILITIES IN SPOKANE

Intercollegiate College of Nursing, Nursing Building, Room 171, PO Box 1495 Spokane, WA 99210-1495 ICN was established in 1968 and remains the nation's oldest nursing education consortium, serving as the school of nursing for Eastern Washington University, Washington State University and Whitworth College. It has five sites across the state with the main facility located in Spokane.

### RIVERPOINT HIGHER EDUCATION PARK

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

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

Nursing Building, 103 E. Spokane Falls Blvd., Spokane, WA 99202-2118: houses the Intercollegiate College of Nursing.

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

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

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

## STATEWIDE LOCATIONS FOR EASTERN

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

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



## ACADEMIC CALENDAR\*

	FALL 2009	WINTER 2010	SPRING 2010	SUMMER 2010	FALL 2010
Scholarship applications due for 2010-11		Feb. 1			
Financial aid applications due for 2010-11		Feb. 15			
Admission application or re-enrollment: Undergraduate Graduate—varies by program; see graduate program guidelines International—6 months prior to start of intended quarter of entry		Oct. 15	Feb. 15		March 1
Undergraduate degree application due	May 23	Aug. 7	Nov. 6	Feb. 19	May 21
Registration for new, transfer, and former student returning		Dec. 11	*March 1		*June 1
Graduate degree application due	July 6	Oct. 2	Jan. 15	April 9	July 2
Instruction begins (Fall begins on Wednesday)	Sept. 23	Jan. 4	March 29	June 21	Sept. 22
Tuition and fees due	Sept. 30	Jan. 11	April 5	varies	Sept. 29
Last day to register/add classes or drop classes with no entry on transcript	Oct. 6	Jan. 15	April 9	varies	Oct. 5
Last day for individual course withdrawal/schedule change; grade option changes; “W” grade recorded on transcript	Nov. 6	Feb. 19	May 14	varies	Nov. 5
Last class day before final exams	Dec. 4	March 15	June 4	Aug. 11	Dec. 3
Final exams	Dec. 7–10	March 16–19	June 7-10	Aug. 12-13	Dec. 6-9
Quarter ends	Dec. 11	March 19	June 11	Aug. 13	Dec. 10
Commencement (Friday)			June 11		
Graduate students last day to complete final comprehensive examination	Dec. 11	March 19	June 11	Aug. 13	Dec. 10
Graduate students submit 4 copies of approved thesis to Graduate Studies Office (Two weeks after defense or last day of quarter, whichever comes first.)	Dec. 11	March 19	June 11	Aug. 13	Dec. 10
<b>Holidays</b>					
Labor Day	Sept. 07, 2009				
Veteran’s Day	Nov. 11, 2009				
No Classes (not a University Holiday)	Nov. 25, 2009				
Thanksgiving Day Holiday	Nov. 26-27, 2009				
Christmas	Dec. 25, 2009				
New Year’s Day	Jan. 01, 2010				
Martin Luther King Day	Jan. 18, 2010				
President’s Day	Feb. 15, 2010				
Memorial Day	May 31, 2010				
Independence Day	July 4, 2010				

\***Tentative Dates**—Also see the two-year calendar on the page 371 of this catalog. Eastern offers regular classes on the quarter system, with three terms of eleven weeks in the fall, winter and spring during the academic year. Summer session begins in June and ends in August, providing eight weeks of intensive study.

## GUIDE TO ORGANIZATION OF THIS CATALOG

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

		1.
		2.
	AAST 215 (5)	3.
	Early African American History	4.
	WINTER	5.
	Prerequisite: ENGL 100	6.
	[satisfies cultural and gender diversity university graduation requirement.]	7.
	Examines the African American experience from African civilizations in the fourth century through slavery to the end of the Reconstruction Era in the United States.	8.
	[Cross-listed with HIST 215]	9.

### HOW TO READ THE COURSE DESCRIPTIONS.

1. **Course Prefix**—These letters indicate the subject area of the course.
2. **Course Number**—Eastern Washington University courses are numbered according to the following guidelines:

Lower Division	Upper Division	Graduate Level
<b>100–199</b> primarily for freshmen; may not be taken for graduate-level credit <b>200–299</b> primarily for sophomores; may not be taken for graduate-level credit	<b>300–399</b> primarily for juniors and seniors; may be used for graduate level credit only with the permission of the vice provost for Graduate Education and Research <b>400–499</b> primarily for seniors; graduate students may count a limited number of credits from graded courses, only with program approval	<b>500–599</b> graduate level; senior undergraduates may enroll only with permission of both the department chair and vice provost for Graduate Education and Research <b>600–699</b> graduate level only <b>700–799</b> doctoral level only
All Levels		

*At all levels, course numbers ending in 95 through 99 indicate special courses, with the particular subject matter varying from quarter to quarter. All departments may offer these types of courses, but not all may be listed in this catalog. Check with the individual program for the availability of special courses.*

- 95—internships
- 96—experimental courses
- 97—workshops, short courses, conferences seminars
- 98—seminars
- 99—independent and directed study

3. **Credits**—The number or words in parenthesis indicates the credit to be awarded upon completion of the course. When combinations of courses are listed in sequence, the first number in the parenthesis refers to the first course in the sequence.  
*Example:*  
BIOL 232, 233, 234  
Human Anatomy and Physiology (5, 5, 5).
4. **Course Title**—The official title of the course is listed below the prefix and number. The course title may appear differently in other publications.
5. **Term**—The anticipated term the course is to be offered, subject to change.
6. **Prerequisites**—The courses that must be completed and any conditions that must be met prior to enrollment are indicated as prerequisites preceding the course description.
7. **General Education Requirements**—Some courses are designated for meeting General Education Requirements for undergraduate programs.
8. **Course Description**—A brief description of the course follows the prerequisite listing indicating the most significant topics to be covered in the course.
9. **Cross-listed Courses**—Some courses will be listed between disciplines.

## PROGRAMS OF STUDY

	<i>College/ School of</i>	<i>Bachelor's</i>	<i>Minor</i>	<i>Teaching Endorsement/ Certification</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Certificate</i>
<b>AFRICANA STUDIES</b> Undergraduate minor: Africana Studies	SW		■				
<b>AGING STUDIES</b> Undergraduate minor: Aging Studies	SW		■				
<b>ALCOHOL/DRUG STUDIES</b> Undergraduate minor: Alcohol/Drug Counseling and Prevention Undergraduate certificate: Suicide Risk Assessment, Treatment and Prevention	SW		■				■
<b>AMERICAN INDIAN STUDIES</b> Undergraduate minor: Indian Studies	SW		■				
<b>ANTHROPOLOGY</b> Undergraduate major: Anthropology Undergraduate minor: Anthropology	SB	■	■				
<b>ART</b> Undergraduate majors: Art History; Studio Art; Visual Communication Design; Visual Arts/Elementary; Visual Arts/Secondary Undergraduate minors: Art; Art/Elementary or Secondary	AL	■	■	■			
<b>BIOLOGY</b> Undergraduate majors: Biology; Biology with Biochemistry/Biotechnology Option; Biology with Pre-med/Pre-dent Option; Biology Secondary Undergraduate minors: Biology; Biology Secondary; Health Science Endorsement: General Science/Add-on Graduate: Biology	ST	■	■	■	■		
<b>BUSINESS</b> Undergraduate majors: Business Administration: Economics, Finance, Management /General Business Option; Management/Human Resource Option; Management/Operations Management Option; Management Information Systems, Marketing; Professional Accounting; Business Education/Secondary Undergraduate minors: Business Administration; International Business; Management Information Systems; Quality Management Endorsements: Business Education/Add-on; Marketing Education/Add-on Graduate: Business Administration	BN	■	■	■	■		
<b>CHEMISTRY AND BIOCHEMISTRY</b> Undergraduate majors: Chemistry/Biochemistry with Biochemistry Option; Chemistry/Biochemistry with Biochemistry/Biotechnology Option; Chemistry/Biochemistry with Forensic Science Option; Chemistry/Biochemistry with General Option; Chemistry/Biochemistry with Pre-med/Pre-dent/Pre-vet Option; Chemistry/Biochemistry with Professional Option; Chemistry/Biochemistry/Secondary; Chemistry/Biochemistry with Standard Option; Undergraduate minors: Chemistry/Biochemistry; Chemistry/Biochemistry/Secondary; Environmental Chemistry, Health Science Endorsement: General Science/Add-on	ST	■	■	■			
<b>CHICANO EDUCATION</b> Undergraduate minor: Chicano-Latino Studies	SW		■				
<b>CHILDREN'S STUDIES</b> Undergraduate majors: Children's Studies with Early Childhood Education Option; Children's Studies with Early Childhood Learning Environments Option; Children's Studies with Program Development Option; Children's Studies with Research Option	SB/EH	■		■			
<b>COLLEGE INSTRUCTION</b> Graduate: College Instruction/English; College Instruction/Mathematics; College Instruction/Physical Education, Health and Recreation	EH				■		
<b>COMMUNICATION DISORDERS</b> Undergraduate major: Communication Disorders Graduate: Communication Disorders	ST	■		■	■		
<b>COMMUNICATION STUDIES</b> Undergraduate majors: Communication Studies; Communication Studies in Public Relations Option Undergraduate minor: Communication Studies Undergraduate certificate: Leadership Graduate: Communications	SB	■	■		■		■

## PROGRAMS OF STUDY

	<i>College/ School of</i>	<i>Bachelor's</i>	<i>Minor</i>	<i>Teaching Endorsement/ Certification</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Certificate</i>
<b>COMPUTER SCIENCE</b> Undergraduate majors: Computer Information Systems, Computer Science; Multimedia and Web Programming Option; Computer Science Foundations Option; 3D Animation/Game Development Option Undergraduate minors: Computer Applications; Computer Information Systems; Computer Science Programming; Multimedia Programming, 3D Animation; Web Programming Graduate: Computer Science	ST	■	■		■		
<b>COUNSELING, EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY</b> Undergraduate majors: Applied Developmental Psychology; Applied Developmental Psychology, Pre-Counseling Track; Child Development/Elementary; Dual Primary Endorsement Program in Special Education and Elementary Education; Special Education; Special Education with Early Childhood Special Education Option Undergraduate minors: Counseling, Educational and Developmental Psychology; Early Childhood Special Education; Special Education Graduate: Applied Psychology: Mental Health Counseling Emphasis; Applied Psychology: School Counseling Emphasis; School Psychology; Special Education Graduate certificate: Post-Master's School Psychology	EH	■	■	■	■		■
<b>CRIMINAL JUSTICE</b> Undergraduate major: Criminal Justice Undergraduate minor: Criminal Justice	SB	■	■				
<b>DENTAL HYGIENE</b> Undergraduate major: Dental Hygiene Graduate: Dental Hygiene	ST	■			■		
<b>DISABILITY STUDIES</b> Undergraduate certificate: Disability Studies Graduate certificate: Disability Studies	SW						■
<b>EARTH AND SPACE SCIENCE</b> Undergraduate major: Earth and Space Science/Secondary Undergraduate minor: Earth and Space Science/Secondary Endorsement: General Science/Add-on Endorsement	ST	■	■	■			
<b>ECONOMICS</b> Undergraduate majors: Economics; Economics with a Mathematics Option Undergraduate minors: Economics; General Education Economics	SB	■	■				
<b>EDUCATION</b> Undergraduate major: Reading/Elementary or Secondary Undergraduate minors: Early Childhood Education/Elementary; Gifted/Talented Education/Elementary; Library Media/Elementary or Secondary; Reading/Elementary or Secondary Endorsements: Elementary Education/Add-on Graduate: Adult Education; Curriculum and Instruction; Curriculum Development Emphasis; Curriculum and Instruction: Early Childhood Education Emphasis; Curriculum and Instruction: Elementary Teaching Emphasis; Curriculum and Instruction: Interdisciplinary Emphasis; Educational Leadership; Foundations of Education; Instructional Media and Technology; Literacy; Secondary Teaching; Teaching K-8 Graduate certificate: Professional Certificate in Education	EH	■	■	■	■		■
<b>ENGINEERING &amp; DESIGN</b> Undergraduate majors: Computer Engineering Technology, Hardware Engineering Technology Option; Computer Engineering Technology, Software Engineering Technology Option; Electrical Engineering; Mechanical Engineering Technology; Technology with Applied Technology Option; Technology with Construction Option; Technology with Design Option; Technology with Manufacturing Option; Visual Communication Design Undergraduate minor: Technology; Visual Communication Design	ST	■	■				
<b>ENGLISH</b> Undergraduate majors: English with Creative Writing Option; English with Literary Studies Option; Technical Communications; English/Elementary; English/Secondary Undergraduate minors: English; Technical Communication; English/Elementary; English/Secondary Endorsements: English/Add-on; Language Arts/Add-on Graduate: Creative Writing; Literature; Rhetoric and Technical Communications; Teaching English as a Second Language Graduate certificates: Teaching of Literature and Post-Master's Certificate in the Teaching of Literature; Teaching of Writing and Post-Master's Certificate in the Teaching of Writing	AL	■	■	■	■		■

## PROGRAMS OF STUDY

	<i>College/ School of</i>	<i>Bachelor's</i>	<i>Minor</i>	<i>Teaching Endorsement/ Certification</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Certificate</i>
<b>ENGLISH AS A SECOND LANGUAGE</b> Undergraduate minor: English as a Second Language Endorsement: English as a Second Language	AL		■	■			
<b>ENVIRONMENTAL SCIENCE</b> Undergraduate majors: Environmental Science, Environmental Biology Emphasis; Environmental Science, Environmental Chemistry Emphasis; Environmental Science, Environmental Geology Emphasis	ST	■					
<b>FILM</b> Undergraduate major: Film Undergraduate minors: Film General; Film Studies; Screenwriting	AL	■	■				
<b>GEOGRAPHY</b> Undergraduate major: Geography Undergraduate minor: Geography Undergraduate certificates: Geographic Information Systems; Wetlands Science and Management	SB	■	■				■
<b>GEOLOGY</b> Undergraduate majors: Geology Undergraduate minor: Geology	ST	■	■				
<b>GOVERNMENT</b> Undergraduate majors: Government; Government with Pre-Law Option Undergraduate minor: Government Undergraduate certificates: Asia Studies; Public Policy and Administration	SB	■	■				■
<b>HEALTH SERVICES ADMINISTRATION</b> Undergraduate major: Health Services Administration Undergraduate minor: Health Services Administration Graduate certificate: Health Services Administration	BN	■	■				■
<b>HISTORY</b> Undergraduate major: History Undergraduate minors: History; History/Secondary Endorsement: History/Add-on Endorsement Undergraduate certificate: Latin American and Iberian Studies Graduate: History	SB	■	■	■	■		■
<b>HUMANITIES</b> Undergraduate major: Humanities Undergraduate minor: Humanities	AL	■	■				
<b>INTERDISCIPLINARY</b> Graduate: Varies	AL				■		
<b>INTERDISCIPLINARY STUDIES</b> Undergraduate majors: Interdisciplinary Studies: Liberal Arts; Interdisciplinary Studies: Prior Learning; Interdisciplinary Studies: Interdisciplinary; Interdisciplinary Studies: Occupational Therapy; Interdisciplinary Studies: Philosophical Studies	SB	■					
<b>INTERNATIONAL AFFAIRS</b> Undergraduate major: International Affairs; Global Security Processes Concentration; Global Socio-Economic Processes Concentration; Global Public Policy Concentration	SB	■					
<b>JOURNALISM</b> Undergraduate majors: Journalism with News Editorial Option; Journalism with Public Relations Undergraduate minor: Journalism	AL	■	■				
<b>LINGUISTICS</b> Undergraduate minor: Linguistics	AL		■				

## PROGRAMS OF STUDY

	<i>College/ School of</i>	<i>Bachelor's</i>	<i>Minor</i>	<i>Teaching Endorsement/ Certification</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Certificate</i>
<b>MATHEMATICS</b> Undergraduate majors: Mathematics; Mathematics with Computer Science Option; Mathematics with Economics Option; Mathematics with Statistics Option; Mathematics/Elementary; Mathematics/Elementary: Middle Level Endorsement Option; Mathematics/Secondary Undergraduate minors: Mathematics; Mathematics/Elementary; Mathematics/Secondary; Mathematics/Secondary Middle Level Endorsement Graduate: Mathematics; Mathematics: Applied Mathematics Option; Mathematics: Com- munity College Instruction Option; Mathematics: Secondary School Instruction Option; Teaching K-9 Mathematics Graduate endorsement/certificate: Mathematics/Secondary Middle Level Endorsement	ST	■	■	■	■		■
<b>MILITARY SCIENCE</b> Undergraduate major: Military Science Undergraduate minor: Military Science	SB	■	■				
<b>MODERN LANGUAGES AND LITERATURES</b> Undergraduate majors: French; French/Elementary or Secondary; Spanish; Spanish/Elementary or Secondary Undergraduate minors: French; French/Elementary or Secondary; German; German/Elementary or Secondary; Japanese; Spanish; Spanish/Elementary or Secondary Graduate: French (Education)	AL	■	■	■	■		
<b>MUSIC</b> Undergraduate majors: Music with Liberal Arts Option; Music: Instrumental, Choral, General/Elementary or Secondary Major; Music with Instrumental Performance Option; Music with Music Composition Option; Music with Piano Performance Option; Music with Vocal Performance Option Undergraduate minor: Music Undergraduate certificate: Jazz and Commercial Music Certificate Graduate: Music: Composition Emphasis; Music: General (Non-Specific); Music: Jazz Pedagogy Emphasis; Music: Music Education Emphasis; Music: Performance Emphasis (Instrumental/Vocal)	AL	■	■	■	■		■
<b>NATURAL SCIENCE</b> Undergraduate major: Natural Science, Elementary and Middle Level Endorsement Undergraduate minor; Natural Science Elementary	ST	■	■				
<b>NURSING</b> Undergraduate major: Nursing Graduate: Community-Based/Population-Focused Nursing; Family Nurse Practitioner; Psychiatric/Mental Health Nurse Practitioner	ST	■			■		
<b>OCCUPATIONAL THERAPY</b> Graduate: Occupational Therapy; Occupational Therapy: Advanced Standing	ST				■		
<b>PHILOSOPHY</b> Undergraduate major: Philosophy Undergraduate minor: Philosophy	AL	■	■				
<b>PHYSICAL EDUCATION, HEALTH AND RECREATION</b> Undergraduate majors: Athletic Training; Community Health; Exercise Science; Health and Fitness/Elementary or Secondary; Outdoor Recreation; Recreation Management; Therapeutic Recreation Undergraduate minors: Aquatics; Coaching; Community Health; Recreation Management Undergraduate certificate: Challenge Course Management and Leadership Graduate: Physical Education: Exercise Science Track; Physical Education: Sports and Recreation Administration Track	EH	■	■	■	■		■
<b>PHYSICAL THERAPY</b> Graduate: Physical Therapy	ST					■	
<b>PHYSICS</b> Undergraduate majors: Physics; Physics/Secondary Undergraduate minors: Physics; Physics/Secondary Endorsement: General Science/Add-on Endorsement	ST	■	■	■			
<b>PSYCHOLOGY</b> Undergraduate majors: Psychology Undergraduate minors: Psychology; Psychology/Elementary Graduate: Psychology: Clinical Concentration; Psychology: General/Experimental Concentration; School Psychology Graduate certificate: Post-Master's School Psychology	SB	■	■	■			■

## PROGRAMS OF STUDY

	<i>College/ School of</i>	<i>Bachelor's</i>	<i>Minor</i>	<i>Teaching Endorsement/ Certification</i>	<i>Master's</i>	<i>Doctorate</i>	<i>Certificate</i>
<b>PUBLIC ADMINISTRATION</b> Public Administration; Public Administration: Advanced Standing Graduate certificate: Public Management Development Graduate:	BN				■		■
<b>RELIGIOUS STUDIES</b> Undergraduate minor: Religious Studies	AL		■				
<b>SOCIAL STUDIES</b> Undergraduate majors: Social Studies/Elementary; Social Studies/Secondary Endorsement: Social Studies/Add-On Endorsement	SB	■		■			
<b>SOCIAL WORK</b> Undergraduate major: Social Work Undergraduate minor: Social Work Graduate: Social Work; Social Work: Advanced Standing	SW	■	■		■		
<b>SOCIOLOGY</b> Undergraduate major: Sociology Undergraduate minor: Sociology	SB	■	■				
<b>THEATRE</b> Undergraduate major: Theatre Undergraduate minor: Theatre; Theatre/Elementary or Secondary	AL	■	■	■			
<b>URBAN AND REGIONAL PLANNING</b> Undergraduate major: Urban and Regional Planning Undergraduate minor: Urban and Regional Planning Graduate: Urban and Regional Planning	BN	■	■		■		
<b>WOMEN'S STUDIES</b> Undergraduate major: Women's and Gender Studies; Women's and Gender Studies: Prior Learning Option Undergraduate minor: Women's and Gender Studies Undergraduate certificate: Gender Studies Certificate	SB	■	■				■

**COLLEGE/SCHOOL OF:**

AL: College of Arts and Letters

BN: College of Business and Public Administration

EH: College of Education and Human Development

SB: College of Social and Behavioral Sciences

ST: College of Science, Health and Engineering

SW: School of Social Work and Human Services

## COLLEGES/SCHOOL - DEPARTMENTS

### AL-ARTS AND LETTERS

*Dean Lynn Briggs*  
 Art  
 English  
 Modern Languages, Literatures and Philosophy  
 Music  
 Theatre and Film

### EH-EDUCATION AND HUMAN DEVELOPMENT

*Dean Alan Coelho*  
 Counseling, Educational and Developmental  
 Psychology  
 Education  
 Physical Education, Health and Recreation

### ST-SCIENCE, HEALTH AND ENGINEERING

*Dean Judd A. Case*  
**INTERCOLLEGIATE COLLEGE OF NURSING**  
 Biology  
 Chemistry and Biochemistry  
 Communication Disorders  
 Computer Science  
 Dental Hygiene  
 Engineering and Design  
 Geology  
 Mathematics  
 Nursing  
 Occupational Therapy  
 Physical Therapy  
 Physics

### BN-BUSINESS AND PUBLIC ADMINISTRATION

*Dean Rex D. Fuller*  
 Accounting and Information Systems  
 Management  
 Urban Planning, Public and Health Administration

### SB-SOCIAL AND BEHAVIORAL SCIENCES

*Dean Vickie Shields*  
 Communication Studies  
 Economics  
 Geography and Anthropology  
 Government  
 Military Science  
 Psychology  
 Sociology and Justice Studies

### SW-SCHOOL OF SOCIAL WORK AND HUMAN SERVICES

*Interim Dean S. James Perez*

## COLLEGES/SCHOOL-SUBJECT CODES

<b>AL-ARTS AND LETTERS</b> - Dean Lynn Briggs			
ART (Art)	ENGL (English)	GNML (General Modern Languages)	PHIL (Philosophy)
CHIN (Chinese)	ESLG (English as a Second Language)	HUMN (Humanities)	RUSS (Russian)
CRWR (Creative Writing)	FILM (Film)	JAPN (Japanese)	SPAN (Spanish)
ELIC (English Language Institute-Credit) /ELIN (English Language Institute-Noncredit)	FREN (French)	JRNM (Journalism)	THTR (Theatre)
	GERM (German)	MUSC (Music)	
<b>BN-BUSINESS AND PUBLIC ADMINISTRATION</b> - Dean Rex D. Fuller			
ACCT (Accounting)	FINC (Finance)	MKED (Marketing Education)	
AOMG (Administrative Office Management)	HSAD (Health Services Administration)	MKTG (Marketing)	
BADM (Business Administration)	HUMR (Human Resource Management)	OPSM (Operations Management)	
BUED (Business Education)	IBUS (International Business)	PADM (Public Administration)	
CTED (Career and Technical Education)	MGMT (General Management)	PLAN (Urban and Regional Planning)	
DSCI (Decision Science)	MISC (Management Information Systems)	PTED (Professional Training and Development)	
<b>EH-EDUCATION AND HUMAN DEVELOPMENT</b> - Dean Alan Coelho			
ATTR (Athletic Training)	EDUC (Education)	LBSC (Library Science)	
CEDP (Counseling Educational and Developmental Psychology)	EXSC (Exercise Science)	PHED (Physical Education)	
COIN (College Instruction)	HLED (Health Education)	RCLS (Recreation and Leisure Services)	
<b>SB-SOCIAL AND BEHAVIORAL SCIENCES</b> - Dean Vickie Shields			
ANTH (Anthropology)	ECON (Economics)	ITGS (Integrative Studies)	ROTC (Military Science)
CMST (Communication Studies)	GEOG (Geography)	INST (International Affairs)	SOCI (Sociology)
CRIM (Criminal Justice)	GOVT (Government)	ITDS (Interdisciplinary Studies)	SOST (Social Studies)
CSBS (Social and Behavioral Sciences)	HIST (History)	PSYC (Psychology)	WMST (Women's Studies)
<b>ST-SCIENCE, HEALTH AND ENGINEERING</b> - Dean Judd A. Case			
ASL (American Sign Language)	CSCD (Computer Science)	FNDT (Food and Nutrition/ Dietetics)	OCTH (Occupational Therapy)
BIOL (Biology)	CSED (Computer Science Education)	GEOL (Geology)	PHTH (Physical Therapy)
CHEM (Chemistry)	DESN (Design)	MATH (Mathematics)	PHYS (Physics)
COMD (Communication Disorders)	DNHY (Dental Hygiene)	NTSC (Natural Science)	SCED (Science Education)
CPLA (Computer Literacy and Applications)	ENGR (Engineering)	NURS (Nursing)	TECH (Technology)
	ENVS (Environmental Science)		
<b>SW-SCHOOL OF SOCIAL WORK AND HUMAN SERVICES</b> - Interim Dean S. James Perez			
AAST (Africana Studies)	AGST (Aging Studies)	DSST (Disability Studies)	SOWK (Social Work)
ADST (Alcohol/Drug Studies)	CHST (Chicano Studies)	IDST (Indian Studies)	



## COLLEGES—SCHOOL-PROGRAMS—MAJORS—OPTIONS— MINORS—ENDORSEMENTS—CERTIFICATIONS—CERTIFICATES

### AL—ARTS AND LETTERS—Dean Lynn Briggs

**Undergraduate:**

Art;  
 Art History;  
 Art Minor;  
 Art/Elementary or Secondary Minor;  
 English as a Second Language Minor;  
 English Minor;  
 English/Elementary; English/Secondary;  
 English/Secondary Minor;  
 English: Creative Writing Option;  
 English: Literary Studies Option;  
 Film;  
 Film, General Minor;  
 Film, Studies Minor;  
 French;  
 French/Elementary or Secondary;  
 French Minor;  
 German Minor;  
 German/Elementary or Secondary Minor; Humanities;  
 Humanities Minor;  
 Japanese Minor;  
 Journalism Minor;  
 Journalism: News Editorial Option;  
 Journalism: Public Relations

Linguistics Minor;  
 Music Minor;  
 Music: Instrumental Performance Option;  
 Music: Instrumental, Choral,  
 General/Elementary or Secondary;  
 Music: Liberal Arts Option;  
 Music: Piano Option;  
 Music: Vocal Performance Option;  
 Philosophy;  
 Philosophy Minor;  
 Religious Studies Minor;  
 Screenwriting Minor;  
 Spanish;  
 Spanish Minor;  
 Spanish/Elementary or Secondary Minor;  
 Studio Art;  
 Technical Communication;  
 Technical Communication Minor;  
 Theatre;  
 Theatre Minor;  
 Theatre/Elementary or Secondary Minor;  
 Visual Arts/Elementary;  
 Visual Arts/Secondary;  
 Visual Communication Design

**Graduate:**

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

**Endorsements/Certification**

English/Add-on;  
 Language Arts/Add-on;  
 English as a Second Language

**Certificates Undergraduate:**

Jazz and Commercial Music

**Certificates Graduate:**

Certificate in the Teaching of Literature and Post Master's  
 Certificate in the Teaching of Literature;  
 Certificate in the Teaching of Writing and  
 Post Master's Certificate in the Teaching of Writing

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

**Undergraduate:**

Business Administration: Economics, Finance, Management  
 with General Business Option,  
 Management with Human Resource Management Option,  
 Management with Operations Management Option,  
 Management Information Systems,  
 Marketing, Professional Accounting;  
 Business Administration Minor;  
 Business Education/Secondary;  
 Health Services Administration;

Health Services Administration Minor;  
 International Business Minor;  
 Management Information Systems Minor;  
 Quality Management Minor;  
 Urban and Regional Planning;  
 Urban and Regional Planning Minor

**Graduate:**

Business Administration;  
 Public Administration;

Public Administration: Advanced Standing  
 Urban and Regional Planning

**Endorsements/Certification**

Business Education/Add-on;  
 Marketing Education/Add-on

**Certificates Graduate:**

Certificate in Health Services Administration;  
 Certificate in Public Management Development

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

**Undergraduate:**

Applied Developmental Psychology;  
 Athletic Training;  
 Child Development/Elementary;  
 Children's Studies: Early Childhood Education Option;  
 Children's Studies: Early Childhood Learning Environments  
 Option;  
 Children's Studies: Program Development Option;  
 Children's Studies: Research Option;  
 Coaching Minor;  
 Community Health;  
 Counseling, Educational and Developmental Psychology  
 Minor;  
 Dual Primary Endorsement Program in Special Education  
 and Elementary Education;  
 Early Childhood Education/Elementary Minor;  
 Early Childhood Special Education Minor;  
 Exercise Science;  
 Gifted/Talented Education/Elementary Minor;  
 Health and Fitness/Elementary or Secondary;  
 Health Education Minor;

Library Media/Elementary or Secondary Minor ;  
 Outdoor Recreation;  
 Reading/Elementary or Secondary;  
 Reading/Elementary or Secondary Minor;  
 Recreation Management;  
 Recreation Management Minor;  
 Special Education;  
 Special Education Minor;  
 Special Education: Early Childhood Education  
 Option;  
 Therapeutic Recreation

**Graduate:**

Adult Education;  
 Applied Psychology: Mental Health Counseling  
 Emphasis;  
 Applied Psychology: School Counseling Emphasis;  
 College Instruction/Physical Education, Health and  
 Recreation;  
 Curriculum and Instruction: Curriculum  
 Development Emphasis;  
 Curriculum and Instruction: Early Childhood  
 Emphasis;

Curriculum and Instruction: Elementary Teaching Emphasis;  
 Curriculum and Instruction: Interdisciplinary Emphasis;  
 Educational Leadership;  
 Foundations of Education;  
 Instructional Media and Technology;  
 Literacy;  
 Physical Education: Exercise Science Track;  
 Physical Education: Sports and Recreation Administration  
 Track;  
 School Psychology;  
 Special Education;  
 Secondary Teaching;  
 Teaching K-8

**Endorsements/Certification**

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

**Certificates:**

Post-Master's School Psychology;  
 Professional Teaching

## COLLEGES—SCHOOL -PROGRAMS—MAJORS—OPTIONS— MINORS—ENDORSEMENTS—CERTIFICATIONS—CERTIFICATES

### SB—SOCIAL AND BEHAVIORAL SCIENCES—Dean Vickie Shields

<b>Undergraduate:</b> Anthropology; Anthropology Minor; Children's Studies: Early Childhood Learning Environments Option; Children's Studies: Program Development Option; Children's Studies: Research Option; Communication Studies; Communication Studies: Public Relations Option; Communication Studies Minor; Criminal Justice; Criminal Justice Minor; Economics; Economics Minor; General Education Economics Minor; Economics: Mathematics Option; Geography; Geography Minor; Government; Government: Pre-law Option; History;	 History Minor; History/Secondary; History/Secondary Minor; Interdisciplinary Studies: Interdisciplinary Option; Interdisciplinary Studies: Liberal Arts Option; Interdisciplinary Studies: Occupational Therapy Track; Interdisciplinary Studies: Philosophical Studies; Interdisciplinary Studies: Prior Learning Option; International Affairs; Military Science; Military Science Minor; Psychology; Psychology Minor; Psychology/Elementary Minor; Social Studies/Elementary; Social Studies/Secondary; Sociology; Sociology Minor; Women's and Gender Studies; Women's Studies Minor	<b>Graduate:</b> Communications; History; Psychology: Clinical Emphasis; Psychology: General/Experimental Emphasis; School Psychology <b>Endorsements/Certification</b> History/Add-on; Social Studies/Add-on <b>Certificates</b> <b>Undergraduate:</b> Asia Studies; Gender Studies; Geographic Information Systems; Latin American and Iberian Studies; Leadership; Public Policy and Administration; Wetlands Science and Management. <b>Graduate:</b> Post-Master's School Psychology
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### ST—SCIENCE, HEALTH AND ENGINEERING—Dean Judd A. Case INTERCOLLEGIATE COLLEGE OF NURSING

<b>Undergraduate:</b> Biology; Biology Minor; Biology/Secondary; Biology/Secondary Minor; Biology: Biochemistry/Biotechnology Option; Biology: Pre-med/Pre-dent Option; Chemistry/Biochemistry Minor; Chemistry/Biochemistry Secondary; Chemistry/Biochemistry/Secondary Minor; Chemistry/Biochemistry: Biochemistry Option; Chemistry/Biochemistry: Biochemistry/Biotechnology Option; - Chemistry/Biochemistry: Forensic Science Option; Chemistry/Biochemistry: General Option; Chemistry/Biochemistry: Pre-med/Pre-dent/Pre-vet Option; Chemistry/Biochemistry: Professional Option; Chemistry/Biochemistry: Standard Option; Communication Disorders; Computer Applications Minor; Computer Engineering Technology; Computer Information Systems; Computer Information Systems Minor; Computer Science Programming Minor; Computer Science: Multimedia and Web Programming Option; Computer Science: Foundations Option; Computer Science: 3D Animation/Game Development Option; 3D Animation Minor; Dental Hygiene; Earth and Space Science/Secondary; Earth and Space Science/Secondary Minor;	 Electrical Engineering; Environmental Chemistry Minor; Environmental Science: Environmental Biology Emphasis; Environmental Science: Environmental Chemistry Emphasis; Environmental Science: Environmental Geology Emphasis; Geology; Geology Minor: Health Science Minor; Mathematics; Mathematics Minor; Mathematics/Elementary; Mathematics/Elementary Minor; Mathematics/Secondary; Mathematics/Secondary Minor; Mathematics: Computer Science Option; Mathematics: Economics Option; Mathematics: Statistics Option; Mechanical Engineering Technology; Multimedia Programming Minor; Natural Science/Elementary: Middle Level Endorsement; Natural Science Minor; Nursing; Physics; Physics Minor; Physics/Secondary; Physics/Secondary Minor;	 Technology Minor; Technology: Applied Technology Option; Technology: Construction Option; Technology: Design Option; Technology: Manufacturing Option; Visual Communication Design; Visual Communication Design Minor; Web Programming Minor <b>Graduate:</b> Biology; College Instruction/Mathematics; Communication Disorders; Computer Science; Dental Hygiene; Mathematics; Mathematics: Applied Mathematics Option; Mathematics: Community College Instruction Option; Mathematics: Secondary Instruction Option; Nursing: Community-Based/Population-Focused Nursing; Nursing: Family Nurse Practitioner; Nursing: Psychiatric/Mental Health Nurse Practitioner; Occupational Therapy; Occupational Therapy: Advanced Standing; Physical Therapy; Teaching K-9 Mathematics <b>Endorsements/Certification</b> General Science/Add-on; Speech-Language Pathologist
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### SW—SCHOOL OF SOCIAL WORK AND HUMAN SERVICES—Interim Dean S. James Perez

<b>Undergraduate:</b> Africana Studies Minor; Aging Studies (Interdisciplinary) Minor; Alcohol/Drug Counseling and Prevention Minor; Chicano-Latino Studies Minor; Indian Studies Minor;	 Social Work; Social Work Minor;  <b>Graduate:</b> Social Work; Social Work: Advanced Standing	<b>Certificates Undergraduate:</b> Suicide Risk Assessment, Treatment and Prevention Certificate  <b>Undergraduate and Graduate:</b> Disability Studies
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## TUITION, FEES AND REFUNDS

See the following website for the most current information [www.ewu.edu/studentfinancialservices](http://www.ewu.edu/studentfinancialservices). If you have questions or concerns, call Student Financial Services at 509.359.6372.

Tuition and other registration fees are due on the sixth day of classes each quarter.

Graduate tuition is assessed only to students who are formally admitted to a graduate program by the 10<sup>th</sup> class day of the quarter.

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

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

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

### QUARTER TUITION SCHEDULE FOR 2008-2009

2009-2010 tuition rates were not available at the time of printing.

<b>UNDERGRADUATE</b>	<b>Resident</b>	<b>Non-resident</b>
10-18 credits	\$1,567.00	\$4,456.00
Additional fee per credit for more than 18 credits	140.50	429.60
<b>Part-time</b>		
9 credits	1,410.30	4,010.40
8 credits	1,253.60	3,564.40
7 credits	1,096.60	3,119.20
6 credits	940.20	2,673.60
5 credits	783.50	2,228.00
4 credits	626.80	1,782.40
3 credits	470.10	1,336.80
2 credits	313.40	891.20
* 1 credit	313.40	891.20
per credit	156.70	445.60
*Part-time students are charged for a minimum of two credits. Part-time students (1-5 credits) may purchase the optional student health coverage.		

<b>GRADUATE</b>	<b>Resident</b>	<b>Non-Resident</b>
10-18 credits	\$2,265.00	\$5,716.00
Additional fee per credit for more than 18 credits	211.10	556.40
<b>Part-time</b>		
9 credits	2,038.50	5,144.40
8 credits	1,812.00	4,572.80
7 credits	1,585.50	4,001.20
6 credits	1,359.00	3,429.60
5 credits	1,132.50	2,858.00
4 credits	906.00	2,286.40
3 credits	679.50	1,714.80
2 credits	453.00	1,143.20
*1 credit	453.00	1,143.20
per credit	226.50	571.60

## SPECIAL FEES AND CHARGES 2008-2009

2009-2010 special fee and charges were not available at the time of printing the 2009-2010 catalog. Please refer to our website [www.ewu.edu/sfs](http://www.ewu.edu/sfs) for the updated tuition and fee rates.

Special fees and charges are not applicable to all students.

ACT (American College Test)	\$34.50
<b>Application Fees:</b>	
Undergraduate — New Student	50.00
Undergraduate — Returning Former Student	50.00
Graduate	53.00
Graduate Non-degree	29.00
<b>Certification Fees:</b>	
Intern Substitute Certificate	12.00
Professional Teaching Certificate	34.00
Residency Renewal (two year) Teacher Certificate	17.50
Residency Teaching, Principal or Educational Staff Associate (ESA)	45.50
Teacher Certificate-continuing Certificate	84.50
Teacher Certificate-Add On Endorsement	23.00
Comprehensive Health and Wellness Fee (mandatory)	*67.62
Course Audit (current quarter fee)	Per-Credit
Degree (Application to graduate)	32.51
Late Degree Application-Graduate	11.56
Departmental Admission Fees	Varies
Diploma Reorder	19.50
Disciplinary	Varies
EWU EagleCard Replacement	15.00
Fingerprint Background Check	Varies
Fingerprinting (per card)	5.00
Late Registration Fee (per course)	12.32
Late Payment Fee	50.00
Placement Fee	26.30
Recreation Center Fee	65.00
Refund Processing Fee (student-initiated refunds only)	12.32
Residential Hall Activity Fee (per quarter)	10.00
Returned Check Fee (up to)	40.00
Schedule Change Fee (per course) Drop / Add	24.64
Student Technology Fee (mandatory)	35.00
<b>Testing</b>	
CPLA Placement Testing	10.00
English Placement Testing	10.50
Math Placement Testing	25.00
Transcript	6.49
Instant Transcript FAX (one-day service)	13.01
Transportation Fee	6.50
Washington Student Lobby	2.00

## TUITION PAY (PAYMENT OPTIONS)

Student Financial Services Office is pleased to offer 8, 9 and 10 month payment plans interest free! The plan is available through Tuition Pay. More information is available at [www.ewu.edu/sfs](http://www.ewu.edu/sfs) and clicking the "Payments" link. This "pay-as-you-go" alternative to lump-sum payments is popular among students and parents.

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

## THIRD-PARTY BILLING

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

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

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

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

Complete arrangements for sponsor billing must be made prior to the statement due dates to prevent late payment penalties. For assistance, call Student Financial Services, 509.359.6372.

## REFUND POLICY

In accordance with federal regulations, Eastern Washington University's refund policy for the 2009-2010 Academic Year is as follows:

FOR COMPLETE WITHDRAWAL FROM THE UNIVERSITY:	Withdrawal Date	Refund	Withdrawal Fee
If you withdraw on or before	the 6 <sup>th</sup> instructional day of the quarter	100%	\$00.
If you withdraw between	the 7 <sup>th</sup> instructional day of the quarter and the 30 <sup>th</sup> calendar day of the quarter	50%	\$00.
If you withdraw after	the 30 <sup>th</sup> calendar day of the quarter	0%	\$00.
FOR DROPPED/ WITHDRAWN COURSES:	Withdrawal Date	Refund	Withdrawal Fee
If you withdraw on or before	the 6 <sup>th</sup> instructional day of the quarter	100%	\$00.
If you withdraw between	the 7 <sup>th</sup> instructional day of the quarter and the 30 <sup>th</sup> calendar day of the quarter	50%	\$24.54
If you withdraw after	the 30 <sup>th</sup> calendar day of the quarter	0%	\$24.54

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

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

## OTHER REFUND INFORMATION

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

## UNDERGRADUATE ADMISSIONS INFORMATION

101 Sutton Hall Cheney, WA 99004-2447	509.359.2397 fax 509.359.6692	admissions@ewu.edu
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The Office of Admissions assists prospective undergraduate students and their families with the application process. Eastern's outstanding academic programs, faculty and facilities are part of a diverse university community that attracts students from places near and far. To learn about the advantages of an Eastern education contact the Office of Admissions.

### Application Information:

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

An undergraduate admissions application may be accessed at [www.ewu.edu/apply](http://www.ewu.edu/apply) both online and as a pdf. The online application is recommended for speed of processing and reply time.

Complete applications include official copies of all required transcripts, official SAT or ACT scores (if applicable), an insight resume (if applicable), and a \$50 non-refundable application fee and must be submitted to the Office of Admissions, 101 Sutton Hall, Eastern Washington University, Cheney, WA 99004-2447.

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

## ADMISSION REQUIREMENTS AND CRITERIA

### FRESHMAN ADMISSION

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

- Currently in high school
- A high school graduate or equivalent without post-high school transferable college credit OR
- A current high school student with Running Start credits

All freshmen applicants must submit:

- A completed application for admission including the insight resume ([www.ewu.edu/insightresume](http://www.ewu.edu/insightresume))
- An official high school transcript or official GED test scores;
- A college transcript of any courses completed while in high school;
- Official SAT or ACT scores submitted directly from the testing agency or recorded on an official high school transcript;
- A non-refundable \$50 application fee

Freshmen applicants are admissible if they have a 3.3 cumulative high school grade point average and have completed the following College Academic Distribution Requirements (CADRs). The minimum CADR credits required for admission to Eastern are:

English	4
Math	3 (including Algebra I, II and Geometry or the equivalents)
Social Science	3
Sciences	2 (one laboratory science and one algebra based science)
World Languages language	2 (in a single language including ASL)
Fine Arts	1 (or additional year from above CADR areas)

Students are encouraged to complete more than the minimum CADR requirements. The Higher Education Coordinating Board provides guidelines of acceptable high school courses that meet these requirements

[www.ewu.edu](http://www.ewu.edu)

as reported by each high school. Check with a high school counselor or an Admissions representative if there are additional questions.

### TRANSFER ADMISSION

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

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

All transfer applicants are required to submit:

- A completed application for admission including the insight resume ([www.ewu.edu/insightresume](http://www.ewu.edu/insightresume));
- Official high school transcripts or official GED test scores (if transferring with less than 40 quarter credits);
- Official transcripts from every two-year or four-year institution attended;
- Official SAT or ACT scores (if transferring with less than 40 quarter credits);
- A non-refundable \$50 application fee

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

- 1) Transfer applicants with less than 40 quarter hours of transferable college credit at the time of entry must:
  - Satisfy the aforementioned freshmen admission criteria and have a 2.0 cumulative GPA in all transferable college-level courses
- 2) Transfer applicants with 40 or more quarter hours of transferable college credit at the time of entry must:
  - Show a minimum 2.5 cumulative GPA in all transferable college-level course work OR
  - Show a minimum 2.0 cumulative GPA in all transferable college-level course work and completion of college-level English and Intermediate Algebra

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

### POST-BACCALAUREATE ADMISSION

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

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

### FORMER STUDENT ADMISSION

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

Former students are required to submit:

- A Returning Student application available at [www.ewu.edu/apply](http://www.ewu.edu/apply)
- Official transcripts from any two-year or four-year institutions attended since the last enrollment at Eastern
- A non-refundable \$50 application fee

### ADULT STUDENT ADMISSION

An adult student for purposes of admission is defined as an applicant 25 years of age or older who meets neither the high school admission criteria nor the transfer admission criteria for students with fewer than 40 credits.

Adult applicants may be offered regular admission if they meet at least two of the following requirements:

- Submit satisfactory scores on the SAT, ACT or other university-administered tests;
- Submit a transcript showing the achievement of a 2.5 high school GPA or a passing score on the General Educational Development (GED) Certificate test;
- Submit an essay demonstrating entry-level critical thinking and

communication skills;

- Present evidence of success outside the classroom and strong motivation to succeed at the University.

## ADMISSION DEADLINES

Priority application dates are:

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

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

*Note: students who were academically dismissed from Eastern must apply for reinstatement to good academic standing by contacting the General Undergraduate Academic Advising Office at 509.359.2345.*

## EXCEPTIONS TO ADMISSION CRITERIA

Eastern can admit up to 15% of all incoming freshmen who have not met CADR's or fall below a 3.3 GPA. Students who are admitted without completing the high school core courses may be required to complete specific courses for college preparation or to satisfy Eastern graduation requirements. For example, a student deficient in high school foreign language may be required to complete foreign language at the 103 level at Eastern. Some students may be admitted with the condition that they complete a core course during the quarter prior to entering EWU. Students without SAT or ACT test scores may, at the discretion of the director of admissions, have the requirement waived.

## GENERAL EDUCATION DIPLOMA

Eastern will accept the General Education Diploma (GED) in lieu of high school graduation. Applicants who have completed the General Education Diploma must have achieved a minimum score of 50 with no score lower than 45 in any subject area.

## HOME SCHOOL STUDENTS

Home school applicants must present evidence of the completion of the CADR's or their equivalents or a GED as proof of high school completion.

## STUDENT ATHLETES

Student athletes must meet the NCAA Clearinghouse requirements to be athletically eligible. For additional information, see [www.ncaa.org](http://www.ncaa.org) or call 877.262.1492.

## APPLICANTS TO EASTERN WITH RUNNING START CREDITS

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

Applicants to Eastern who have enrolled in another college or university after high school graduation must meet all transfer admission criteria. In general, college credits earned by students through Running Start in the State of Washington are treated as transfer credits, as they are recorded on the official transcript of the college where the work was completed.

## INTERNATIONAL STUDENT ADMISSION

An international student is defined as a student who is in the U.S. or planning to enter the U.S. for academic purposes. These students will be in F-1 or J-1 immigration status.

International applicants are advised to review the requirements provided with the application forms at [www.ewu.edu/international](http://www.ewu.edu/international) or call 509.359.2331. The International Education Office will assist prospective undergraduate students in determining the appropriate entry level (freshman or transfer) based on their academic records.

International students are required to submit:

- Official transcripts from all colleges and universities (both foreign and within the U.S.). Applicants whose foreign transcripts cannot be verified must submit documents to World Education Services or another evaluation service for evaluation and verification.
- Evidence of financial support or scholarship prior to receiving a visa eligibility document (Form I-20) from Eastern Washington University.

## DEADLINES FOR INTERNATIONAL APPLICANTS

Students will be required to submit all application documents prior to the priority deadline: five weeks prior to the beginning of the quarter for students applying from inside the United States and seven weeks prior for students applying from outside of the United States. Due to the time required for securing a student visa in each country, earlier application is advised.

Please visit the Undergraduate International Admissions homepage for specific quarterly deadlines: [www.ewu.edu/international](http://www.ewu.edu/international)

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

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

## ENGLISH LANGUAGE REQUIREMENTS FOR ADMISSION

International Students who have English as their second language and who have not completed a transferable English Composition course (with a minimum 2.0 grade) must submit one of the following official test results to the International Education Office:

- 1) Test of English as a Foreign Language (TOEFL) score of at least 525 (paper based) or 195 (computer based) or IBT (71, with no less than 18 points in each subsection) needed for admission to EWU or
- 2) International English Language Testing System (IELTS) score of at least 6

Applicants who do not meet these English language admissions requirements may be admitted to the University with the condition that they successfully complete a program of study with Eastern's English Language Institute (ELI). Students who wish to apply for conditional admission should submit an ELI application ([eli.ewu.edu/classes/appfrm.html](http://eli.ewu.edu/classes/appfrm.html)), and an additional application fee (\$50) with their application materials.

*Note: students who complete primary and secondary education in schools where English is the primary language of instruction meet the English language admissions requirement.*

## GRADUATE ADMISSION

For information about graduate programs and admission requirements, please see the information in this catalog under Graduate Admission, visit [www.ewu.edu/grad](http://www.ewu.edu/grad) or call the Graduate Studies Office in 206 Showalter Hall, 509.359.6297.

## RUNNING START ADMISSION

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

## TRANSFER AGREEMENTS

Eastern participates in direct transfer agreements with community colleges in the state of Washington, Oregon, and select colleges in other states. Graduates of these colleges who complete a direct-transfer associate degree are admitted to Eastern with junior standing and have satisfied the lower division general education requirements.

## INTERCOLLEGIATE (ICAO POLICY)

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

## TRANSFER CREDIT AND EVALUATION OF OTHER FORMS OF COLLEGE CREDIT

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

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

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

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

**Advanced Placement:** Credit for minimum scores on Advanced Placement examinations given by the College Board is awarded upon receipt of official score reports. Official scores should be submitted to the Office of Admissions. See the "Sources of Credit" list immediately following this section of the catalog for current score requirements and corresponding credits awarded.

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

**College-Level Examination Program (CLEP):** Eastern Washington University will award credit for CLEP tests. Acceptability of credits toward major requirements or general education requirements is determined by the appropriate department. See the Sources of Credit list that immediately follows this section of the catalog for current score requirements and corresponding credits awarded.

**Experiential Credit:** For information on evaluation of experience for credit, see the information under Interdisciplinary Studies in the alphabetical academic program listings in the center of the catalog or contact Interdisciplinary Studies, 300 Senior Hall, EWU, Cheney, WA 99004-2442; phone 509.359.2402.

**Foreign Educational Credentials:** Students interested in information about credit awarded for selected foreign educational credentials should contact the Office of Admissions.

**International Baccalaureate:** Eastern Washington University will award credit for Higher Level International Baccalaureate exam results of "5" or better. Acceptability of credits toward major requirements, or General Education Core Requirements (GECRs) is determined by the appropriate department. See the Sources of Credit list that immediately follows this section of the catalog for current score requirements and corresponding credits awarded.

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

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

## INSTITUTIONS AND DEGREES THAT FULFILL THE DIRECT TRANSFER AGREEMENT GUIDELINES

INSTITUTION	TITLE OF "DIRECT-TRANSFER" DEGREE
Bellevue Community College	Associate in Arts and Sciences
Big Bend Community College	Associate in Arts and Sciences
Cascadia Community College	Associate of Integrated Studies
Centralia Community College	Associate in Arts, Associate in Liberal Arts
Clark College	Associate in Arts
Columbia Basin College	Associate in Arts and Sciences
Edmonds Community College	Associate of Arts and Sciences/Option I
Everett Community College	Associate in Arts and Sciences/Option II
Flathhead Valley Community College	Associate in Arts
Grays Harbor College	Associate in Arts
Green River Community College	Associate in Arts
Highline Community College	Associate of Arts/Option A
Lower Columbia College	Associate in Arts and Sciences/Plan B
North Idaho College	Associate of Science
North Seattle Community College	Associate of Arts, Associate of Science
Northwest Indian College	Associate of Arts and Sciences/Option I
Olympic College	Associate in Arts and Sciences/Option A
Oregon Community Colleges	Associate in Arts
Peninsula College	Associate of Arts, Associate of Arts-Honors
Pierce Community College	Associate in Arts and Sciences
Seattle Central Community College	Associate of Arts, Associate of Science
Shoreline Community College	Associate in Arts and Sciences/Option A
Skagit Valley Community College	Associate in Arts/University & College Transfer
South Puget Sound Community College	Associate of Arts
South Seattle Community College	Associate of Arts, Associate of Science
Spokane Community College	Associate in Arts
Spokane Falls Community College	Associate of Arts
Tacoma Community College	Associate in Arts and Sciences/Option A
Walla Walla Community College	Associate in Arts
Wenatchee Valley College	Associate in Arts and Sciences
Whatcom Community College	Associate in Arts and Sciences
Yakima Valley Community College	Associate in Arts and Sciences

## SOURCES OF CREDIT

<i>Advanced Placement Exam</i>	<i>AP Score</i>	<i>Credit Awarded</i>	<i>EWU Equivalent/Elective Credit Granted</i>
<b>Art:</b>	3, 4	5	Elective Credit
History of Art	5	5	Art 213 (equivalent)
Studio Art-Drawing Portfolio	5	5	Art 396 (elective)
Studio Art-General Portfolio	5	5	Art 396 (elective)
<b>Biology:</b>	3	5	Elective Credit
	4, 5	12	Biology 171, 172 & 173
<b>Chemistry:</b>	3	5	Chemistry 151
	4	10	Chemistry 151, 152
	5	15	Chemistry 151, 152 & 153
<b>Computer Science A:</b>	3	5	Computer Science 210 is awarded upon completion of Computer Science 211 with a grade of 2.5 or higher.
	4.5	5	Computer Science 210
<b>Computer Science AB Exam:</b>	3	5	Computer Science 211 is awarded upon completion of Computer Science 300 with a grade of 2.5 or higher.
<b>Economics-Microeconomics:</b>	3	5	Elective Credit
	4	5	Economics 200
<b>Economics-Macroeconomics:</b>	3	5	Elective Credit
	4	5	Economics 201
<b>English Lang/Comp:</b>	3	5	Elective Credit and Placement in English 201
	4	5	English Composition clearance and English 201
	5	10	English Composition clearance and English 101 & 201
<b>English Lit and Comp:</b>	3	5	Elective Credit and Placement in English 201
	4	5	English 170
	5	10	Humanities 210 & 211
<b>Government and Politics:</b>			
Comparative	3	5	Government 203
U.S.	3	5	Government 100
<b>History:</b>			
European	3, 4	5	History 105
	5	10	History 105 & 106
United States	3, 4	5	History 110
	5	10	History 110 & 305

<i>Advanced Placement Exam</i>	<i>AP Score</i>	<i>Credit Awarded</i>	<i>EWU Equivalent/Elective Credit Granted</i>
<b>Mathematics:</b>			
Calculus AB	3, 4, 5	5	Math 161 is awarded upon completion of Math 162 with a grade of 2.0 or higher.
Calculus BC	3	5	Math 161 is awarded upon completion of Math 162 with a grade of 2.0 or higher.
	4, 5	10	Math 161 and 162 are awarded upon completion of Math 163 with a grade of 2.0 or higher.
Statistics AP	3, 4, 5	5	Math 115, satisfies mathematical reasoning requirement.
	4, 5	5	Satisfies prerequisites for Math 386
<b>Modern Languages and Literatures:</b>			
French	3	5	French 201
	4	10	French 201 & 202
	5	15	French 201, 202 & 203
German	3	5	German 201
	4	10	German 201 & 202
	5	15	German 201, 202 & 203
Russian	3	5	Russian 201
	4	10	Russian 201 & 202
	5	15	Russian 201, 202 & 203
Spanish	3	5	Spanish 201
	4	10	Spanish 201 & 202
	5	15	Spanish 201, 202 & 203
<b>Music:</b>			
Music Theory	3	5	Elective Credit
	4	12	Music 101, 102, 103, 201, 202 & 203
<b>Physics:</b>			
Physics B	3	5	Elective Credit
	4, 5	15	Physics 131, 132, 133, 161, 162 & 163
Physics C (Mechanics)	4, 5	5	Physics 151, 161
Physics C (Electricity and Magnetism)	4, 5	5	Physics 153, 163
<b>Psychology:</b>			
	3	5	Elective Credit
	4, 5	5	Psychology 100



## SOURCES OF CREDIT

<i>International Baccalaureate IB Course Higher Level Exam</i> Minimum score 5	<i>EWU Equivalent/ Elective Credit</i>	<i>Number of Credits</i>
<b>Art:</b> Art/Design	Art 107 (equivalent)	5
<b>Biology:</b>	Biology 171, 172 & 173	12
<b>Economics:</b>	Economics 200, 201	10
<b>History:</b>		
History	History 106	5
History of Africa	History 315	5
History of the Americas	History 110	5
History of East and Southeast Asia	History 312	5
History of Europe	History 106	5
<b>Music:</b>	Music 250, 251 & 252	9
<b>Physics: Higher Level</b>	Physics 131, 132, 133, 161, 162 & 163	15
<b>Psychology:</b>	Psychology 100	5

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

## PLACEMENT AND CLEARANCE EXAMS

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

### EXAMINATION REQUIREMENTS:

Students must complete a mathematics placement exam if they have not completed the equivalent of MATH 104 with a 2.0 or better. Transfer students who do not have an approved direct-transfer associate degree or an intermediate college algebra course with a grade of at least 2.0 must take the mathematics placement test. English composition placement is based on a student's SAT or ACT test scores if the student has not completed at least one composition course at a college or university.

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

### COMPUTER LITERACY

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

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

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

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

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

### ENGLISH COMPOSITION

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

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

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

## MATHEMATICS

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

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

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

#### Pre-university basic skills include:

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

## UNDERGRADUATE DEGREE REQUIREMENTS

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

### Minimum Credits

- 180 cumulative credit hours; (credits earned in MATH 100, 101, 102, 103, 104 and 199, CPLA 100 and ENGL 100 **do not count** toward the 180 cumulative credits).
- 60 upper-division credits (300 level or above)
- 45 credits in residence (attendance) at Eastern, with at least 15 upper-division credits in major in residence at Eastern.

### Minimum GPAs

- 2.0 cumulative GPA for Eastern Washington University course work.
- 2.0 cumulative GPA for college level course work (includes courses taken at other colleges and universities) through winter 2010.\*
- 2.0 cumulative GPA for all General Education Core Requirements and University Graduation Requirements.
- 2.0 cumulative GPA in major program, subject to departmental requirements.
- 2.0 cumulative GPA in minor program, subject to departmental requirements.

\*No longer applicable beginning spring 2010.

## GENERAL EDUCATION REQUIREMENTS

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

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

- Intellectual skills and habits of mind necessary to the pursuit and transmission of knowledge.
- A broad understanding of the history, institutions and traditions that most profoundly influence our social, political, economic, aesthetic and scientific lives.
- Specialized knowledge in a discipline.

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

## UNIVERSITY COMPETENCIES AND PROFICIENCIES

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

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

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

These courses may be;

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

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

## ENGLISH COMPOSITION:

All students must complete:

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

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

## MATHEMATICS:

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

- placement into MATH 161 *Calculus I*, as a result of the Math Placement Test
- successful completion of the Mathematical Reasoning Exam **or**
- completion of any of the following courses or its transferable equivalent with 2.0 minimum grades:

- MATH 106 Pre-Calculus II (5)
- MATH 115 Mathematical Reasoning (5)
- MATH 161 Calculus I (5)
- MATH 200 Finite Mathematics (5)
- MATH 211 **and** MATH 212, Structure of Elementary Mathematics I and II (5, 5)
- MATH 301 Discrete Mathematics (5)
- MATH 380 Elementary Probability and Statistics (5)

Students who need additional math development may be required, on the basis of the Math Placement Test results, to complete:

- MATH 103 Basic Algebra for College Students (5) **and/or**
- MATH 104 Intermediate Algebra (5) with a minimum grade of 2.0.

Credits in MATH 103 and MATH 104 **do not count toward total graduation credits**, nor do credits in the three-course algebra sequence—MATH 100, 101 and 102.

## CORE REQUIREMENTS

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

## HUMANITIES AND FINE ARTS (2 OR 3 COURSES)

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

*Note: HUMN 290, Arts and Ideas, may be used to satisfy List 1, 2 or 3 and typically is only offered summer term.*

<b>List 1: Literature</b>	<ul style="list-style-type: none"> <li>• ENGL 170 Introduction to Literature (5)</li> <li>• GNML 212 Modern World Masterpieces (5)</li> <li>• HUMN 210 Classics in Literature (5)</li> <li>• HUMN 211 Masterpieces of the Western World (5)</li> <li>• HUMN 290 Arts and Ideas (5)</li> <li>• SPAN 170 Introduction to Literature (5)</li> </ul>
<b>List 2: Fine Arts</b>	<ul style="list-style-type: none"> <li>• ART/HUMN 213 Art in the Humanities (5)</li> <li>• FILM 214 Film Arts and the Humanities (5)</li> <li>• HUMN 290 Arts and Ideas (5)</li> <li>• MUSC/HUMN 212 Music in the Humanities (5)</li> <li>• THTR/HUMN 202 Theatre in the Humanities (5)</li> </ul>
<b>List 3: Philosophy and Reasoning</b>	<ul style="list-style-type: none"> <li>• HUMN 215 Introduction to Religion (5)</li> <li>• HUMN 270 Great World Views (5)</li> <li>• HUMN 290 Arts and Ideas (5)</li> <li>• PHIL 210 Critical Thinking (5)</li> <li>• PHIL 211 Introductory Philosophy (5)</li> <li>• PHIL 212 Introductory Ethics (5)</li> <li>• PHIL 213 Moral Issues in America (5)</li> </ul>
<b>Honors: (Open only to students admitted to the Honors Program)</b>	<ul style="list-style-type: none"> <li>• HONS 101 The Intellectual Tradition: The Ancient World (8) (counts as 1 Humanities GECR; 1 Social Science GECR)</li> <li>• HONS 102 The Intellectual Tradition: Middle Ages through the Reformation (8) counts as 1 Humanities GECR; 1 Social Science GECR</li> </ul>

## SOCIAL SCIENCES (2 OR 3 COURSES)

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

<b>List 1: Economics and Government</b>	<ul style="list-style-type: none"> <li>• ECON 100 General Education Economics (5)</li> <li>• ECON 200, Introduction to Microeconomics, ECON 201 Introduction to Macroeconomics (10) (counts as 1 GECR course)</li> <li>• GOVT 100 Modern Government in an American Context (5)</li> </ul>
<b>List 2: Anthropology, Geography, Psychology and Sociology</b>	<ul style="list-style-type: none"> <li>• ANTH 101 Cultural Anthropology (5)</li> <li>• CEDP 201 Life Span Development (4)</li> <li>• CMST 208 Mass Media and the Information Society (5)</li> <li>• GEOG 101 Fundamentals of Human Geography (5)*</li> <li>• PSYC 100 General Psychology (5)</li> <li>• SOCI 101 Introduction to Sociology (5)</li> </ul>
<b>List 3: History</b>	<ul style="list-style-type: none"> <li>• HIST 105 Western Heritage: Origins to the 18<sup>th</sup> Century (5)</li> <li>• HIST 106 Western Heritage: 18<sup>th</sup> Century to the Present (5)*</li> <li>• HIST 110 The American Experience: A Survey (5)*</li> </ul>
<b>Honors: (Open only to students admitted to the Honors Program)</b>	<ul style="list-style-type: none"> <li>• HONS 101 The Intellectual Tradition: The Ancient World (8) (counts as 1 Social Science GECR; 1 Humanities GECR)</li> <li>• HONS 102 The Intellectual Tradition: Middle Ages through the Reformation (8) (counts as 1 Social Science GECR; 1 Humanities GECR)</li> <li>• HONS 103 Modern Science and Society (8) (counts as 1 Social Science GECR and with HONS 104 Honors Natural Science Lab (1) counts as 1 Natural Science GECR)</li> </ul>

## NATURAL SCIENCES\* (2 OR 3 COURSES)

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

### NATURAL SCIENCE PREREQUISITES

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

<b>Biology:</b>	<p><b>Students may choose one of the following:</b></p> <ul style="list-style-type: none"> <li>• BIOL 100 Introduction to Biology (5)</li> <li>• BIOL 115 Investigating Biology (5)*</li> </ul>
<b>Chemistry:</b>	<p><b>Students may choose the following:</b></p> <ul style="list-style-type: none"> <li>• CHEM 121 Chemistry and its Role in Society (5)</li> </ul>
<b>Environmental Science:</b>	<p><b>Students may choose the following:</b></p> <ul style="list-style-type: none"> <li>• ENVS 100 Introduction to Environmental Science (5)</li> </ul>
<b>Geography:</b>	<p><b>Students may choose one of the following:</b></p> <ul style="list-style-type: none"> <li>• GEOG 100 Fundamentals of the Physical Environment (5)</li> <li>• GEOG 204 Atmospheric Environment (5)</li> </ul>
<b>Geology:</b>	<p><b>Students may choose one of the following:</b></p> <ul style="list-style-type: none"> <li>• GEOL 100 Discovering Geology (5)</li> <li>• GEOL/GEOG 115 Investigating Earth Science (5)*</li> <li>• GEOL 120 Physical Geology--The Solid Earth (5)</li> <li>• GEOL 121 Physical Geology--Superficial Processes (5)</li> </ul>
<b>Physics:</b>	<p><b>Students may choose one of the following:</b></p> <ul style="list-style-type: none"> <li>• PHYS 100 Physical Science (5)</li> <li>• PHYS 115 Investigating Physical Science (5)*</li> <li>• PHYS 121 Descriptive Astronomy (5)</li> </ul>
<b>Honors:</b>	<p><b>(Open only to students admitted to the Honors Program)</b></p> <ul style="list-style-type: none"> <li>• HONS 103, 104 Modern Science and Society, Honors Natural Science Lab (9) (with HONS 104 counts as 1 Natural Science GECR; HONS 103 alone counts as 1 Social Science GECR)</li> </ul>

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

<b>Biology</b>	<ul style="list-style-type: none"> <li>• BIOL 132 Introduction to Human Anatomy and Physiology I (5)</li> <li>• BIOL 133 Introduction to Human Anatomy and Physiology II (5)</li> <li>• BIOL 171 Biology I (4) &amp; BIOL 270 Biological Investigation (3)</li> <li>• BIOL 172 Biology II (4) if BIOL 171 &amp; 270 are completed or BIOL 172 &amp; 270 are completed</li> <li>• BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)</li> <li>• BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)</li> <li>• BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)</li> </ul>
<b>Chemistry</b>	<ul style="list-style-type: none"> <li>• CHEM 151 General Chemistry (5)</li> <li>• CHEM 152 General Chemistry (5)</li> <li>• CHEM 161 General Chemistry for the Health Sciences (5)</li> <li>• CHEM 162 Organic Chemistry for the Health Sciences (5)</li> </ul>
<b>Physics</b>	<ul style="list-style-type: none"> <li>• PHYS 131 Introductory Physics I (4) and PHYS 161 Mechanics Laboratory (1)</li> <li>• PHYS 132 Introductory Physics II (4) and PHYS 162 or PHYS 163 or PHYS 164 (PHYS 132 and 161 if PHYS 131 and 161 were not completed)</li> <li>• PHYS 151 General Physics I (4) and PHYS 161</li> <li>• PHYS 152 General Physics II (4) and PHYS 162 or PHYS 163 or PHYS 164 (PHYS 152 and 161 if PHYS 151 and 161 were not completed)</li> </ul> <p><b>With permission, other appropriate physics labs may be substituted for 163 or 164.</b></p>

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

## UNIVERSITY GRADUATION REQUIREMENTS

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

### CULTURAL AND GENDER DIVERSITY AND INTERNATIONAL STUDIES

(8 credits minimum; 4 credits in each area)

Courses and experiences will be designed to provide knowledge and understanding of 1) the cultural diversity of the United States and 2) other societies and cultures of the world. Second year or more advanced language study for four–five credits or 10 credits of approved (Japanese or Chinese) first-year language study may satisfy the International Studies Requirement. American Sign Language is excluded from fulfilling the International Studies Requirement.

### COURSES APPROVED FOR CULTURAL AND GENDER DIVERSITY:

- AAST 214 Introduction to African American Culture (5)
- AAST 215 Early African American History (5)
- AAST 216 20<sup>th</sup> Century African American History (5)
- AAST 311 African and African American Art History (5)
- AAST 424 Economics of Poverty and Discrimination (5)
- ANTH 161 Introduction to Chicano Culture (5)
- ANTH 201 Latinas/os in Contemporary American Society (5)
- ANTH 355 Indians of North America (5)
- ART 310 World Art (5)
- ART 311 African and African American Art History (5)
- CHST 101 Introduction to Chicano Culture (5)
- CHST 201 Latinas/os in Contemporary American Society (5)
- CHST 218 Chicano History (5)
- COMD 201 Disability and Communication Diversity: A Communication Disorders Perspective (4.5)
- CMST 340 Intercultural Communication (5)
- CMST 414 Gender and Communication (5)
- DSST 310 Disability, Culture and Society (5)
- ECON 424 Economics of Poverty and Discrimination (5)
- EDUC 325 Inequalities and Impacts on Educational Equity (4)
- ENGL 380 Survey of Native American Literature (5)
- ENGL 389 Women, Literature and Social Change (5)
- HIST 215 Early African American History I (5)
- HIST 216 Early African American History (5)
- HIST 218 Chicano History (5)
- HIST 313 Asian American History (5)
- HIST 394 Women in American History (4)
- HLED 366 Women's Health Issues (4)
- HUMN 101 Introduction to Women's Studies (5)
- HUMN 214 Introduction to African American Culture (5)
- HUMN 310 Issues in Women's Studies (4)
- HUMN 311 African and African American Art History (5)
- HUMN 415 Gay, Lesbian, Bisexual and Transgender Studies (5)
- IDST 101 Introduction to Indian Studies (4)
- IDST 321 Contemporary Indian Studies (4)
- IDST 380 Survey of Native American Literature (5)
- PHIL 214 Philosophical Voices and Pop Culture (5)
- PHIL 417 Women and Ethics (5)
- PSYC 331 Psychology of Women (4)
- SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
- SOCI 321 Sex and Gender (5)
- WMST 101 Introduction to Women's Studies (5)
- WMST 310 Issues in Women's Studies (4)
- WMST 321 Sex and Gender (5)
- WMST 331 Psychology of Women (4)
- WMST 366 Women's Health Issues (4)
- WMST 389 Women, Literature and Social Change (5)
- WMST 394 Women in American History (4)
- WMST 414 Gender and Communication (5)
- WMST 415 Gay, Lesbian, Bisexual and Transgender Studies (5)
- WMST 417 Women and Ethics (5)
- WMST 426 Economics of Poverty and Discrimination (5)

### COURSES APPROVED FOR INTERNATIONAL STUDIES:

- AAST 315 African History (5)
- ANTH 342 Tribes, Bands and Chiefdoms (5)
- ANTH 348 Peasant Societies (5)
- ANTH 349 Major Civilizations of Asia (5)
- ANTH 357 Peoples of Latin America (5)
- ANTH 358 Medical Anthropology (5)
- ANTH 366 Revolution and Development in the Third World (5)
- ANTH 450 Cultural Ecology (5)
- BIOL 320 The Human Prospect (5)
- CMST 440 International Communication (5)
- ECON 470 International Economics (5)
- ECON 475 Economic Development (5)
- EDUC 323 A Global View through Children's Literature (5)
- ENGL 323 A Global View through Children's Literature (5)
- GEOG 230 World Regional Geography (5)
- GEOL 380 World Resources and Population (5)
- GERM 381 Nationalism and Racism in Central European Film (4)
- GERM 382 20<sup>th</sup>-Century Germany, From World Wars to Cold War. Culture, Political Conflict, and National Identity (5)
- GOVT 203 Introduction to Comparative Politics (5)
- GOVT 204 Introduction to International Politics (5)
- GOVT 321 International Organization (5)
- GOVT 326 European Politics (5)
- GOVT 329 Politics of South Asia (5)
- HIST 104 East Asia: Tradition and Transformation (5)
- HIST 301 History of the Present (5)
- HIST 310 Imperial China (5)
- HIST 315 African History (5)
- HIST 350 War and Society (5)
- HIST 365 Latin American History (5)
- HIST 382 20<sup>th</sup>-Century Germany, From World Wars to Cold War. Culture, Political Conflict, and National Identity (5)
- HIST 416 Modern Japan (5)
- HIST 454 The Diplomatic History of Europe, 1914 to the Present (5)
- HUMN 315 East-West Philosophies and Religions (5)
- HUMN 320 The Human Prospect (5)
- HUMN 381 Nationalism and Racism in Central European Film (4)
- HUMN 440 Perspectives on Death (5)
- IBUS 470 International Business Management (4)
- IBUS 471 Multinational People Management (4)
- INST 200 Global Issues (4)
- INST 380 Japan Today (4)
- JAPN 380 Japan Today (4)
- MGMT 470 International Business Management (4)
- MGMT 471 Multinational People Management (4)
- PLAN 476 Comparative Urbanization (4)
- SOCI 263 Social Problems (5)
- SOCI 486 Contemporary World Systems (5)
- TECH 393 Technology in World Civilization (4)

### SENIOR CAPSTONE/THESIS GRADUATION REQUIREMENT

- ITGS 400 Interdisciplinary Senior Capstone (4)

or

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

### FOREIGN LANGUAGE REQUIREMENT FOR BACHELOR OF ARTS CANDIDATES

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

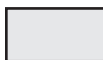
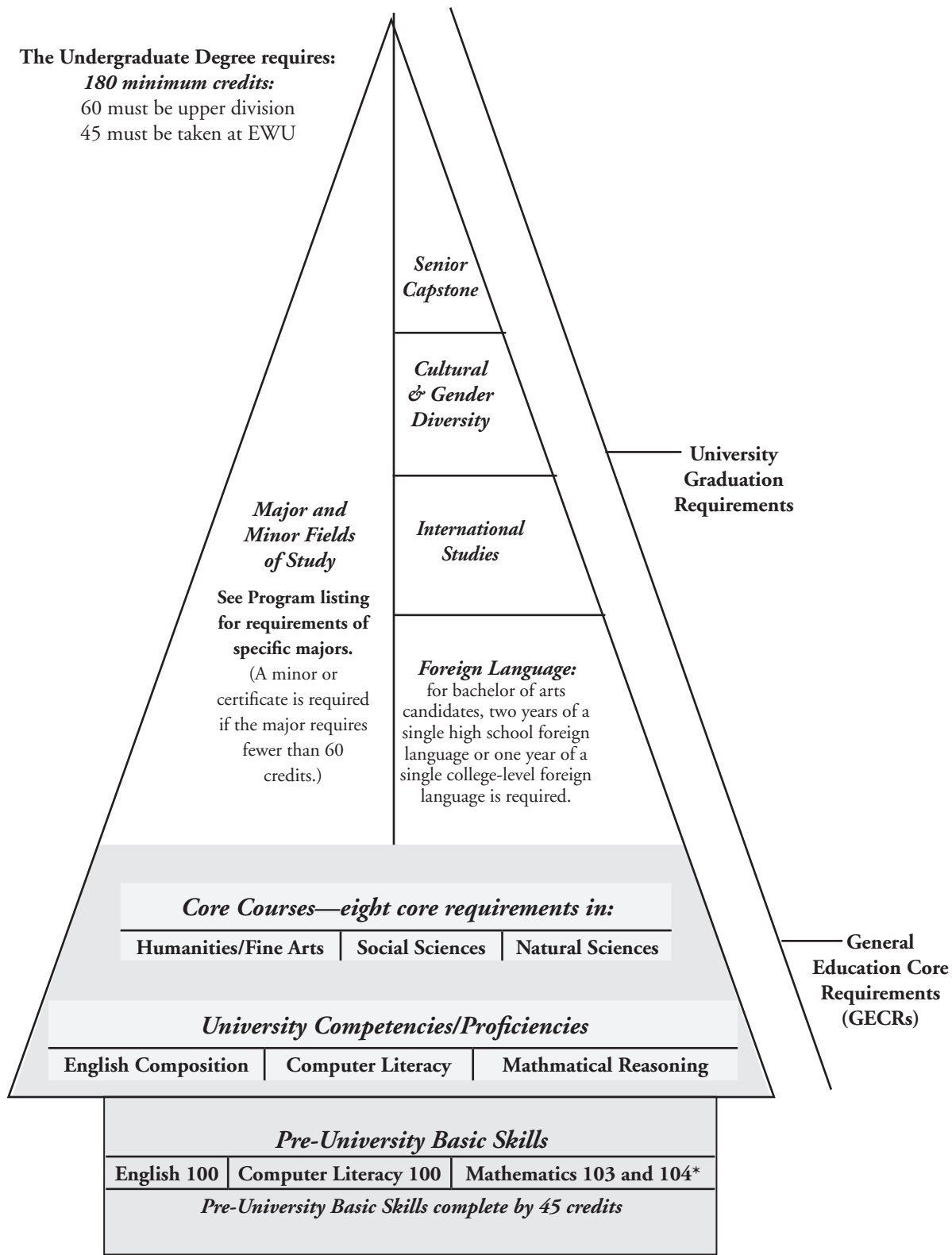
### MAJOR/MINOR OR CERTIFICATE REQUIREMENTS

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

# THE UNDERGRADUATE DEGREE

The Undergraduate Degree requires:

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



Shaded areas indicate requirements satisfied by completion of an approved direct transfer agreement degree

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

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

## UNDERGRADUATE STUDIES ACADEMIC POLICIES

### ACADEMIC APPEALS BOARD

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

- General education
- University graduation
- 60 upper-division credits
- 45 credits in residence
- 15 upper division residence credits in major
- Foreign language

To submit an appeal to the board, consult with the graduation evaluator in the Records and Registration Office in Sutton Hall. Submission of an appeal should be made sufficiently in advance of graduation so that program planning can be done according to the decision of the board to approve, deny or reconsider the petition.

The Academic Appeals Board does not consider cases that apply to majors or minors, grade appeals or professional certification. Consult with the appropriate department chair or program director to discuss any of these matters.

### ACADEMIC FORGIVENESS POLICY FOR UNDERGRADUATE STUDENTS

1. Undergraduate students may make a one-time petition to have up to two consecutive quarters or one semester of credit entirely removed from the calculation of their credits and GPA. The course work must have been completed at least five years prior to this petition.
2. Forgiven courses cannot be used to satisfy any academic requirement.
3. Academic forgiveness may be recommended on a case-by-case basis during advising.
4. To be eligible for academic forgiveness, a student must have completed 30 consecutive credits at Eastern, maintained a GPA of 2.5 or higher and have declared a major.
5. Academic forgiveness may not be revoked. For further information on Academic Forgiveness, go to the Records and Registration Office, 201 Sutton Hall or call 509.359.2321.

## ACADEMIC HONORS

### DEANS' HONOR LIST

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

### HONORS AT GRADUATION

Graduating seniors who achieve academic honors will be formally recognized during commencement, on University transcripts and on their diploma. Baccalaureate honors are awarded only to recipients of a first baccalaureate degree. Through the end of winter 2010 it is University policy to use all college-level course work taken at Eastern and any other colleges attended in computing a GPA for graduation honors. The following designations apply:

Graduating seniors with a GPA between		
4.0 and 3.7695 = Summa cum laude.	3.7694 and 3.6295 = Magna cum laude.	3.6294 and 3.4995 = Cum laude

### Effective Spring 2010

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

Graduating seniors with a GPA between		
4.0 and 3.9 = Summa cum laude.	3.89 and 3.7 = Magna cum laude.	3.69 and 3.5 = Cum laude

## ACADEMIC PROBATION, DISMISSAL AND REINSTATEMENT

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

- At the end of each quarter, undergraduate students who do not attain a cumulative GPA of 2.0 are placed on academic probation for the next quarter of enrollment.
- Undergraduate students on academic probation who attain a quarterly GPA of 2.0 or higher but whose cumulative GPA is still below the minimum 2.0 will remain on academic probation.
- Undergraduate students on academic probation who attain a cumulative 2.0 GPA are automatically removed from probation.
- Undergraduate students on academic probation whose cumulative GPA remains below 2.0 and whose quarterly GPA is below 2.0 will be dismissed from the University.
- All first-time Eastern Washington University undergraduate students will be subject to dismissal after two consecutive quarters of probation.
- Continuing Eastern Washington University undergraduate students are subject to dismissal after one quarter of probation.
- To re-enroll after being academically dismissed, students with undeclared majors must request reinstatement through the Office of General Undergraduate Academic Advising. Students with declared majors should request reinstatement through the deans of their colleges.
- A dismissed undergraduate student is not eligible to enroll for the following academic quarter (fall, winter or spring) and is required to remain out of school for at least one academic quarter after a first dismissal or one academic year after a second dismissal.
- First-time dismissed undergraduate students will be eligible to petition for reinstatement after one quarter.
- Undergraduate students dismissed a second time will be eligible to petition for reinstatement after one year.
- To be eligible for reinstatement, dismissed undergraduate students must demonstrate an improved academic performance at the college level, a readiness for academic success and a more positive academic position.
- The probation/dismissal/reinstatement process for undergraduates is coordinated through the Office of General Undergraduate Academic Advising. Consult that office if you have any questions.
- Summer Session Policy: A dismissed undergraduate student may enroll for summer session. But to be eligible to continue in the fall, the student must complete at least 10 graded credits during summer session with a minimum 2.0 GPA for that quarter.

## ACADEMIC STANDARDS FOR POST BACCALAUREATE STUDENTS

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

## APPLICATION FOR GRADUATION

### (MAJOR/MINOR FORM)

Application for graduation is required for any student seeking an undergraduate degree and must be submitted to the graduation evaluator, Records and Registration Office, second floor, Sutton Hall, by the published deadlines. Graduation application deadlines are available in Records and Registration, academic departments and the quarterly course announcement. Timely submission provides an opportunity to review degree requirements and to plan or change course enrollment to ensure completion of all requirements.

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

The graduation application fee and the reapplication fee change annually. For current fees, please see [www.ewu.edu/x8282.xml](http://www.ewu.edu/x8282.xml).

### TO COMPLETE AN APPLICATION FOR THE UNDERGRADUATE DEGREE

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

### CATALOG OPTIONS

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

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

Exceptional circumstances may be addressed by the Academic Appeals Board.

## MAJOR/MINOR REQUIREMENTS

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

### DECLARING A MAJOR AND MINOR

All undergraduates must declare a major by the time they have completed 95 credits. Students who transfer with 95 credits or more must declare a major before registration. Call or e-mail your department of interest for exact procedures on declaring a major/minor. Department contact information is located at the beginning of each Academic Program listing.

## GRADING SYSTEM, POLICIES AND APPEALS

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

### SECOND DEGREE POLICY

Students may be awarded more than one undergraduate degree at Eastern Washington University.

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

Transfer post-baccalaureate students can receive a bachelor's degree from EWU that is of the same type (BA, BS, BAE, etc.) as awarded at the transfer institution, provided EWU's degree requirements are completed. The major/minor area of emphasis must be different from that awarded at the transfer institution.

Any questions regarding this policy should be directed to the graduation evaluators in Records and Registration, second floor, Sutton Hall.

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

### SECOND MAJOR POLICY

Students seeking a second major of the same degree type (BA, BS, BAB, BAE, BM, BFA, BSN) may not apply electives to more than one major.



## GRADUATE STUDIES ADMISSION INFORMATION

206 Showalter Hall	509.359.6297	gradprograms@ewu.edu www.ewu.edu/grad
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The Graduate Studies Office coordinates admission for all of Eastern's graduate programs and provides a wide range of assistance to prospective and current students as well as to faculty and staff at the University. Admission to graduate studies requires at a minimum completion of a baccalaureate degree. For more information about the academic and student services provided by the office, regarding admissions and policies, call or e-mail the Graduate Studies Office or visit the website, [www.ewu.edu/grad](http://www.ewu.edu/grad).

### APPLICATION PROCESS

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

### APPLICATION REQUIREMENTS AND CATEGORIES

#### All Applicants

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

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

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

### INTERNATIONAL APPLICANTS

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

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

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

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

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

### GRADUATE ADMISSION REQUIREMENTS AND EXCEPTIONS TO MINIMUM REQUIREMENTS

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

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

### EXCEPTIONS TO GPA REQUIREMENTS FOR GRADUATE ADMISSION

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

## PROFESSIONAL EXPERIENCE AND GRADUATE ADMISSIONS

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

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

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

## GRADING SYSTEM, POLICIES AND APPEALS

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

## GRADUATE DEGREE REQUIREMENTS

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

Degree	Credits
• Master of Science	48
• Master of Education	48
• Master of Business Administration	48-50
• Master of Arts	48
• Master of Nursing	60
• Master of Public Administration Advanced Standing program	60 46
• Master of Fine Arts	72
• Master of Urban and Regional Planning	72
• Master of Social Work Advanced Standing program	90 51
• Master of Occupational Therapy Advanced Standing program	131 73
• Doctor of Physical Therapy	161

## MINIMUM DUAL DEGREE REQUIREMENTS:

Degree	Credits
• MPA/MBA	82
• MPA/MSW MPA/MSW Advanced Standing	118-122 83
• MPA/MURP	90-92
• MSW/JD (with Gonzaga University*), 78 credits at EWU with 12 transfer credits from Gonzaga Advanced Standing MSW/JD (with Gonzaga University*), 39 credits at EWU with 12 transfer credits from Gonzaga	90 51
* Dual degree students in this program must satisfy all Gonzaga University law school juris doctorate requirements.	

Complete requirements for all graduate students are established and approved by the Graduate Affairs Council. A copy of the current policy manual is available from the Graduate Studies Office.

## GRADUATE STUDIES DEGREE SUMMARY APPLICATION GUIDELINES

Program	Degree Name	Exams Required	Deadlines and Special Requirements Graduate Assistantship Application Due by March 1 for Fall Enrollment	Contact Person Area Code for All Phone Numbers: 509
Biology	MS	GRE (general)	April 1 for fall; October 15 for winter; January 16 for spring; TOEFL if applicable.	Ross Black 258 Hall of Sciences 359.4815 rblack@ewu.edu
Business	MBA	GMAT	Quarterly admission; weekend and evening programs available.	Roberta Brooke 668 N. Riverpoint Blvd. #326 Spokane, WA 358.2270 rbrooke@ewu.edu
College Instruction	MA MS	None	Quarterly admission; contact department for further information	Contact department offering content courses: Mathematics, PEHR or English.
Communication Disorders	MS	GRE (general)	Recommendations; statement of professional interest and intent; February 1 deadline; \$30.78 program application fee	Roberta Jackson 310 N. Riverpoint Blvd. Box V 368.6790 rjackson@ewu.edu
Communication Studies	MS	GRE (general)	Quarterly admission; 1,000-word essay; two letters of recommendation; interview.	Peter Shields 229 Communication Building 359.4947 peter.shields@ewu.edu
Computer Science	MS	None	Statement of purpose; self-evaluation; two recommendations (one from a computer science instructor); quarterly admission.	Timothy Rolfe 319F Computer and Engineering Bldg. 359.6162 trolfe@ewu.edu
Counseling, Educational and Developmental Psychology	MS Applied Psychology Mental Health Counseling concentration	GRE-	Supplemental application due February 1.	Marty Slyter 4th floor Riverpoint ONE 359.7439 marlene.slyter@ewu.edu
	Applied Psychology School Counseling concentration			
	MEd Special Education	West-B, if applicable	Supplemental application due May 1; interview of applicants.	Joanne Foster 135 Martin Hall 359.6886 jfoster@ewu.edu
	MS School Psychology	GRE	January 15 early consideration deadline and March 1 deadline for fall.	Susan Ruby 152 D Martin Hall 359.6050 sruby@ewu.edu
Creative Writing	MFA	GRE (general)	10-20 pages of poetry; 15-25 pages of prose; two letters of reference; additional letter including interest and teaching experience for graduate assistantship; to guarantee a spot in the fall, all applications must be received by Feb. 15; otherwise quarterly admission.	Greg Spatz 4th floor Riverpoint ONE 359.4972 gspatz@ewu.edu
Dental Hygiene	MS	GRE	Current dental hygiene license; successful completion of dental hygiene national board exam; essay on a topic provided by department; CPR certification; criminal background check; \$50 departmental application fee; fall admission only.	Rebecca Stolberg 310 N Riverpoint Blvd Box E 368.6528 rstolberg@ewu.edu
Education	MEd	West-B only for programs with certification	Three recommendations (one from a supervisor); send copy of state teaching certificate for Curriculum and Instruction, Educational Leadership, Literacy; quarterly admission; contact department for further information.	Kevin Pyatt 312 Williamson Hall 359.6091 kpyatt@ewu.edu

## GRADUATE STUDIES DEGREE SUMMARY APPLICATION GUIDELINES

Program	Degree Name	Exams Required	Deadlines and Special Requirements Graduate Assistantship Application Due by March 1 for Fall Enrollment	Contact Person Area Code for All Phone Numbers: 509
English	MA	GRE	All applicants declare professional emphasis; 800-1,000-word department essay. Submit GSA application by February 15th	Teena Carnegie 250 Patterson Hall 359.6037 teena.carnegie@ewu.edu
Literature	MA	GRE	Quarterly admission	Judy Logan 254Q Patterson Hall 359.6035 judy.logan@ewu.edu
Rhetoric and Technical Communication	MA	GRE	10-15-page writing sample; personal or telephone interview arranged by applicant; quarterly admission.	Molly Johnson 250 Patterson Hall 359.6037 mjohnson@ewu.edu
Teaching English as a Second Language	MA	GRE; TOEFL (if applicable)	If English is not first language: 1) TOEFL score of 580 and 2) personal or telephone interview with graduate program director; foreign language requirement for all students; quarterly admission..	LaVona Reeves 254R Patterson Hall 359.7060 Lavona.Reeves@ewu.edu
History	MA	GRE, TOEFL (if applicable)	Quarterly admission; substantial academic writing sample; one-page career and purpose statement; two letters of recommendation.	Robert Dean 200 Patterson 359.7953 rdean@ewu.edu
Interdisciplinary	MA or MS	None (unless required by program advisors)	Quarterly admission; interdisciplinary program proposal form.	Graduate Studies Office 206 Showalter 359.6297 gradprograms@ewu.edu
Mathematics	MS	GRE	Quarterly admission; contact department for further information.	Yves Nievergelt 127 Kingston Hall 359.4259 ynievergelt@ewu.edu
Teaching K-9 Mathematics	MA	GRE: Praxis II for middle school mathematics	Three letters of recommendation; current state teaching certificate	Keith Adolphson 216 Kingston Hall 359.6066 kadolphson@ewu.edu
Modern Languages: French Only	MEd	None	Summer language classes only; quarterly admission; contact department for further information	Florian Preisig 350 Patterson Hall 359.6001 fpreisig@ewu.edu
Music	MA	GRE (general)	Quarterly admission; contact department for further information.	Jody Graves 119 Music Building 359.6119 jgraves@ewu.edu
Nursing	MN	None	Recent completion of course in basic descriptive and inferential statistics; recommendations; March 15, fall; November 15, spring.	Anne Hirsch Intercollegiate College of Nursing 324.7334 hirsch@wsu.edu
Occupational Therapy	MOT	GRE	February 1 deadline for start of program summer term; supplemental application; three letters of recommendation; interview.	Greg Wintz 225 Health Science Building 368.6562 Greg.Wintz@ewu.edu
Physical Education	MS	None	Fall admission; one- to two-page goals and philosophy statement; three letters of recommendation.	Jeni McNeal 200 PEHR Classroom Building 359.2872 Jeni.mcneal@ewu.edu
Physical Therapy	DPT	GRE	January 6 application deadline; \$25 program application fee and supplemental application; fall admission only.	Debra Dickerson 270 Health Services Building 368.6601 ddickerson@ewu.edu

## GRADUATE STUDIES DEGREE SUMMARY APPLICATION GUIDELINES

Program	Degree Name	Exams Required	Deadlines and Special Requirements Graduate Assistantship Application Due by March 1 for Fall Enrollment	Contact Person Area Code for All Phone Numbers: 509
Psychology	MS	GRE (within five years)	Department application; statement of intent; three recommendation letters; January 15 early consideration deadline and March 1 deadline for fall	Pamela Barnes – Clinical 151 Martin Hall 359.2445 pamela.barnes@ewu.edu
	MS School Psychology	GRE	January 15 early consideration deadline and March 1 deadline for fall.	Leonard Stern – General/Experimental 151 Martin Hall 359.6160 leonard.stern@ewu.edu
Public Administration	MS	TOEFL (if applicable)	Quarterly admission; additional form; current resume; short essay depicting career plan; three recommendation letters; contact program for further information.	Larry Luton 668 N. Riverpoint #324 Spokane, WA 358.2230 Larry.Luton@ewu.edu
Social Work	MSW	GRE (optional)	Admission application deadlines vary by cohort. A Social Work specific application packet is required. To receive the packet, please either contact the department at 509.359.6772 or download the packet on-line at <a href="http://www.ewu.edu/x5131.xml">http://www.ewu.edu/x5131.xml</a>	Patricia Valdes 121 Senior Hall 359.6772 Patricia.Valdes@ewu.edu
Urban and Regional Planning	MURP	None	Two recommendation letters; personal letter of intent; June 1 deadline for fall otherwise quarterly admission; contact department for further information.	Gabor Zovanyi 668 N. Riverpoint #237 358.2228 gzovanyi@ewu.edu
<b>Certificate Programs</b>			<b>Separate Application Required for All Students</b>	
Disability Studies		None	Quarterly admission; check with program director for further information.	Romel Mackelprang 231 Senior Hall 509.359.4584
Health Services Administration		None	Quarterly admission; check with program director for further information.	Mary Ann Keogh-Hoss 668 N. Riverpoint 358.2263 mhoss@mail.ewu.edu
Middle-Level Mathematics Endorsement		None	Check with program director for further information.	Diane Dowd 216 Kingston Hall 359.2876 ddowd@ewu.edu
Professional Certification, Education		None	Quarterly admission; check with program director for further information.	Mariann Donley 314 Williamson 359.2232 mdonley@ewu.edu
Public Management Development		None	Master's degree in appropriate discipline; February 1 for summer cohort; letters of reference; application can be made through either EWU or WSU; check with program advisor for further information.	Larry Luton 668 N. Riverpoint #324 358.2230 Larry.Luton@ewu.edu
School Psychology		None	Master's degree in appropriate discipline; February 1 for summer cohort; letters of reference; check with program advisor for further information.	Susan Ruby 152 D Martin Hall 359.6050 sruby@ewu.edu
Teaching of Literature		None	Quarterly admission; check with program advisor for further information.	Christina Valeo 250 Patterson Hall 359.6036 Christina.Valeo@ewu.edu
Teaching of Writing		None	Quarterly admission, check with program advisor for further information.	Jennifer Heckler 250 Patterson Hall 359.7062 jheckler@ewu.edu

## GRADUATE STUDIES ACADEMIC POLICIES

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

### ACADEMIC STANDARDS

- At least one-half of the total credits for a graduate degree must be at the 500 level or above. **Note:** interdisciplinary degrees (as described separately in this catalog) may include no more than 12 quarter credits of undergraduate course work.
- Distance-delivered courses numbered 400 or above, offered by accredited institutions as graded courses and part of a graduate program of study may be included in a graduate degree program at Eastern at the discretion of the program/department.
- No 300-level courses are allowed in a graduate degree program without prior permission from the vice provost for Graduate Education and Research. Only one approved 300-level course of up to five quarter credits is allowed in any graduate program.
- No program requirements can be satisfied with a course grade below 2.0.
- Only two courses in a student's degree program may be below a 2.5; repeats do *not* change this rule.
- Pass/No Credit courses may count in a graduate degree program, but a student must complete 36 credits of graded work. Upper division undergraduate courses (300–400) with pass/no credit grades cannot be included as part of the graduate program.
  - Pass/No Credit grades are utilized only in designated graduate-level courses. (Graduate courses may not be taken Pass/No Credit unless the course has been so designated by departments.)
  - Students with more than two no credit (NC) grades in their program will have their record reviewed by the program advisor with possible dismissal as a consequence.
- Proof of competency in research is required of all graduate degree candidates.
- Senior students with exceptional ability and appropriate background may enroll in 500-level courses only with prior written permission of the vice provost for Graduate Education and Research.
- Three-fourths of the minimum credits required for the specific degree program must be earned in approved courses offered by EWU. The remaining credits may consist of approved credits from other accredited institutions.

### APPEALS

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

*Note: appeals of the policy on previous graduate credit found on the next page are heard by an Academic Appeals Board.*

### COURSE LEVEL POLICIES

Upper Division	Graduate Division
400–499 <i>primarily for seniors;</i> graduate students may count a limited number of credits from graded courses, only with program approval	500–599 <i>graduate level;</i> senior undergraduates may enroll only with permission of both department chair and graduate dean
	600–699 <i>graduate level only</i>
	700–799 <i>doctoral level only</i>
At all levels, course numbers ending in 95 through 99 indicate special courses, with the particular subject matter varying from quarter to quarter:	

95	internships
96	experimental
97	workshops, short courses, conferences
98	seminars
99	independent and directed study

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

### COURSE LOADS

Twelve quarter credits for students on a quarter calendar or 18 quarter credits for students on a semester calendar is considered a standard study load for graduate students. The course load of graduate students may not in any term exceed 18 quarter credits for students on a quarter calendar or 27 quarter credits for students on a semester calendar without the approval of the student's advisor and the appropriate department chair or designee. Students receiving a graduate service appointment must also have the approval of the vice provost for Graduate Education and Research to enroll in overload credits.

### COURSE REPEAT

Courses may be repeated for graduate credit. However, as stated above under Academic Standards, only two courses in a student's degree program may be below 2.5; repeats do *not* change this rule. Also see the probation policy below and the general information on the grading system in the policy section in the back of the catalog.

### DEGREE COMPLETION AND USE OF UNIVERSITY RESOURCES

After being admitted to a graduate program a student has six calendar years in which to complete a graduate degree program, beginning with the quarter the student is admitted, subject to the following exceptions:

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

### ENROLLMENT POLICIES FOR GRADUATE STUDENTS

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

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

Please refer to the quarterly announcement at [www.ewu.edu/recordsandreg](http://www.ewu.edu/recordsandreg) for further information on registration procedures such as how to drop, add and withdraw.

## GRADUATE DEGREE CANDIDACY

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

### **Advancement to Graduate Degree Candidacy requires the following steps:**

- Completion of at least 15 graded credits in a degree program.
- Maintenance of at least a 3.0 cumulative GPA in all courses since admission to graduate studies.
- Submission of the application for degree candidacy form to the Graduate Studies Office, specifying a degree study program approved by the major department. At the student's option, the program may be based on either current catalog requirements or the catalog in effect at the time of admission. The form must be submitted before the student has completed one-half the minimum credits unless program requirements allow submission after the mid-point of the student's program. All applications for graduate degree candidacy must be submitted no later than the second Friday of the quarter before anticipated graduation unless special permission is granted by the vice provost for Graduate Education and Research.
- Completion of any specific departmental requirements.
- Approval of the vice provost for Graduate Education and Research or designee.

## GRADUATE DEGREE COMMITTEES AND FINAL COMPREHENSIVE EXAMS

After a student has advanced to degree candidacy, a committee is appointed to arrange, conduct and appraise the comprehensive examination. Satisfactory completion of the comprehensive exam is required to graduate.

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

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

The examination is conducted by the chair of the committee, and questions are based upon the candidate's research and/or areas of study. The examination is approximately two hours. Only the committee members determine, by majority vote, whether the candidate is successful, unsuccessful or not yet qualified. The official report of the committee's decision must be returned to the Graduate Studies Office for inclusion in the student's permanent records and to use for degree checkout.

*Note: A comprehensive examination cannot be scheduled for any student who has an X grade in any course in his/her degree program, current course work excepted. Student and faculty signatures on the terminal research approval form are verification that there are no X grades. Students who successfully complete their comprehensive examinations must meet any outstanding degree requirements within one quarter of their exams or be assessed a late completion fee equal to the cost of one-half of one resident graduate credit for purposes of degree checkout and degree posting. Post-examination internships required for degree completion are excluded. If the student does not complete by the end of one term, the late completion fee will be assessed for each term the course work is incomplete.*

## GRADUATION APPLICATION

Application for completion of the graduate degree must be filed with the Graduate Studies Office no later than the second Friday of the quarter prior to expected graduation. Students on a semester calendar must apply no later than five months before the last day of the semester of expected program completion. Early application is encouraged. A diploma fee is required. Fees change annually; check with the Graduate Studies Office. Late applications are subject to a fee. Applications received after the deadline may delay posting of the degree on official University transcripts and mailing of the diploma.

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

## GRADUATION GRADE POINT AVERAGE

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

## MULTIPLE GRADUATE DEGREES AND PROGRAMS

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

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

## MAXIMUM ATTEMPTED CREDITS:

Graduate students are expected to make efficient progress toward their degree. Those found to have attempted credits on their record at or above 150% of the minimum number of credits required for their program, excluding independent study, thesis or research project courses, will be prevented from registering until they have met with their academic advisor and established a revised plan for program completion, specifying a new graduation term. This plan must be submitted with the written support of the student's academic advisor and approved by the vice provost for Graduate Education and Research in order for the student to register.

## PREVIOUS GRADUATE CREDIT

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

## PROBATION POLICY

- Graduate students must maintain a 3.0 GPA in all courses taken since admission to graduate studies at EWU.
- Students are notified by letter if they have fallen below the 3.0 minimum.
- One term is allowed to restore the cumulative GPA to the minimum 3.0.
- Faculty of the department offering the degree may extend the probationary period by one term, when warranted by special circumstances.
- Students on probation may not be advanced to candidacy or schedule their comprehensive exams.
- Students unable to restore their cumulative GPA to 3.0 or above in the additional quarter of probation shall be terminated from the program.
- Individual departments/programs may have requirements that are more restrictive. Such requirements supersede those stated here.
- Students who have been academically dismissed from a graduate program may reapply for admission. In addition to the application for readmission to graduate studies and meeting all admission requirements specified by the program, applicants who have been dismissed must also submit a written petition to the program stating their readiness to pursue the degree and addressing the circumstances that led to dismissal. Applicants who are then readmitted will be allowed to register for one term only. At the end of the initial term, continuation is contingent upon recommendation from the program and the approval of the vice provost for Graduate Education and Research. Students who have been readmitted will have up to two terms to return to good academic standing with a cumulative graduate GPA of at least 3.0. Extensions of probationary status may be approved on the written recommendation of the program and with the approval of the vice provost for Graduate Education and Research. Students who are not recommended for continuation are not eligible for one year to reapply for admission to graduate studies.

## RESIDENCY REQUIREMENT (AT EWU)

Three-fourths of the minimum credits required for the specific degree program must be earned in approved courses offered by EWU. The remaining credits may consist of approved credits from other accredited institutions. (For information about establishing residency in Washington for tuition purposes, see the policy section of this catalog for state of Washington residency.)

## THESIS, RESEARCH REPORT OR OTHER TERMINAL DOCUMENT REQUIREMENTS

Completion of a thesis or research report is required by most graduate programs. Research reports are submitted to the department in whatever form, style and number the department requires. Instructions on form and style requirements for a master's thesis are available from the Graduate Studies Office and from our website at [www.ewu.edu/grad](http://www.ewu.edu/grad).

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

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

*Note:* The University has policies and procedures in place to ensure that individuals conducting research, including graduate students, comply with applicable federal and state regulations governing the use of human subjects, the care and use of animals, significant financial interest disclosure, scientific misconduct, intellectual property and copyrights. If the student's research is affected by any of the above, he or she may be required to obtain university approval prior to initiating the research. Further information and application materials are available from the Office of Grants and Research Development, 210 Showalter Hall. Also see the "Regulations for Research" section of this catalog.

## "Y" GRADES FOR THESIS, RESEARCH REPORT AND OTHER COURSES REQUIRING MORE THAN A SINGLE QUARTER TO COMPLETE

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

"Y" Grade Maximums		
<b>Art</b>	600, 601, 696	15 credits
<b>Biology</b>	30 credit maximum for any course for which a "Y" grade is assigned.	
<b>Business</b>	12 credit maximum in any course for which a "Y" grade is assigned.	
<b>College Instruction</b>	696 600 601	15 credits 9 credits 6 credits
<b>Communication Disorders</b>	600, 601	10 credits
<b>Communication Studies</b>	600, 601	6 credits
<b>Computer Science</b>	600, 601	15 credits
<b>Counseling, Educational and Developmental Psychology</b>	12 credit maximum for any course for which a "Y" grade is assigned.	
<b>Creative Writing</b>	600	12 credits
<b>Education</b>	563, 587, 588, 589 600, 601 695	4 credits 6 credits 25 credits
<b>English</b>	14 credit maximum for any course for which a "Y" grade is assigned.	
<b>Engineering and Design</b>	5 credit maximum in any course for which a "Y" grade is assigned.	
<b>History</b>	600, 601	15 credits
<b>Mathematics</b>	600, 601	12 credits
<b>Modern Languages (French)</b>	600, 601	15 credits
<b>Music</b>	10 credit maximum for any course for which a "Y" grade is assigned.	
<b>Physical Education</b>	9 credit maximum for any course for which a "Y" grade is assigned.	
<b>Psychology</b>	9 credit maximum for any course for which a "Y" grade is assigned.	
<b>Public Administration</b>	600 601	8 credits 4 credits
<b>Social Work</b>	Maximum is the number of credits for the course. Students cannot re-register for a course in which a "Y" grade is received.	
<b>Urban and Regional Planning</b>	601, 695	10 credits



## APPROVED DEPARTMENTAL COMPREHENSIVE EXAMS THIRD MEMBER POLICY

### **Biology**

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

### **Business Administration**

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

### **College Instruction**

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

### **Communication Disorders**

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

### **Communications**

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

### **Computer Science**

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

### **Counseling, Educational and Developmental Psychology**

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

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

### **Education**

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

### **English**

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

### **History**

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

### **Interdisciplinary**

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

### **Mathematics**

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

### **Music**

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

### **Nursing**

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

### **Occupational Therapy**

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

### **Physical Education**

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

### **Physical Therapy**

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

### **Psychology**

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

### **Public Administration**

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

### **Social Work**

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

### **Urban Planning**

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

## EWU GRADUATE STUDENT SUMMARY GUIDE TO POLICIES AND PROCEDURES

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

Procedures	Action	Deadline	Explanation	Consequences/ Information
<b>Apply for candidacy and select graduate faculty committee members.*</b>	Student approaches advisor to formalize graduate program plan, discuss second committee member and determine if Institutional Review Board forms (IRB) must be filed. Program approval for candidacy form indicated by signatures from student, two program graduate faculty and program director. Form then submitted to Graduate Studies Office for review.	After completion of 15 graduate credits and before completing one-half the minimum credits in degree program. In all cases application must be submitted by the second Friday of the quarter prior to intended graduation for students on a quarter calendar or five months before last day of the graduation semester for students on a semester calendar.	Supports timely progress to degree completion; protects students from degree requirement changes and begins IRB review, if needed. Approved candidacy applications acknowledged by letter from graduate vice provost or designee.	Inaccurate or incomplete candidacy application delays advancement. Late submission requires a written appeal to vice provost for Graduate Education and Research and possible delay in graduation. Lack of IRB can invalidate research.
<b>Submit Graduation Application and Fee</b>	Return completed application to Graduate Studies Office, 206 Showalter, with fee.	Second Friday of the quarter prior to intended graduation for students on a quarter calendar or five months before last day of the graduation semester for students on a semester calendar.	Allows for timely review of student's program prior to graduation.	Late submission delays graduation until next term, and incurs a late fee.
<b>Register in final quarter of program for at least 2 credits (1 credit minimum summer term only)</b>	Consult with advisor or graduate program director about remaining requirements.	Term of program completion.	Meets state requirement of registration for students using university resources.	Only currently registered students are eligible to complete a graduate program.
<b>Select outside member for comprehensive examination.*</b>	Review approved third member policy in catalog; Graduate Studies Office selects from approved graduate faculty unless otherwise specified by department policy.	Graduate Studies Office notifies student near the beginning of the term of intended graduation (the term entered on the candidacy) unless student has already identified a member of the graduate faculty as the third.	Provides rigor, procedural guidance and helps ensure examination is comprehensive.	Late candidacy application delays selection of outside member required for comprehensive exam to be held.
<b>Submit Terminal Research Approval form.</b>	Committee chair <u>and</u> second committee member sign form and submit to Graduate Studies Office.	Must be received in Graduate Studies Office at least two weeks prior to the exam; earlier is recommended. Exam schedule may be submitted on this form.	Indicates committee approval to proceed with comprehensive examination based on review of drafts.	Comprehensive examination cannot be scheduled without receipt of form in Graduate Studies Office, or if any "X" grades are on student record for prior terms.
<b>Schedule comprehensive examination</b>	Student arranges date, time and location agreed to by <u>all</u> committee members and then notifies Graduate Studies Office.	Graduate Studies Office must be notified two weeks prior to scheduled date and after receipt of terminal research approval form.	Allows time for notice and comprehensive exam report form to be sent to committee members.	Failure to schedule may lead to cancellation or invalidation of examination.
<b>Provide approved Thesis, Research Report or other terminal document draft</b>	Student provides a copy to all comprehensive examination committee members.	Two weeks prior to examination each committee member must have a copy of the document.	Allows faculty sufficient time to review document and prepare for comprehensive examination.	Comprehensive examination could be canceled if documents not provided by deadline.
<b>Complete Comprehensive Examination</b>	Committee Chair or other designated participant in exam submits form to Graduate Studies Office.	Original comprehensive exam report form due in Graduate Studies office immediately following exam.	Verifies examination results; becomes part of permanent student record.	Lack of original form will delay program and degree completion.
<b>Thesis students only-- Submit four copies on 100% cotton bond paper and \$60 thesis binding fee</b>	Graduate Studies Office must receive final copies with chair and internal committee member signatures on thesis signature page.	Ten working days after comprehensive examination and thesis defense or by the last day of the term, whichever comes first.	To meet form and style standards, for binding, and distribution to student, department and EWU Library.	Possible delay in graduation to following term, delay in binding of thesis.
<b>Attend Commencement</b>	Verify completion of application for graduation; order cap, gown and hood from EWU bookstore at least four weeks prior to graduation.	All participants in June commencement must meet posted <u>spring</u> graduation application deadline to be included in bulletin.	Fall, winter, spring and summer graduates may participate; publication of commencement bulletin requires timely application.	Participation encouraged; one ceremony and one bulletin published annually.
* Contact program advisor about any changes to candidacy or committee				

## ACCOUNTING

See BUSINESS ADMINISTRATION.

## AFRICANA EDUCATION PROGRAM

*School of Social Work and Human Services*

	204 Monroe Hall	509.359.2205
<i>Minor</i>		

Faculty: R. Bartlett, S. Finnie, D. Orr, K. Stansbury, J. Williams

Lecturer: A. Schwendiman

### UNDERGRADUATE PROGRAM

The primary mission of the Africana Education Program is to develop and teach classes in Africana Studies, administer recruiting, support and retention services, conduct research into the African Diaspora and maintain relationships within a multitude of communities throughout the Inland Northwest. All courses, services and events provided by the program are open to all students at EWU.

Africana Studies courses are designed to provide understanding and appreciation of the African Diaspora both as it has unfolded over time and as it is currently manifested. The program uses the Afrocentric world view as the philosophical basis for the presentation of its courses. The Africana Education Program cross-lists with some courses offered through other EWU colleges.

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

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

### MINOR

#### AFRICANA STUDIES MINOR (20 CREDITS)

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

*Total credits for above minor*

*20 credits*



## Africana Studies Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### AAST 214

#### Introduction to African American Culture (5)

FALL/WINTER/SPRING

[satisfies cultural and gender diversity university graduation requirement.]

An interdisciplinary survey of African American culture beginning with ancient African history and traditions through contemporary issues in the African American experience. Attention given to basic principles of history, sociology, political science, economics and the arts in the study of the dynamics of the African American culture. (Cross-listed HUMN 214)

### AAST 215

#### Early African American History (5)

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* ENGL 100.

Examines the African American experience from African civilizations in the fourth century AD through slavery to the end of the Reconstruction era in the United States. (Cross-listed HIST 215)

### AAST 216

#### 20<sup>th</sup> Century African American History (5)

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* ENGL 100.

The study of the history of African Americans from the end of the Reconstruction period to the present. (Cross-listed HIST 216)

### AAST 222

#### African American Economics (5)

Focuses on the economic conditions of African Americans, presenting an analysis of economic problems confronting them and institutional aspects of those problems.

### AAST 299

#### Special Studies (1-5)

Studies vary according to faculty and student interest.

### AAST 301

#### Harlem Renaissance (5)

A selective and objective study of the cultural, ideological and political contributions of African Americans in Harlem during the period 1918-1929.

### AAST 310

#### Survey of African American Education (5)

An overview of the development and nature of education for African Americans. Particular attention is given to the role of the private and public agencies in the evolution of African American education. Emphasizes instructional strategies and curriculum designs suitable for teaching the African experience.

### AAST 311

#### African and African American Art History (5)

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* ENGL 100.

Surveys visual arts from prehistoric Africa to the modern African American artist. (Cross-listed ART 311, HUMN 311)

### AAST 315

#### African History (5)

WINTER/SPRING

[satisfies international studies university graduation requirement.]

A survey of African history from prehistory to the present. Emphasizes earlier African civilizations, extensive contact with the outside world and the formation of African nations. (Cross-listed HIST 315)

### AAST 320

#### African American Family (5)

WINTER

The African American Family as a social system influenced by institutions of the larger American society. (Cross-listed SOCI 371, SOWK 320)

### AAST 321

#### African American Political Awareness (5)

Issues of African American political power and awareness as they relate to several studies of macro and micro institutional racism with alternatives for racial change.

### AAST 331

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

This class involves a brief examination of North American slavery, its background, dynamics and legacy. Special attention will be given to issues regarding U.S. race relations today.

### AAST 371

#### Cultural Study: African American Women and Hair (2)

*Prerequisite:* English 201 or permission of the instructor.

This course covers the history of African American women's hair. Students will learn how different hairstyles and treatments document a journey of cultural and self-rejuvenation plagued by conflict and accusations. The course will also examine the relationship between hairstyles and racial identity. (Cross-listed WMST 371)

### AAST 372

#### Affirmative Action Affirmative Action: Myths, Facts and Theories (2)

This course examines the unfolding of one of our nation's most controversial social policies. Areas to be explored will include Eurocentrism, the African American struggle for equality, the history of U.S. race relations, white privilege and various forms of affirmative action and their legacies.

### AAST 375

#### African American Cinema (5)

African American cinema explores the history of African Americans in films, focusing particularly on Hollywood's representations of Blacks in feature-length films. The course examines such issues as the representations of race, gender and sexuality through observing and discussing feature films in class. Emphasis is placed on critical viewing, thinking, analyzing and writing about films. The course not only investigates Hollywood's representations of African Americans but also examines the struggle and emergence of independent, African American-produced films, which offer a separate and unique voice that not only challenges Hollywood's representations but also expresses themes involving cultural identity.

### AAST 381

#### Contemporary African American Literature (5)

Major African American literature of the 20<sup>th</sup> century: fiction, poetry, essay, autobiography and drama. (Cross-listed ENGL 381)

### AAST 395

#### African American Education Internship (1-5)

FALL/WINTER/SPRING

*Prerequisite:* permission of the instructor, department chair and college dean.

Internships vary according to program and student interest.

### AAST 399

#### Special Studies (1-5)

FALL/WINTER/SPRING

*Prerequisite:* sophomore standing; permission of the instructor, department chair and college dean.

Studies vary according to faculty and student interest.

### AAST 424

#### Economics of Poverty and Discrimination (5)

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* junior standing.

Causes of poverty and evaluation of anti-poverty programs. Examines economic theories of discrimination from different perspectives with a particular focus on issues of gender and race. (Cross-listed ECON 424, WMST 426)

### AAST 430

#### From Mammies to Jemimas:

#### The Black Women's Struggle (5)

*Prerequisite:* English 201 or permission of the instructor.

The unique struggle of Black women in America begins in the time of slavery from which we still feel the impacts today. Although the feminist movement has made many strides for women in America, the Black woman is subjected to a special set of obstacles and circumstances. This course examines historical writings by and about Black women. The course discusses slavery, lynching, combating prejudices and encouraging racial pride to give course participants a framework that will deepen their understanding of Black women and their writing. (Cross-listed WMST 430)

### AAST 435

#### Negro Spirituals: Cultural Impact (1)

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

### AAST 481

#### Dr. King and Malcolm X: A Comparison (2)

This class involves a brief examination into the backgrounds, lives and careers of Dr. King and Malcolm X. Comparison and contrast is employed to gain a deeper insight into the ideology and effectiveness of each leader with regard to the civil rights movement.

### AAST 496

#### Experimental Courses (1-15)

### AAST 497

#### Africana Studies Workshop (1-5)

Workshops are held to examine issues in this area.

### AAST 498

#### Seminar (1-5)

### AAST 499

#### Directed Study (1-5)

*Prerequisite:* senior or graduate standing, permission of the instructor, department chair and college dean.

Directed study and research projects vary according to faculty and student interest.

## AGING STUDIES

School of Social Work and Human Services

Center for Studies in Aging Maria C. Hernandez-Peck, Director	116 Senior Hall	509.359.6479
<i>Minor</i>		

Faculty: K. Carlberg, M. Clute, L. Dunbar, P. Elkind, L. King, M. Johnson, M. Hernandez-Peck, N. Jackson, K. Pitts, G. Hicks, P. Sloane, K. Stansbury, T. Taft.

## UNDERGRADUATE PROGRAM

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

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

## Aging Studies Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### AGST 310 Multidisciplinary Studies in Aging (5) FALL

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

### AGST 410 Minority Perspectives in Aging (3) SPRING

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

AGST 455  
**Social Policy and Programs in Aging (3)**  
*Prerequisite:* AGST 310 or permission of the instructor.  
Social welfare policies and programs serving the aging are examined, past and present, in terms of their overall impact on the aged and on society at large. The needs and gaps in services to the aged are evaluated, as well as the adequacy with which these services are delivered and the response of programs and services to the changing needs of the aged. (Cross-listed SOWK 455)

AGST 456  
**The Older Woman (3)**  
*Prerequisite:* AGST 310 or permission of the instructor.  
Older women's needs, problems and potential for change are considered. The social, economic and health problems confronting older women are also examined and policy and program alternatives to improve their lives will be explored. (Cross-listed SOWK 456)

AGST 457  
**Clinical Assessment in Aging (3)**  
*Prerequisite:* AGST 310 and/or permission of the instructor.  
An introduction to the assessment skills required for professional social work practice in mental health and other clinical settings dealing with the elderly. The course is intended for social work practitioners and graduate students. Others may be considered for admission on an individual basis with instructor's permission. (Cross-listed SOWK 457)

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

## MINOR

### AGING STUDIES (INTERDISCIPLINARY) MINOR (20-30 CREDITS)

**Required Courses (14-16 credits)**  
AGST 310 Multidisciplinary Studies in Aging (5)  
AGST 410 Minority Perspectives in Aging (3)  
**Select two of the following courses (6-9 credits)**

BIOL 343 Biology of Aging (3)  
ECON 498 Economics of Aging (3)  
SOCI 484 Sociology of Aging (5)  
SOWK 455 Social Policy and Programs in Aging (3)

**Electives (6-9 credits)**  
Select from the following list of courses or courses from the above list not already taken:  
SOWK 456 The Older Woman (3)  
SOWK 457 Clinical Assessment in Aging (3)  
SOWK 458 Perspectives on Death and Dying (3)  
Field practicum: 5 credit minimum may apply

<b>Required program credits</b>	<b>14-16 credits</b>
<b>Elective credits</b>	<b>6-9 credits</b>
<b>(Minimum if practicum required)</b>	<b>11-14 credits</b>
<b>Minimum total credits for above minor</b>	<b>20 credits</b>
<b>Minimum total credits for above minor (with practicum)</b>	<b>25 credits</b>

(A field practicum of 5 credits is required of those students not having completed a practicum in aging in their major.)

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

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

See course descriptions listed under the participating programs and departments: Biology, Economics, Psychology, Social Work and Sociology.

## ALCOHOL/DRUG STUDIES

*School of Social Work and Human Services*

Irene Bittrick, Director	501 Riverpoint Blvd., # 425	509.359.2356
Jenna Redhawk, Program Assistant		509.359.2265
<i>Minor</i>		<i>Certificate</i>

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

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

### UNDERGRADUATE PROGRAM

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

Recently, the ADST program is now recognized by our national professional organization, NAADAC, as a NAADAC Approved Education Provider.

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

ADST coursework contributes to four principal educational objectives:

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

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

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

### CERTIFICATE

#### **SUICIDE RISK ASSESSMENT, TREATMENT AND PREVENTION CERTIFICATE (14 CREDITS)**

*STUDENT LEARNING OUTCOMES*

**Students will:**

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

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

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

**Total credits for above certificate**

**14 credits**

### **MINOR**

#### **ALCOHOL/DRUG COUNSELING AND PREVENTION MINOR (33 CREDITS)**

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

**Required Courses (27 credits)**

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

**Practicum (6 credits)**

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

**Required program credits**

**27 credits**

**Practicum credits**

**6 credits**

**Total credits for above minor**

**33 credits**

## Alcohol/Drug Studies Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### ADST 300

#### Survey of Alcohol/Drug Problems (4)

FALL/WINTER/SPRING

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

### ADST 301

#### Alcohol/Drug Physiology and Pharmacology (4)

FALL/WINTER/SPRING

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

### ADST 302

#### Alcohol/Drug Counseling Techniques (3)

FALL/SPRING

Students will study the principal theories and techniques of therapeutic and counseling relationships with particular focus on those designed for or adept in addressing defense mechanisms and resistance characteristic of addiction. The curriculum includes diagnostic drug use assessment, effective behavioral change strategies and fundamental counseling techniques from a variety of theoretical perspectives including traditional cognitive models.

### ADST 303

#### Counseling in the Age of AIDS and Selected Pathogens (2)

FALL/WINTER

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

### ADST 304

#### Psychology of Addiction (3)

WINTER

This course develops knowledge and functional understanding of the psychology of addiction as supported by the most recent professional theories being presented to date. The concepts of the destructive behaviors associated with addictions of all types are explored. Some of the addictions to be reviewed will be chemicals, gambling, food, sex, relationship, work and exercise. This course will explore the ideas of causality and social implication in addictions. The history of addictions in our nation will be discussed. The various approaches to treatment, alternatives and social issues are investigated.

### ADST 308

#### Cultural Diversity and Chemical Dependency (2)

WINTER

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

### ADST 395

#### Alcohol/Drug Practicum I (1–3)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* completion of ADST 450, 6 of the 8 core courses and completion of the application and placement process; permission of the instructor, department chair and college dean. The students will be placed in an alcohol/drug prevention or treatment facility to observe and study the application of theory and technique toward generalization to the student's principal discipline. When the field experience placement is in a state-certified alcohol/drug treatment facility, the hours apply toward chemical dependency counselor state certification.

### ADST 399

#### Alcohol/Drug Special Studies (1–5)

FALL/WINTER/SPRING

*Prerequisites:* permission of the instructor, department chair and college dean.

The subjects vary relative to faculty and student interests.

### ADST 410

#### Community Prevention Methods (4)

SPRING

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

### ADST 415

#### Substance Abuse and the Elderly (3)

SPRING

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

### ADST 420

#### Alcohol/Drug Case Management (4)

FALL/WINTER

*Prerequisites:* completion of ADST 300 and 302 or permission of the instructor.

This course builds on the theoretical and technical principles and skills addressed in ADST 302. Thorough review of approaches and philosophies of case management and its essential role in effectively addressing the complexity of multiple-issue recovery, including dual-diagnosis, gender and sexuality issues, suicide and relapse. Includes established national and regional standards of care in treatment planning, record keeping and discharged and aftercare planning.

### ADST 430

#### Alcohol/Drug Family Counseling (3)

FALL/WINTER

This course examines the dynamics of family in relationship to chemical dependency and models of family counseling, including overviews of structural, strategic, transgenerational, growth-oriented, behavioral and solution-focused theories as applied to chemical dependency. Students will also be exposed to theories of family roles and children of alcoholics (COA) and adult children of alcoholics (ACA) issues. They will look at what constitutes a healthy family system.

### ADST 440

#### Alcohol/Drug Group Counseling (3)

WINTER/SPRING

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

### ADST 450

#### Practicum Seminar (1)

FALL/WINTER/SPRING

*Prerequisite:* Completion of 20 ADST credit hours.

This course is designed to prepare students to enter into the ADST practicum experience. Students will make application to practicum, obtain proper state-required paperwork and review practicum assignment.

### ADST 460

#### Chemical Dependency Ethics and the Law (4)

SPRING

Students will be exposed to fundamental and technical study of the law, policy, malpractice and liability regarding chemical dependency prevention and treatment practice. Strong focus will be on the contemporary issues of the field relative to current policy and the development of professional knowledge and skills that support ethical and effective practice.

### ADST 462

#### Alcohol/Drug Youth Chemical Dependency Counseling, Screening and Assessment (3)

FALL

This course will emphasize the unique developmental stages of adolescence and the ways in which substance use/abuse/dependency harm the adolescent's worldview. The various methods used when providing interventions and treatment will be explored along with assessment requirements specified by the state. This course will expand the issues of the family system as context for recovery using traditional resources and innovative approaches in adolescent chemical dependency treatments.

### ADST 464

#### Alcohol/Drug Relapse Prevention (2)

SPRING

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

### ADST 480

#### Suicide Risk Assessment and Management (3)

WINTER/SUMMER

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

## ADST 482

### Treatment Strategies for Suicidal Persons (3)

SPRING

*Prerequisite: ADST 480.*

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

## ADST 484

### Suicide Prevention (4)

FALL

*Prerequisite: ADST 480.*

This course is an introduction into the field of suicide prevention. After introducing a brief history of suicidal beliefs in western culture, students will be confronted with present-day suicidal issues that are considered a public health problem. The goals, objectives and strategies of the Surgeon General's National Strategy for Suicide Prevention and the public health model will be discussed.

## ADST 495

### Alcohol/Drug Practicum II (1-5)

FALL/WINTER/SPRING/SUMMER

*Prerequisites: successful completion of ADST 395 Alcohol/Drug Practicum I and program approval, permission of the instructor, department chair and college dean.*

Placement in an alcohol/drug prevention or treatment facility which supports the opportunity to learn knowledge and skill by providing direct service. Regular seminars are held for processing and integrating concepts and techniques and addressing professional issues. When the practicum placement is in a state certified alcohol/drug treatment facility, the hours apply toward chemical dependency counselor qualification.

## ADST 496

### Experimental Course (1-5)

## ADST 497

### Workshops, Short Courses, Conferences (1-4)

FALL/WINTER/SPRING

Subjects vary according to faculty and student interest.

## ADST 499

### Directed Study (1-4)

FALL/WINTER/SPRING/SUMMER

*Prerequisites: permission of the instructor, department chair and college dean.*

## ADST 540

### Advanced Pharmacology for Co-Occurring Disorders (3)

FALL

The students will receive a review and clinical update of commonly abused drugs as well as commonly used psychotropic medication. Pharmacodynamics of stimulants, opiates, marijuana/hallucinogens and club drugs will be reviewed. Content includes pharmacology of major classes of psychotropic medications including indications for use under FDA guidelines, dosing considerations and common chemically abusing (MICA) patient populations and implications for their treatment. Uniqueness of other special-needs populations is included in course content.

## ADST 542

### Screening & Assessment for Co-Occurring Disorders (3)

WINTER

This course is designed to assist master's-level social workers, mental health counseling students and chemical dependency professional trainees (students) in obtaining the skills needed to conduct an accurate substance abuse assessment/evaluation and to determine the appropriate level of treatment. Further, students will gain an understanding of mental health diagnosis utilizing screening, assessment and diagnostic tools. Students will explore specific skills such as building rapport, gathering data, determining the client's readiness for change, understanding accepted criteria for diagnosis (DSM IVTR), understanding placement criteria (ASAM), utilizing assessment instruments, analyzing and interpreting data, documenting assessment findings and making appropriate treatment recommendations.

## ADST 544

### Treating Co-Occurring Disorders (4)

SPRING

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

## ADST 546

### Best Practices in Substance Abuse & Mental Health

INTERVENTION (4)

SUMMER

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

## ADST 560

### Clinical Supervision (4)

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

## ADST 595

### Alcohol/Drug Practicum I (1-4)

FALL/WINTER/SPRING/SUMMER

*Prerequisites: permission of the instructor, department chair and college dean.*

Individual learning and career development course with placement in an alcohol/drug treatment or prevention facility coordinated through the Alcohol/Drug Studies Program.

## ADST 596

### Experimental Course (1-5)

## ADST 695

### Alcohol/Drug Practicum II (1-4)

FALL/WINTER/SPRING/SUMMER

*Prerequisites: permission of the instructor, department chair and college dean.*

Individual learning and career development course with placement in an alcohol/drug treatment or prevention facility. Placement in an alcohol/drug treatment or prevention facility supports the opportunity to learn knowledge and skills by providing direct service with agency supervision. Regular seminars are held for processing and integrating concepts and techniques and addressing professional issues. When practicum placement is in a state-certified alcohol/drug treatment facility, the hours may also apply toward chemical dependency counselor state certification.



## AMERICAN INDIAN STUDIES

School of Social Work and Human Services

Deirdre A. Almeida, Program Director	American Indian Education Center	509.359.2441
Nicole DeVon, Program Counselor/Recruiter		
<i>Minor</i>		

Faculty: D. Almeida

## MINOR

### INDIAN STUDIES MINOR (18 CREDITS)

#### Required Courses (10 credits)

IDST 101 Introduction to Indian Studies (5)  
IDST 321 Contemporary Indian Issues (5)

#### Select two courses from the following (8-10 credits)

ANTH 355 Indians of the Northwest (5)  
IDST 380 Survey of Native American Literatures (5)  
IDST 496 Tribal Economic Development Problems (4)

*Minimum total credits for above minor*

*18 credits*

## UNDERGRADUATE PROGRAM

The American Indian Studies Program (IDST) consists of (1) Academic Affairs, (2) Student Services and (3) Tribal Organization/Agency Liaison Components. The Academic Affairs function is fulfilled by a Minor in Indian Studies and service course offerings in other professional disciplines. The IDST curriculum is designed to develop the cultural and civic competencies of students in preparation for professional employment by complementing their learning experiences in an interdisciplinary learning environment at EWU. Indigenous intellectual traditions constitute the philosophy of education for IDST. The student services function is fulfilled by a program counselor/recruiter who provides services in student recruitment, admissions, financial aid, academic advising, employment, housing, tutoring, counseling and career development. The program staff also serves as advisors to the Native American Student Association. The tribal organization/agency function is fulfilled through formal and informal working relationships with regional tribal governments, education organizations and social service agencies.

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

## American Indian Studies Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### IDST 101

#### Introduction to Indian Studies (5)

[satisfies cultural and gender diversity university graduation requirement.]

This course introduces the basic philosophy (spiritual and intellectual sources), method and major topics of the discipline. Material explored includes organizing concepts, theories and patterns within a historical context-including white contact time and pre-white contact time.

### IDST 201, 202, 203

#### Salish Language and Culture I, II, III (5, 5, 5)

*Prerequisites:* IDST 101 for 201, 201 for 202, 202 for 203

These courses are the beginning courses in Salish language and culture, focusing on the nselxcin dialect traditionally spoken by the aboriginal people of the northern areas of central and eastern Washington as well as southern British Columbia. Students will learn to speak and understand basic Salish vocabulary and phrases and will be introduced to the International Phonetic Alphabet as applied to nselxcin.

### IDST 321

#### Contemporary Indian Issues (5)

[satisfies cultural and gender diversity university graduation requirement.]

This course will examine the contemporary educational, social, political and cultural issues currently impacting Native American communities. Through individual and group research, students will discuss a range of issues including educational reform, community organizing, economic development, land rights, the breakdown of traditional families and culturally relevant program development within various Native American communities. Focus will be on the Native American nations throughout North America.

### IDST 380

#### Survey of Native American Literatures (5)

[satisfies cultural and gender diversity university graduation requirement.]

Designed to introduce students to specific examples of narrative, ceremonial, ritualistic, religious and secular literatures from the oral traditions of Indian Nations in North America and South America. Also introduces students to contemporary genres (i.e., poetry, the short story, the novel and drama) as they emerge from the oral traditions, with the specific purpose of articulating the continuity as reflected in literary genres. (Cross-listed ENGL 380)

### IDST 421

#### Federal Indian Law and Policy I (5)

*Prerequisites:* IDST 321

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

### IDST 422

#### Federal Indian Law and Policy II (5)

*Prerequisites:* IDST 421

This course is a continuation of IDST 421. Topics covered include Modern Trust Doctrine, the Federal-Tribal Relationship, congressional plenary power, tribal land and sovereignty issues and tribal justice systems. These topics are explored through the use of case studies.

### IDST 495

#### Indian Studies Internship (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

### IDST 496

#### Tribal Economic Development Problems (4)

The institutional mechanism of tribal adaptation and growth. Soci-cultural cause-effect relationships associated with problems in achieving economic self-sufficiency.

### IDST 497

#### Workshops, Short Courses, Conferences (1-5)

### IDST 499

#### Directed Independent Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

Independent study in areas of Indian Studies.

## ANTHROPOLOGY

College of Social and Behavioral Sciences

Sarah A. C. Keller, Anthropology Program Director	103 Isle Hall	509.359.7039
<i>BA</i>	<i>Minor</i>	

Faculty: J. DeHaas, J. Dorwin, J. Galm, S. Keller, R. Sauders, J. Smith, M. Zukosky

### UNDERGRADUATE PROGRAMS

The Department of Geography and Anthropology offers both a major and a minor in anthropology. Anthropology offers students the opportunity to broaden their exposure to peoples and cultures of the world, both now and in the past. The four-field approach considers the biological, cultural, prehistoric/historic and linguistic aspects of the human condition. Specifically, the Bachelor of Arts degree in Anthropology is designed to meet the needs of students who want to:

1. Broaden their undergraduate exposure to other peoples and cultures of the world as a part of their general education;
2. Prepare for graduate studies in Anthropology; or
3. Undertake an undergraduate program leading to work in such fields as social work, law and forensics, as well as business and other occupations interacting with ethnically diverse populations or international agencies and companies.

The department also has a research unit, Archaeological and Historical Services, where students can volunteer and some internships may be arranged both with AHS and other entities. The department has a number of physical facilities available for student use, including a physical anthropology laboratory, a cartography laboratory, a GIS laboratory and a map library.

**Optional requirements for anthropology:** Anthropology students who plan to become candidates for advanced degrees are advised to complete two years of a foreign language and a course in statistics.

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

### BACHELOR OF ARTS (BA)

*STUDENT LEARNING OUTCOMES*

**Students will:**

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

### ANTHROPOLOGY MAJOR (70-75 CREDITS)

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

#### Required Courses

##### Disciplinary Foundation Course (5 credits)

ANTH 101 Cultural Anthropology (5)

##### CSBS Foundation Courses (5 credits)

CSBS 310 Foundations of Social Behavioral Science Theory (5)

##### Choose one of the following courses (5 credits)

CSBS 320 Introductory Statistics for the Social Sciences (5)

CSBS 331 Documents-Based Research Methods (5)

GEOG 328 Geographic Information Systems I (5)

##### Disciplinary Core Courses (29 credits)

ANTH 301 Principles of Archaeology (5)

ANTH 345 Physical Anthropology (5)

ANTH 401 Anthropological Research Methods (5)

ANTH 444 Development of Anthropological Theory (5)

ANTH 445 Anthropological Linguistics (5)

ANTH 490 Senior Capstone (4)

##### Assessment (1 credits)

ANTH 493 Portfolio Assessment (1)

##### Electives—Choose one of the following (25-30 credits)

###### a. Traditional four-field emphasis in Anthropology

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

###### b. A certificate program

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

###### c. Specialization focus

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

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

*Note:* the Anthropology major does not require a minor

<i>Disciplinary foundation credits</i>	<i>5 credits</i>
<i>Social and behavior science foundation credits</i>	<i>10 credits</i>
<i>Disciplinary core courses credits</i>	<i>29 credits</i>
<i>Assessment credits</i>	<i>1 credits</i>
<i>Elective credits</i>	<i>25-30 credits</i>
<i>Minimum total credits for above major</i>	<i>70 credits</i>

### MINOR

#### ANTHROPOLOGY MINOR

##### Required Course (5 credits)

ANTH 101 Cultural Anthropology (5)

##### Electives (10 credits)

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

<i>Required program credits</i>	<i>5 credits</i>
<i>Elective credits</i>	<i>10 credits</i>
<i>Total credits for above minor</i>	<i>15 credits</i>

## Anthropology Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### ANTH 101

#### Cultural Anthropology (5)

FALL/WINTER/SPRING

[satisfies the GEGR for social sciences, list 2, anthropology, geography, psychology and sociology.]

An introduction to the study of man with principal emphasis on culture.

### ANTH 161

#### Introduction to Chicano Culture (5)

FALL/WINTER/SPRING/SUMMER

[satisfies cultural and gender diversity university graduation requirement.]

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

### ANTH 201

#### Latinas/os in Contemporary American Society (5)

[satisfies cultural and gender diversity university graduation requirement.]

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

### ANTH 299

#### Special Studies (1-15)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* permission of the instructor, department chair and college dean.

### ANTH 301

#### Principles of Archaeology (5)

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

### ANTH 320

#### Middle Eastern History and Culture (5)

Examines the various ethnic, religious and national communities of the Middle East in historical and contemporary context. (Cross-listed HIST 320 and GEOG 320)

### ANTH 336

#### Geographies of Conflict in the Middle East (5)

Examines the Middle East and its various ethnic, political, economic, religious and environmental conflicts from a geographic perspective. The course's holistic combination of geographic and anthropological inquiry will offer insights into how the natural environment and built environment interact and engage with the cultural and political landscapes of the Middle East. (Cross-listed HIST 336 and GEOG 336)

### ANTH 342

#### Tribes, Bands and Chiefdoms (5)

[satisfies international studies university graduation requirement.]

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

### ANTH 345

#### Physical Anthropology (5)

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

### ANTH 347

#### Peoples of Africa (5)

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

### ANTH 348

#### Peasant Societies (5)

[satisfies international studies university graduation requirement.]

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

### ANTH 349

#### Major Civilizations of Asia (5)

[satisfies international studies university graduation requirement.]

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

### ANTH 355

#### Indians of North America (5)

[satisfies cultural and gender diversity university graduation requirement.]

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

### ANTH 356

#### Archaeology of North America (5)

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

### ANTH 357

#### Peoples of Latin America (5)

[satisfies international studies university graduation requirement.]

An ethnographic survey of contemporary cultures of Central and South America, including both aboriginal and peasant societies. Emphasis is placed on the merging and clashing of European, Indian and African, rich and poor and the continuing character of these conflicts into the present.

### ANTH 358

#### Medical Anthropology (5)

[satisfies international studies university graduation requirement.]

This course offers an understanding of the anthropology of medicine, curing versus healing, the concept of biomedicine and its role in today's world and other perspectives on medicine and medical practice. A review of folk and "professional" medical systems will be included.

### ANTH 366

#### Revolution and Development in the Third World (5)

[satisfies international studies university graduation requirement.]

This course explores the alternative models available for understanding rapid cultural change in a worldwide array of postcolonial countries. Emphasis is placed on the historical origins of ethnic, nationalist and class conflict in local regions as studied by anthropologists. Opportunities are made available for pursuing students' regional interests.

### ANTH 399

#### Special Studies (1-15)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* permission of the instructor and the department chair and college dean.

### ANTH 401

#### Anthropological Research Methods (5)

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

### ANTH 432

#### Anthropology of Gender (4)

This course examines notions of sex and gender from a cross-cultural perspective. Material covered includes understandings of gender, third genders, human sexuality and the gendered nature of activities in both non-Western and Western societies. (Cross-listed WMST 432)

### ANTH 435

#### Irish History and Culture (5)

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

### ANTH 436

#### Politics of Culture: Israel and Palestine (5)

Examines the role of culture in the political struggles between Israelis and Palestinians. Explores the influence of national, religious, ethnic and historical narratives in the conceptualization of the Israeli-Palestinian conflict. This course will consider how a detailed knowledge of these 'politics of culture' can provide meaningful insights to potential avenues of cultural reconciliation and, ultimately, a more peaceful environment for Israelis and Palestinians. (Cross-listed HIST 436 and GEOG 436)

### ANTH 439

#### Topics in Anthropology (1-5)

This course is a variable topics course exploring current interests and specific research foci in each of the four sub-fields of anthropology. Topics might include anthropological perspectives on contemporary issues; current research interests of specific faculty; further investigation of sub-topics included in large survey courses.

### ANTH 444

#### Development of Anthropological Theory (5)

*Prerequisite:* ANTH 101.

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

### ANTH 445

#### Anthropological Linguistics (5)

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

### ANTH 446

#### Sociolinguistics (3)

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

### ANTH 448

#### Anthropology of Food and Nutrition (5)

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

### ANTH 450

#### Cultural Ecology (5)

[satisfies international studies university graduation requirement.]

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

### ANTH 452

#### Archaeological Field Techniques (5)

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

### ANTH 454

#### Myth, Ritual and Magic (5)

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

### ANTH 455

#### Archaeology of Meso-America (5)

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

## ANTH 456

### World Archaeology (5)

This course provides a global review of archaeology beginning with the appearance of the first hominins (the Australopithecines) through the beginnings of agriculture and the advent of social stratification and culturally complex civilizations. Topics will include an overview of human evolution, the first humans and their hunting-gathering lifestyles, the increasing specialization of hunter-gatherers and the dawn of horticulture-agriculture.

## ANTH 457

### Witchcraft, Sorcery and Shamanism (5)

An anthropological study of the cultural significance of witchcraft, sorcery, spirit possession and shamanism.

## ANTH 460

### Forensic Anthropology (5)

*Prerequisite: Restricted to students majoring in Anthropology, Criminal Justice or Chemistry with Forensic Science option, or permission of instructor.*

This course is an overview of osteology, human taphonomy and personal identification from skeletal remains, particularly as they are applicable to law enforcement situations. Most class periods will be a combination of lecture and laboratory work.

## ANTH 463

### Community Projects in Anthropology (5)

In this course students will learn methodologies and techniques used in applied anthropology. They will then put their anthropological knowledge and field techniques to use in applied anthropology projects in the community.

## ANTH 490

### Senior Capstone: Anthropology and the Modern World:

#### Critical, Popular and Applied (4)

[satisfies senior capstone university graduation requirement.]

This course joins together the diverse sub-fields and eclectic viewpoints of anthropology and its supporting disciplines with the aim of clarifying anthropology's practical uses. It seeks the principles and applications which the field as a whole needs in order to communicate with other institutions and with society at large. We explore the implicit social criticism anthropology offers to western culture and to its own place within it. The course presents an array of career possibilities, together with a wide range of practical applications for anthropological knowledge. Guest lectures, discussion, group work and their own presentations challenge students to relate their special interests to the larger issues of the human sciences and their meanings for people.

## ANTH 493

### Portfolio Assessment (1)

FALL/WINTER/SPRING/SUMMER

*Prerequisite: senior standing.*

Advised by a member of the Anthropology faculty, the student compiles an assessment portfolio of academic assignments completed in anthropology courses at EWU. Taken during the term in which the student expects to complete the requirements for the bachelor's degree in anthropology, this independent study course provides the student with an opportunity to undertake guided academic/career planning as well as to participate in summative assessments.

## ANTH 495

### Internship (1-15)

FALL/WINTER/SPRING/SUMMER

*Prerequisite: permission of the instructor, department chair and college dean.*

## ANTH 497

### Workshops, Short Courses, Conferences (1-5)

FALL/WINTER/SPRING/SUMMER

Special short-term programs of varying content, usually involving field work problems.

## ANTH 498

### Departmental Seminar (1-5)

FALL/WINTER/SPRING/SUMMER

Selected topics in anthropology.

## ANTH 499

### Directed Study (1-5)

FALL/WINTER/SPRING/SUMMER

*Prerequisites: permission of the instructor and the department chair and college dean.*

Independent study in selected areas of anthropology.

## ANTH 595

### Internship (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

This course will offer vocational experience for students in the interdisciplinary option within an Interdisciplinary MA Program. Placement of the student with federal or state agencies, or private organizations is designed to provide on-the-job training and will be designed for the individual needs of specific master's programs.

## ANTH 599

### Independent Study (1-15)

*Prerequisite: permission of the instructor, department chair and college dean.*

## ANTH 600

### Thesis (2-6)

*Prerequisites: permission of department chair and graduate research chair.*

The objective of this course is to conduct original research as part of the completion of a research study bound as a thesis. This document provides partial fulfillment of the MA requirement and will be completed under the direction of a graduate committee. The thesis is designed to sharpen research, writing and organizational skills.

## APPLIED PSYCHOLOGY

See COUNSELING, EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY

## ART

### College of Arts and Letters

Elisa Nappa, Chair	140 Art Building	509.359.2494	
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<i>BA</i>	<i>BAE</i>	<i>BFA</i>	<i>Minor</i>
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Faculty: T. Askman, L. DeVuono, N. Hathaway, Jenny Hyde, B. Miller, S. Murney, E. Nappa, G. DuMonthier

## UNDERGRADUATE PROGRAMS

The Department of Art offers a curricular program founded on three major concerns: developing the highest levels of individual artistic performance and professional education, providing courses for all students which develop cultural understanding and aesthetic appreciation and functioning as a center of emphasis and resource for the visual arts in the cultural activities of both the University and the community at large.

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

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

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

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

### BACHELOR OF ARTS (BA)

#### STUDENT LEARNING OUTCOMES

##### Students will:

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

### ART HISTORY MAJOR (62 CREDITS)

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

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

#### Required Courses (29-30 credits)

- ART 107 Basic Design (5)  
or ART 307 Design (5)
- ART 213 Art in the Humanities (5)
- ART 300 Drawing (5)
- ART 303 Digital Art I (5)
- ART 339 Research in Art History (2)
- ART 439 Art History Seminar (2-3)
- ART 491 Senior Thesis (5)

#### Select courses from the following (30 credits)

- ART 310 World Art (5)
- ART 415 History of Ancient Art (5)
- ART 417 History of Medieval Art (5)
- ART 420 History of Renaissance Art (5)
- ART 422 History of Baroque and Rococo Art (5)
- ART 423 Art of the 19<sup>th</sup> Century (5)
- ART 430 History of Modern Art (5)
- ART 431 History of Contemporary Art (5)

#### Electives (3 credits)

Select additional Art History courses in consultation with departmental advisor.

**Required program credits**

**59 credits**

**Elective credits**

**3 credits**

**Total credits for above major**

**62 credits**

### BACHELOR OF ARTS (BA)

#### STUDENT LEARNING OUTCOMES

##### Students will:

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

### STUDIO ART MAJOR (75 CREDITS)

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

#### Required Courses (35 credits)

- ART 107 Basic Design (5)  
or ART 307 Design (5)
- ART 155 Beginning Painting (5)  
or ART 355 Painting (5)
- ART 213 Art in the Humanities (5)
- ART 300 Drawing (5)
- ART 303 Digital Art I (5)
- ART 400 Drawing (5)  
or ART 401 Life Drawing (5)
- ART 490 Senior Capstone: Professional practices for the visual arts. Where do you want to go? How do you get there? (5)

#### Select two of the following courses (10 credits)

- ART 310 World Art (5)
- ART 415 History of Ancient Art (5)
- ART 417 History of Medieval Art (5)
- ART 420 History of Renaissance Art (5)
- ART 422 History of Baroque and Rococo Art (5)
- ART 423 Art of the 19<sup>th</sup> Century (5)
- ART 430 History of Modern Art (5)
- ART 431 History of Contemporary Art (5)

#### Studio Disciplines (20 credits)

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

<b>Ceramics:</b> ART 325 Ceramics (5) ART 425 Advanced Ceramics (5)*	<b>Photography:</b> ART 304 Art of Photography (5) ART 404 Art of Photography (5)*
<b>Digital Art:</b> ART 403 Digital Art II (5)*	<b>Printmaking:</b> ART 360 Printmaking (5) ART 460 Printmaking (5)*
<b>Drawing:</b> ART 400 Drawing (5)* ART 401 Life Drawing (5)*	<b>Sculpture:</b> ART 365 Sculpture (5) ART 465 Sculpture (5)*
<b>Painting:</b> ART 155 Beginning Painting (5) ART 355 Painting (5) ART 356 Watercolor (5) ART 455 Painting (5)* ART 456 Watercolor (5*)	<b>Alternative Media:</b> ART 407 Alternative Media (5)* ART 450 Workshop in Art (1-5)*

#### Electives (10 credits)

Select additional art courses in consultation with departmental advisor.

**Required program credits**

**45 credits**

**Studio discipline credits**

**20 credits**

**Elective credits**

**10 credits**

**Total credits for above major**

**75 credits**

## **BACHELOR OF ARTS IN EDUCATION (BAE)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

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

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

### **VISUAL ARTS/ELEMENTARY MAJOR (45 CREDITS)**

This major satisfies the endorsement for Preschool to grade 12.

#### **Required Courses (35 credits)**

- ART 107 Basic Design (5)
- ART 155 Beginning Painting (5)  
or ART 355 Painting (5)
- ART 213 Art in the Humanities (5)
- ART 300 Drawing (5)
- ART 303 Digital Art I (5)
- ART 325 Ceramics (5)
- ART 390 Art in the Elementary School (3)
- ART 391 Foundations of Art Education (2)

#### **Select one of the following courses (5 credits)**

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

#### **Electives (5 credits)**

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

<b>Computer/Photography</b> ART 304 Art of Photography (5) ART 403 Digital Art II (5)	<b>3-D Ceramics/Sculpture</b> ART 307 Design (5) ART 365 Sculpture (5) ART 425 Advanced Ceramics (5)
<b>2-D Painting/Drawing/Printing</b> ART 356 Watercolor (5) ART 360 Printmaking (5) ART 400 Drawing (5) ART 401 Life Drawing (5) ART 455 Painting (5) ART 456 Watercolor (5) ART 460 Printmaking (5)	

**Required program credits** **40 credits**

**Elective credits** **5 credits**

**Credits for above major** **45 credits**

**Professional Education Requirements/Elementary Education:** **73-74 credits**  
 See the Department of Education section of this catalog. Prerequisites may also apply.

**Minimum credits for above major and professional education** **118 credits**

*Note: the above major requires the completion of a minor.*

*Note: the above major takes more than 12 quarters at 15-16 credits a quarter.*

## **BACHELOR OF ARTS IN EDUCATION (BAE)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

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

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

### **VISUAL ARTS/SECONDARY MAJOR (70 CREDITS)**

This major satisfies the endorsement for Preschool to grade 12.

#### **Required Courses (50 credits)**

- ART 107 Basic Design (5)
- ART 155 Beginning Painting (5)  
or ART 355 Painting (5)
- ART 213 Art in the Humanities (5)
- ART 300 Drawing (5)
- ART 303 Digital Art I (5)
- ART 307 Design (5)  
or ART 365 Sculpture (5)
- ART 325 Ceramics (5)
- ART 391 Foundations of Art Education (2)
- ART 393 Art in the Secondary School (3)
- ART 400 Drawing (5)  
or ART 401 Life Drawing (5)
- ART 420 History of Renaissance Art (5)

#### **Select one of the following (5 credits)**

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

#### **Electives (15 credits)**

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

<b>Computer/Photography</b> ART 304 Art of Photography (5) ART 403 Digital Art II (5)* ART 404 Photography (5)*	<b>3-D Ceramics/Sculpture</b> ART 307 Design (5) ART 365 Sculpture (5) ART 425 Advanced Ceramics (5)* ART 465 Sculpture (5)*
<b>2-D Painting/Drawing/Printing</b> ART 356 Watercolor (5) ART 360 Printmaking (5) ART 400 Drawing (5)* ART 401 Life Drawing (5)* ART 455 Painting (5)* ART 456 Watercolor (5)* ART 460 Printmaking (5)*	

**Required program credits** **55 credits**

**Elective credits** **15 credits**

**Credits for above major** **70 credits**

**Professional Education Requirements/Secondary Education:** **46-47 credits**  
 See the Department of Education section of this catalog. Prerequisites may also apply.

**Minimum credits for above major and professional education** **116 credits**

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

*Note: the above major takes more than 12 quarters at 15-16 credits a quarter.*

## **BACHELOR OF FINE ARTS (BFA)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

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

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

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

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

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

*Note:* there is no foreign language requirement for BFA students.

### **STUDIO ART MAJOR (115 CREDITS)**

#### **Required Courses (48 credits)**

- ART 107 Basic Design (5)
- or ART 307 Design (5)
- ART 213 Art in the Humanities (5)
- ART 300 Drawing (5)
- ART 303 Digital Art I (5)
- ART 400 Drawing (5)
- ART 401 Life Drawing (5)
- ART 407 Alternative Media (5)
- ART 431 History of Contemporary Art (5)
- ART 470 Senior Exhibition (1+1+1)
- ART 490 Senior Capstone: Professional practices for the visual arts. Where do you want to go? How do you get there? (5)

#### **Select one of the following courses (5 credits)**

- ART 310 World Art (5)
- ART 415 History of Ancient Art (5)
- ART 417 History of Medieval Art (5)
- ART 420 History of Renaissance Art (5)
- ART 422 History of Baroque and Rococo Art (5)
- ART 423 Art of the 19<sup>th</sup> Century (5)
- ART 430 History of Modern Art (5)

#### **Studio Disciplines (25 credits and 15 credits)**

From the list of studio courses marked with (\*) choose one studio discipline to be repeated a minimum of three times: 25 credits. Select courses in a second studio discipline (15 credits)

<b>Alternative Media:</b> ART 407 Alternative Media (5)* ART 450 Workshop in Art (1-5)*	<b>Painting:</b> ART 155 Beginning Painting (5) ART 355 Painting (5) ART 356 Watercolor (5) ART 455 Painting (5)* ART 456 Watercolor (5)*
<b>Ceramics:</b> ART 325 Ceramics (5) ART 425 Advanced Ceramics (5)*	<b>Photography:</b> ART 304 Art of Photography (5) ART 404 Art of Photography (5)*
<b>Computer Graphics:</b> ART 403 Digital Art II (5)*	<b>Printmaking:</b> ART 360 Printmaking (5) ART 460 Printmaking (5)*
<b>Drawing:</b> ART 400 Drawing (5)* ART 401 Life Drawing (5)*	<b>Sculpture:</b> ART 365 Sculpture (5) ART 465 Sculpture (5)*

#### **Electives (22 credits)**

Select additional art courses in consultation with departmental advisor.

<b>Required program credits</b>	<b>53 credits</b>
<b>Studio discipline credits</b>	<b>25 credits</b>
<b>Second studio discipline credits</b>	<b>15 credits</b>
<b>Elective credits</b>	<b>22 credits</b>
<b>Total credits for above major</b>	<b>115 credits</b>

## **BACHELOR OF FINE ARTS (BFA)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- have the ability to solve visual communication problems, including the skills of identification, research and information gathering, analysis and generation of alternative solutions;
- have the ability to draw on thoughts and ideas in relation to an art historical timeline, apply contemporary concepts in design to their own work and articulate and discuss art within our own culture and the art of other cultures;
- have basic skills to create a response to visual communication problems, including an understanding of the principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics and the construction of meaningful images;
- have an understanding of multimedia tools and technology, including their roles in the creation, reproduction and distribution of visual messages;
- be able to describe and respond to audiences and contexts that communication solutions must address, including recognition of the physical, cognitive and social human factors that shape design decisions;
- have an understanding of basic business practices, including the ability to organize design projects and to work productively as members of a team;
- create a cohesive body of work on a level appropriate to entry into both graduate schools and design professions and have the ability to defend their portfolio work both orally and in written statement.

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

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

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

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

*Note:* there is no foreign language requirement for BFA students.

## VISUAL COMMUNICATION DESIGN (114 CREDITS)

### Required Courses

ART 107 Basic Design (5)  
 ART 155 Beginning Painting (5)  
 or ART 355 Painting (5)  
 ART 207 Color Design (5)  
 ART 213 Art in the Humanities (5)  
 ART 300 Drawing (5)  
 ART 303 Digital Imaging (5)  
 ART 360 Printmaking (5)  
 ART 401 Life Drawing (5)  
 ART 407 Alternative Media (5)  
 ART 431 Contemporary Art (5)  
 ART History Elective (5)  
 DESN 216 Computer Graphics (4)  
 DESN 263 Visual Communication Design I (4)  
 DESN 343 Typography (4)  
 DESN 350 Digital Imaging and Photography (4)  
 DESN 363 Visual Communication Design II (4)  
 DESN 366 Electronic Prepress Production (4)  
 DESN 368 Introduction to Web Design (4)  
 DESN 369 Advanced Web Design (4)  
 DESN 463 Visual Communication Design III (4)  
 DESN 470/ART 470 Senior Exhibition (3)  
 TECH 393 Technology and World Civilization (4)  
 TECH 490 Senior Capstone (4)  
 TECH 491 Senior Project (4)  
 or TECH 495 Internship (4)  
 TECH Electives (8)

**Total required credits** **101 credits**

**Total elective credits** **13 credits**

**Total credits for above Major** **114 credits**

*Note: Including University requirements, the above program requires a minimum of 180 credits, or an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:  
 a. Students will have satisfied University Competencies (ENGL 101 and CPLA 100). If this is not true, then the student will have to complete up to six more credits of classes (See University Competencies in this catalog.) b. Art in the Humanities (ART 213) fulfills EWU's Fine Arts core requirement c. Technology and World Civilization (TECH 393) fulfills EWU's International Studies requirement. Senior Capstone (TECH 490) fulfills EWU's Senior Capstone requirement.*

## MINORS

### ART MINOR (20 CREDITS)

#### Required Courses (5 credits)

ART 213 Art in the Humanities (5)

#### Select one of the following courses (5 credits)

ART 310 World Art (5)  
 ART 311 African and African American Art History (5)  
 ART 415 History of Ancient Art (5)  
 ART 417 History of Medieval Art (5)  
 ART 420 History of Renaissance Art (5)  
 ART 422 History of Baroque and Rococo Art (5)  
 ART 423 Art of the 19<sup>th</sup> Century (5)  
 ART 430 History of Modern Art (5)  
 ART 431 History of Contemporary Art (5)

#### Select two courses from Art History or Studio Art (10 credits minimum)

##### Art History:

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

##### Studio Art:

ART 155 Beginning Painting (5)  
 or ART 355 Painting (5)  
 or ART 455 Painting (5)  
 ART 303 Digital Art I (5)  
 ART 304 Photography (5)  
 or ART 404 Photography (5)  
 ART 325 Ceramics (5)  
 or ART 425 Advanced Ceramics (5)  
 ART 356 Watercolor (5)  
 or ART 456 Watercolor (5)  
 ART 360 Printmaking (5)  
 or ART 460 Printmaking (5)  
 ART 365 Sculpture (5)  
 or ART 465 Sculpture (5)  
 ART 400 Drawing (5)  
 ART 401 Life Drawing (5)  
 ART 407 Alternative Media (5)

**Total credits for above minor** **20 credits**

## ART/ELEMENTARY OR SECONDARY MINOR (33 CREDITS)

This minor satisfies the endorsement for Preschool to grade 12.

### Required Courses

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

**Total credits for above minor**

**33 credits**

## GRADUATE PROGRAM

The Art Department offers courses that may be included in an Interdisciplinary master's degree and Art Department faculty may serve on committees for students whose Interdisciplinary program proposals are accepted through the process described elsewhere in this catalog.

*Note: only programs that offer a graduate degree may be the primary discipline in a graduate interdisciplinary degree program. Art does not offer an MA.*

### The Art Department's Participation in Interdisciplinary Masters Programs:

First and foremost—all Interdisciplinary MA applicants must understand that the only terminal degree in Studio Art is the MFA. An MFA is required to teach studio art at levels beyond high school. A PhD is needed to teach Art History and Art Education. (See below)

**Acceptance into Program:** Interdisciplinary MA applicants will have to apply with a portfolio of work in a manner akin to the BFA applicants.

If they are accepted, the Interdisciplinary MA candidates will participate in two quarters of twice quarterly reviews, (i.e., one review by Art faculty and one review by outside professionals each quarter). These reviews are currently listed as ART 470.

During the MA candidate's third and final quarter, s/he will participate in a thesis exhibition and have an oral review by her/his thesis committee which must consist of at least one of their Art faculty.

**Interdisciplinary MA History and Art:** Interdisciplinary MA students in History and Art have a strong record of following the traditional trajectory of the MA preceding the PhD.

**Interdisciplinary MA in Publishing, Creative Writing and Art:** Art courses can constitute a minor discipline for this degree program only based on the determination of the Chair, with input from other faculty if necessary.

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



## Art Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### ART 107

#### Basic Design (5)

Course fee.

*Prerequisite:* Must be one of the following majors: Art, Studio Art, Art History, Graphic Design, Visual Arts Elementary or Secondary, Visual Communication Design, Communication Studies, Theatre, Interdisciplinary Studies or Computer Science or by permission of the instructor.

This course is the exploration of design concepts for 2-dimensional work, including composition, 2-D form, scale value and color.

### ART 155

#### Beginning Painting (5)

Course fee.

This course is an introduction to painting techniques and approaches, designed for students with no previous art training and non-art majors.

### ART 207

#### Color Design (5)

Course fee.

This course examines color problems in design and fine art.

### ART 213

#### Art in the Humanities (5)

Course fee.

[satisfies the GECR for humanities and fine arts, list 2, fine arts.]

A survey of cultural interrelationships of the arts, emphasizing the visual arts of painting, sculpture and architecture. (Cross-listed HUMN 213)

### ART 300

#### Drawing (5)

Course fee.

*Prerequisite:* Must be one of the following majors: Art, Studio Art, Art History, Graphic Design, Visual Arts Elementary or Secondary, Visual Communication Design, Communication Studies, Theatre, Interdisciplinary Studies or Computer Science or by permission of the instructor.

This course is an introduction to fundamentals of drawing. Students use a variety of media.

### ART 303

#### Digital Art I (5)

Course fee.

*Prerequisite:* Must be one of the following majors: Art, Studio Art, Art History, Visual Arts Elementary or Secondary, Visual Communication Design, Communication Studies, Journalism, Theatre, Interdisciplinary Studies or Computer Science or by permission of the instructor.

This is a beginning digital art course that explores the use of digital media in the creation of studio art. The focus of this course is on the development of works of art through the use of computer applications such as Adobe Photoshop, Illustrator and Flash. Students experiment with ways in which other artistic media can be used in combination with the digital image to produce unique works of art.

### ART 304

#### Art of Photography (5)

Course fee.

This class is an exploration of the photographic medium with emphasis on artistic development. Students work with film-based or digital imagery, while learning photographic process and engaging in a dialogue with visual history.

### ART 307

#### Design (5)

Course fee.

*Prerequisite:* ART 107.

Problems in experimental three-dimensional design and structure and extensive woodshop experiences.

### ART 310

#### World Art (5)

Course fee.

[satisfies cultural and gender diversity university graduation requirement.]

A survey of aesthetic and visual concepts of various cultures. Includes study of selected indigenous, primitive and native art forms.

### ART 311

#### African and African American Art History (5)

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* ENGL 100.

Surveys visual arts from prehistoric Africa to the modern African artist (Cross-listed AAST 311, HUMN 311)

### ART 325

#### Ceramics (5)

Course fee.

Beginning exploration of pottery and sculpture. Students will learn beginning hand-building and wheel techniques.

### ART 339

#### Research in Art History (2)

Course fee.

*Prerequisite:* ENGL 101

This course is an intensive study of the methodology of research in the field of art history with an emphasis on research techniques and writing.

### ART 355

#### Painting (5)

Course fee.

*Prerequisite:* ART 155 or permission of the instructor.

*This is either a beginning course for upper division students or the second course for those who have taken ART 155.*

The exploration of various techniques and approaches to making paintings (realism to non-representational).

### ART 356

#### Watercolor (5)

Course fee.

Basic watercolor techniques using still life and landscape models.

### ART 360

#### Printmaking (5)

Course fee.

*Prerequisite:* Must be one of the following majors: Art, Studio Art, Art History, Visual Arts Elementary or Secondary, Visual Communication Design, Communication Studies, Journalism, Theatre, Interdisciplinary Studies or Computer Science or by permission of the instructor.

This course explores printmaking techniques including experimental methods.

### ART 365

#### Sculpture (5)

Course fee.

Experimentation in sculpture through modeling, casting, carving and fabrication.

### ART 390

#### Art in the Elementary School (3)

Course fee.

*Prerequisite:* junior standing.

Children's development in visual expression. Teaching procedures and materials used in structuring children's art experiences and the development of skill in basic studio practices.

### ART 391

#### Foundations of Art Education (2)

Course fee.

*Prerequisite:* junior standing.

An examination and review of significant historical and philosophical thought in the development of contemporary art education.

### ART 393

#### Art in the Secondary School (3)

Course fee.

*Prerequisite:* permission of the instructor.

Designed to examine and verify professional competency prior to student teaching. Required for secondary emphasis art majors.

### ART 398

#### Seminar (2-3)

Course fee.

### ART 400

#### Drawing (5)

Course fee.

*Prerequisite:* ART 300.

Advanced drawing and figure construction techniques. Students may specialize in one medium.

### ART 401

#### Life Drawing (5)

Course fee.

*Prerequisite:* ART 300.

Specialized study of the human form. Emphasis on analysis of human structure.

### ART 403

#### Digital Art II (5)

Course fee.

*Prerequisite:* ART 303 or permission of the instructor.

This is an intermediate and advanced digital art course that expands on the use of digital media in the creation of studio art. In this section, students work to develop greater proficiency in using the computer as an artistic tool while working to build a strong, independent portfolio of digital work using computer applications such as Adobe Photoshop, Illustrator and Flash. The focus is to refine skills and knowledge of the creation of digital-based works of art.

### ART 404

#### Art of Photography (5)

Course fee.

*Prerequisite:* ART 304 or permission of the instructor.

Advanced photo techniques and ideas. Subjects vary according to faculty and student interests.

### ART 407

#### Alternative Media (5)

Course fee.

*Prerequisite:* junior standing.

Learning to work with non-traditional materials in the creation of art, students create works dealing with time, chance, light, space and other alternative methods. We will discuss artists and issues surrounding the development of conceptual art and consider its influence on today's art world.

### ART 408

#### Intermedia (5)

Course fee.

*Prerequisite:* junior standing.

The focus of this course is on learning to work with more than one medium in the creation of works of art—intermedia. Students will create works that involve combinations of performance, video and installation. We will discuss artists and issues surrounding the creation of works that are or can be termed "intermedia".

### ART 409

#### Women and Men in Contemporary Art (1)

*Prerequisite:* English clearance.

The class focuses on how the cultural arts describe society. Examining as it does so a variety of social issues. Students will suggest ways in which they can integrate women into the arts and into their understanding of larger cultural relationships. (Cross-listed WMST 409)

### ART 415

#### History of Ancient Art (5)

*Prerequisites:* ENGL 101 and ART 213 or HUMN 213: ART 213 or HUMN 213 may be taken concurrently.

This course is a survey of early styles of art in Western civilization, including Egypt, the Near East, Greece and Rome.

**ART 417**

**History of Medieval Art (5)**

*Prerequisites: ENGL 101 and ART 213 or HUMN 213: ART 213 or HUMN 213 may be taken concurrently.*

This course is a survey of painting, sculpture, architecture and craft art in Europe from the Early Christian period through the Gothic age (ca 400–1400 AD).

**ART 420**

**History of Renaissance Art (5)**

*Prerequisites: ENGL 101 and ART 213 or HUMN 213: ART 213 or HUMN 213 may be taken concurrently.*

This course includes discussion of painting, sculpture and architecture of Renaissance Europe from the 14th through the 16th centuries, including a comparison between Italian and Northern styles.

**ART 422**

**History of Baroque and Rococo Art (5)**

*Prerequisites: ENGL 101 and ART 213 or HUMN 213: ART 213 or HUMN 213 may be taken concurrently.*

This course presents European Art between 1600 and 1750, with attention to the interrelation between the visual arts of painting, sculpture and architecture and other areas of cultural development—music, drama, literature and philosophy.

**ART 423**

**Art of the 19<sup>th</sup> Century (5)**

*Prerequisites: ENGL 101 and ART 213 or HUMN 213: ART 213 or HUMN 213 may be taken concurrently.*

This course is a survey of painting, sculpture and architecture in 19<sup>th</sup> century America and Europe, covering such movements as Neoclassicism, Romanticism, Realism and Impressionism.

**ART 425**

**Advanced Ceramics (5)**

*Course fee.*

*Prerequisite: ART 325.*

This course emphasizes the development of advanced skills in ceramics, hand building and/or wheel throwing and glaze technology.

**ART 430**

**History of Modern Art (5)**

*Prerequisites: ENGL 101 and ART 213 or HUMN 213: ART 213 or HUMN 213 may be taken concurrently.*

This course is a survey of major art forms, including architecture, from French Impressionism (ca. 1865) to the present. Emphasis will be on identifying the origins and tracing the development of 20<sup>th</sup> century styles.

**ART 431**

**History of Contemporary Art (5)**

*Course fee.*

*Prerequisites: ENGL 101 and ART 213 or HUMN 213: students must be declared in one of the following majors: Art, Studio Art, Art History, Visual Communication Design, Theatre, Interdisciplinary Studies, Computer Science, Humanities or by permission of the instructor.*

This course is a survey of art and theoretical writings on art from 1960 to the present. As the art world is increasingly globalized, this course examines the works and ideas from artists and art theorists around the world today.

**ART 439**

**Art History Seminar (2–3)**

*Prerequisites: ENGL 101*

This variable topic, variable credit class is an intensive study of the major artists and issues of one historical period. Topics will be developed through readings and group discussions. This course may be repeated for additional credit.

**ART 450**

**Workshop in Art (1–5)**

*Course fee.*

*May be repeated. Prerequisites: permission of the instructor.*

Exploratory problems in a variety of materials and media.

**ART 455**

**Painting (5)**

*Course fee.*

*Prerequisite: ART 355.*

Exploring a variety of concepts/attitudes and materials relating to art making.

**ART 456**

**Watercolor (5)**

*Course fee.*

*Prerequisite: ART 356.*

Advanced watercolor techniques.

**ART 460**

**Printmaking (5)**

*Course fee.*

*Prerequisite: ART 360.*

Continued exploration of print media. Emphasis upon craftsmanship and creative possibilities of media.

**ART 465**

**Sculpture (5)**

*Course fee.*

*Prerequisite: ART 365.*

Advanced study in sculptural media of student's choice. Opportunity for work in stone, wood, welding, bronze casting and other specialties.

**ART 470**

**Senior Exhibition (1)**

*Course fee.*

*Must be repeated three times for credit.*

*Prerequisites: senior standing; permission of the instructor and the department chair.*

The individual preparation and presentation of work for senior exhibition.

**ART 490**

**Senior Capstone: Professional Practices for the Visual Arts.**

**Where Do You Want To Go? How Do You Get There? (5)**

[satisfies senior capstone university graduation requirement.]

*Course fee.*

The course incorporates practical considerations for the graduating senior in both BFA and BA Studio Art programs. It addresses issues from portfolio development, to proposals, to opportunities in the art world. Students are encouraged to work with faculty in developing internships as well as grant proposals and slide packages.

**ART 491**

**Senior Thesis (5)**

[satisfies senior capstone university graduation requirement.]

*Prerequisite: permission of the instructor.*

The research and writing of an undergraduate thesis in Art History. Normally taken during the student's senior year.

**ART 495**

**Internship (1–3)**

*Course fee.*

*Prerequisite: permission of the instructor, department chair and college dean.*

**ART 496**

**Experimental Courses in Art (1–5)**

Subjects vary according to faculty and student interest.

**ART 498**

**Seminar (2)**

*The course may be repeated for additional credit.*

**ART 499**

**Directed Study (1–5)**

*Prerequisites: junior standing; permission of the instructor, department chair and college dean.*

Designed for upper-division students who wish to pursue work in any area in which they have completed three prior quarters of work.

**ART 501**

**Graduate Life Drawing (5)**

*Course fee.*

*Prerequisite: ART 401 or permission of the instructor.*

Advanced study of drawing techniques and the human form.

**ART 525**

**Graduate Ceramics (5)**

*Course fee.*

*Prerequisite: ART 425 or permission of the instructor.*

Emphasis on the development of advanced skills in ceramics, hand building, wheel throwing and glaze techniques.

**ART 539**

**Special Topics (1–5)**

**ART 555**

**Graduate Painting (5)**

*Course fee.*

*Prerequisite: ART 455 or permission of the instructor.*

Advanced studies in painting media.

**ART 565**

**Graduate Sculpture (5)**

*Course fee.*

*Prerequisite: ART 465 or permission of the instructor.*

Critical studies in advanced sculpture techniques.

**ART 596**

**Experimental Course (1–5)**

**ART 597**

**Workshops (1–5)**

*Prerequisites: permission of the instructor, department chair and college dean.*

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

**ART 598**

**Graduate Seminar in Art (3)**

**ART 599**

**Independent Study (1–5)**

*Prerequisite: permission of the instructor, department chair and college dean.*

Independent study projects in a selected special field of art.

**ART 600**

**Thesis (1–5)**

*Prerequisite: permission of the instructor, department chair and college dean.*

**ART 601**

**Creative Research Project (1–5)**

*Prerequisite: permission of the instructor, department chair and college dean.*

**ART 696**

**College Teaching Internship (15)**

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

## BIOLOGY

### College of Science, Health and Engineering

Margaret O'Connell, Chair	258 Hall of Sciences	509.359.6812
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<i>BAE</i>	<i>BS</i>	<i>Minors</i>	<i>General Science Endorsement</i>	<i>MS</i>
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Faculty: P. Bhuta, R. Black, A. Castillo, R. Brown, K. Carlberg, B. Fillmore, F. Gibson, T. Hancock, C. Herr, S. Kasuga, J. Joyner-Matos, H. McKean, C. McNeely, M. O'Connell, R. O'Quinn, B. Sardella, A. Scholz, S. Schwab

## UNDERGRADUATE PROGRAMS

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

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

The Department of Biology offers undergraduate programs leading to the Bachelor of Science. The BS degree is designed for students who require a broad background in biology along with specialized training that will prepare them for specific careers. Options within the degree include biochemistry/biotechnology and Pre-med/Pre-dent.

The Department of Biology is located in a building that houses laboratories designed for instruction and research in most aspects of biology. The department maintains its own aquarium rooms, cell culture facilities, greenhouse and herbarium.

In addition to on-campus facilities, the department operates the Turnbull Laboratory for Ecological Studies on the Turnbull National Wildlife Refuge about four miles from campus. These facilities provide opportunities for research in plant and animal physiology, ecology, fisheries and wildlife management.

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

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

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

## BACHELOR OF ARTS IN EDUCATION (BAE)

### STUDENT LEARNING OUTCOMES

#### Students will:

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

### BIOLOGY/SECONDARY MAJOR (75 CREDITS)

This major satisfies the endorsement requirements for grades 5–12.

#### Required Biology Courses (48 credits)

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

#### Select one of the following courses (5 credits)

- BIOL 303 Invertebrate Zoology (5)
- BIOL 304 Vertebrate Zoology (5)

#### Required supporting courses (17 credits)

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

#### Select one of the following courses (5 credits)

- MATH 106 Precalculus II (5)
- or MATH 380 Probability and Statistics (5)

#### Required program credits

53 credits

#### Required supporting courses

22 credits

#### Credits for above major

75 credits

#### Professional Education Requirements/

#### Secondary Education:

46–47 credits

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

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

121 credits

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

## BACHELOR OF SCIENCE IN BIOLOGY (BS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- expand and deepen their knowledge of biology and integrate that knowledge in their specialization;
- become informed, critically thinking scientists who can design, execute and communicate original research in the field of biology;
- become proficient in oral communication about biology in general and their research area in particular.

## BIOLOGY MAJOR (99–101 CREDITS)

### Required Biology Courses (25 credits)

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

### Select one of the following courses (5 credits)

BIOL 301 Microbiology (5)  
 BIOL 302 Botany (5)  
 BIOL 303 Invertebrate Zoology (5)  
 BIOL 304 Vertebrate Zoology (5)

### Select one of the following courses (4–5 credits)

BIOL 423 Evolution (5) or  
 BIOL 440 Ecology (4)

### Select one of the following courses (5 credits)

BIOL 436 Cell Biology (5)  
 BIOL 438 Molecular Biology (5)

### Required Supporting Courses (20 credits)

CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 MATH 161 Calculus I (5)  
 or MATH 380 Elementary Probability and Statistics (5)

### Electives (40 credits)

Select an additional 40 credits of upper division biology courses. Upper division courses from other departments may be substituted with an advisor's consent. A complete fifteen credit (15) course sequence of lower division physics may be substituted with an advisor's consent.

<i>Required program credits:</i>	<b>39–40 credits</b>
<i>Required supporting courses:</i>	<b>20 credits</b>
<i>Required elective credits taken in the program:</i>	<b>25 credits</b>
<i>Other elective credits:</i>	<b>15 credits</b>
<i>Minimum total credits for above major:</i>	<b>99 credits</b>

## BIOLOGY MAJOR WITH BIOCHEMISTRY/BIOTECHNOLOGY OPTION (134 CREDITS)

### Required Biology Courses (44 credits)

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

### Select one of the following courses (5 credits)

BIOL 302 Botany (5)  
 BIOL 303 Invertebrate Zoology (5)  
 BIOL 304 Vertebrate Zoology (5)

### Required supporting courses (85 credits)

CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 CHEM 304 Quantitative Analysis (6)  
 CHEM 351 Organic Chemistry (4)  
 CHEM 352 Organic Chemistry (4)  
 CHEM 372 Organic Chemistry Lab I (3)  
 CHEM 420 Instrumental Analysis (5)  
 CHEM 421 Physical Chemistry (4)  
 CHEM 422 Physical Chemistry (3)  
 CHEM 431 Physical Chemistry Lab (1)  
 CHEM 432 Physical Chemistry Lab (2)  
 CHEM 480 Biochemistry (5)  
 CHEM 481 Intermediary Metabolism (5)  
 CSCD 132 Programming in BASIC (3)  
 MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 PHYS 131 Introductory Physics I (4)  
 PHYS 132 Introductory Physics II (4)  
 PHYS 133 Introductory Physics III (4)  
 PHYS 161 Mechanics Laboratory (1)  
 PHYS 162 Heat and Optics Laboratory I (1)

PHYS 163 Instrumentation Lab I (1)

<i>Required program credits</i>	<b>49 credits</b>
<i>Required supporting courses</i>	<b>85 credits</b>
<i>Total credits for above major</i>	<b>134 credits</b>

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

## BIOLOGY MAJOR WITH PRE-MEDICINE/PRE-DENTISTRY OPTION (109–111 CREDITS)

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

### Required Biology Courses (25 credits)

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

### Select one of the following (5 credits)

BIOL 301 Microbiology (5)  
 BIOL 302 Botany (5)  
 BIOL 303 Invertebrate (5)  
 BIOL 304 Vertebrate Zoology (5)

### Select one of the following (5 credits)

BIOL 436 Cell Biology (5)  
 BIOL 438 Molecular Biology (5)

### Required supporting courses (61 credits)

BIOL 471 Pre-Med, Dent, Vet and Pharm Preparation (1)  
 CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 CHEM 351 Organic Chemistry (4)  
 CHEM 352 Organic Chemistry (4)  
 CHEM 353 Organic Chemistry (3)  
 CHEM 372 Organic Chemistry Laboratory I (3)  
 CHEM 471 Pre-Med, Dent, Vet and Pharm Preparation (1)  
 CHEM 480 Biochemistry (5)  
 CHEM 481 Intermediary Metabolism (5)  
 MATH 161 Calculus I (5)

or MATH 380 Elementary Probability and Statistics (5)

PHYS 131 Introductory Physics I (4)  
 PHYS 132 Introductory Physics II (4)  
 PHYS 133 Introductory Physics III (4)  
 PHYS 161 Mechanics Laboratory (1)  
 PHYS 162 Heat and Optics Laboratory I (1)  
 PHYS 163 Instrumentation Laboratory I (1)

### Select an additional three electives (13–15 credits)

ENGL 205 Introduction to Technical Communication (5)  
 BIOL 301 Microbiology (5)  
 BIOL 304 Vertebrate Zoology (5)  
 BIOL 311 Field Botany (5)  
 BIOL 332 Human Anatomy and Physiology I for Biology Majors (5)  
 BIOL 333 Human Anatomy and Physiology II for Biology Majors (5)  
 BIOL 334 Human Anatomy and Physiology III for Biology Majors (5)  
 BIOL 420 Epidemiology (5)  
 BIOL 421 Medical Bacteriology (5)  
 BIOL 423 Evolution (5)  
 BIOL 430 Immunology (5)  
 BIOL 432 Virology (5)  
 BIOL 435 Biology of Cancer (5)  
 BIOL 436 Cell Biology (5)  
 BIOL 438 Molecular Biology (5)  
 BIOL 440 Ecology (4)  
 BIOL 460 Hematology (5)  
 BIOL 476 Muscle Physiology (5)  
 BIOL 477 Embryology (5)

<i>Required program credits</i>	<b>35 credits</b>
<i>Required supporting courses</i>	<b>61 credits</b>
<i>Elective credits</i>	<b>13–15 credits</b>
<i>Minimum total credits for above major</i>	<b>109 credits</b>

*Note: for GE/CRs and other university requirements, see catalog.*

## **MINORS**

### **BIOLOGY MINOR (36–37 CREDITS)**

*Note: this minor does not meet the endorsement requirement for teachers.*

#### **Required Biology Courses**

- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 301 Microbiology (5)
- BIOL 302 Botany (5)
- BIOL 303 Invertebrate Zoology (5)
- or BIOL 304 Vertebrate Zoology (5)
- BIOL 340 Biology and Society (2)

#### **Select one of the following (4–5 credits)**

- BIOL 423 Evolution (5)
- BIOL 440 Ecology (4)

*Minimum total credits for above minor*

*36 credits*

### **HEALTH SCIENCE MINOR (30 CREDITS)**

#### **Required Courses**

- BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)
- CHEM 161 General Chemistry for the Health Sciences (5)
- CHEM 162 Organic Chemistry for the Health Sciences (5)
- CHEM 163 Biochemistry Chemistry for the Health Sciences (5)

*Total credits for above minor*

*30 credits*

### **BIOLOGY/SECONDARY MINOR (45 CREDITS)**

This minor satisfies the endorsement for grades 5–12.

#### **Required Biology Courses (33 credits)**

- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological Investigation (3)
- BIOL 310 Fundamentals of Genetics (5)
- BIOL 340 Biology and Society (2)
- BIOL 423 Evolution (5)
- BIOL 440 Ecology (4)
- BIOL 441 Ecology Lab (2)

#### **Select one of the following (5 credits)**

- BIOL 301 Microbiology (5)
- BIOL 302 Botany (5)
- BIOL 303 Invertebrate Zoology (5)
- BIOL 304 Vertebrate Zoology (5)

#### **Required Supporting Courses (7 credits)**

- BIOL 390 Biology Teaching Methods (1)
- MATH 105 Precalculus I (5)
- or MATH 380 Elementary Probability and Statistics (5)
- SCED 390 Secondary Science Teaching Methods (1)

*Required program credits*

*38 credits*

*Required supporting credits*

*7 credits*

*Total credits for above minor*

*45 credits*

## **Course Requirements for Teacher Certification/Add-on Endorsements** (For students who currently possess a Washington State Teaching Certificate)

### **GENERAL SCIENCE/ADD-ON ENDORSEMENT (65 CREDITS)**

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

#### **Required Courses**

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

*Total credits for above add-on endorsement*

*65 credits*

## GRADUATE PROGRAM

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

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

The **Master of Science in Biology** curriculum includes core courses in Research Design and Literature; Graduate Seminar; Current Topics in Ecology/Evolution, Physiology, Cell/Molecular, Biology and Growth of Biological Thought; elective courses in advanced topics; and research thesis.

In addition, an **Interdisciplinary Master's Program** is available that can incorporate biology (see separate catalog listing).

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

Teaching fellowships, with resident tuition waiver, are available on a competitive basis to qualified graduate students. Other financial support is possible through work-study programs, hourly employment by the department or faculty research grants. All applicants are encouraged to submit an Application for Federal Student Aid which, for incoming students, must be received by the Financial Aid Office by February 15 for support in the following academic year. Applications are available through the Financial Aid Office at EWU.

### Entrance Requirements/Preparation

To be admitted to the **Master of Science in Biology** program, applicants must first meet all requirements for admission to the Graduate School as outlined elsewhere in this catalog. Prospective MS applicants must hold a four-year baccalaureate degree in biology or related natural science from an accredited college or university. Preparation must include the equivalent of two quarters of organic chemistry and one quarter of statistics or calculus. Students who have deficiencies for admission or deficiencies as determined by their graduate committee, may be allowed to make up deficient coursework while enrolled in graduate school. Admission to the program will be considered when applicants; 1) have completed all admission requirements for the Graduate Studies Office at Eastern Washington University, 2) have submitted scores from the General GRE test, 3) have provided a completed Supplemental Application to the Department of Biology and two Evaluation/Recommendation Forms and 4) have identified an appropriate faculty research advisor willing to serve as the major professor.

Graduate students wishing to be considered for a Teaching fellowship must have their completed application to the Department of Biology by March 1. Applicants not seeking Teaching Fellowships must have their completed application to the Department of Biology by April 1, October 15 and January 15 for admission in the fall, winter and spring quarters, respectively.

### Candidacy:

To be admitted to candidacy, graduate students in the Master of Science in Biology program must have:

- completed 15 credit hours (10 of which at 500-level) and before completing one half the total minimum credits required for the degree,
- removed all deficiencies regarding entrance requirements (deficient coursework cannot be counted toward a degree),
- met with their graduate committee to determine an appropriate course curriculum,
- had their research proposal approved by their internal graduate committee and presented this proposal to the Department of Biology,
- submitted the completed application form with research advisor signature to the appropriate Biology Graduate Advisor,
- had their candidacy approved by the Department of Biology faculty.

## MASTER OF SCIENCE IN BIOLOGY

<b>A. Ross Black: Program Advisor</b>	<b>258 Hall of Sciences</b>	<b>509.359.2339</b>
<b>Margaret A. O'Connell: Program Advisor</b>		

### STUDENT LEARNING OUTCOMES

#### Students will:

- become proficient in oral communication about biology in general and their research area in particular;
- be informed, critically thinking scientists who can design, execute and communicate original research in the field of biology;
- expand and deepen their knowledge of biology and integrate that knowledge in their specialization.

#### Graduate Core (8 credits)

BIOL 510 Research Design and Literature (5)  
BIOL 598 Seminar (3)

#### Plus current topics from at least two of the following disciplines (additional current topics may be taken for elective credits) (6 credits)

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

#### Electives (16-20 credits)

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

#### Thesis (16-20 credits)

To be determined in consultation with student's graduate committee. All Master of Science in Biology students are required to conduct original research toward their Master's thesis. BIOL 600 Thesis Research (16-20)

#### Required core credits

**14 credits**

#### Elective credits

**16-20 credits**

#### Thesis credits

**16-20 credits**

#### Minimum total credits for above master's degree

**46 credits**

### Teaching

All Master of Science students in biology are required to either teach at least one quarter as a paid teaching assignment or arrange a teaching experience in consultation with their graduate committee. Students who do not have a paid teaching assignment may arrange to receive BIOL 595 credit for the development and execution of this teaching experience.

### Final Comprehensive Examination

The final comprehensive examination for the Master of Science in biology consists of a research seminar and an oral defense of the master's thesis presented to the department. Immediately following the student's seminar, an oral examination is administered by the student's committee, which is composed of two or three departmental faculty members and a faculty member appointed by the Graduate Studies Office. The focus of the examination is the student's thesis and general biology knowledge.

## Biology Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

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

### BIOL 100

#### Introduction to Biology (5)

[satisfies the GEGR for natural sciences, biology.]

*Prerequisite:* Completion of pre-university basic skills in mathematics requirement.

This course is an introduction to the methods of study and the three levels of organization in living organisms: cell, organismal and population. A laboratory is included.

### BIOL 109

#### Understanding Biological Terms (2)

A course designed to enhance comprehension of words and word parts most commonly encountered in biological sciences.

### BIOL 115

#### Investigating Biology (5)

[satisfies the GEGR for natural science, biology.]

*Prerequisite:* Completion of pre-university basic skills mathematics requirement.

This course is for students planning to teach elementary school. It includes inquiry based biological investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements. Laboratory exercises are included.

### BIOL 132, 133

#### Introduction to Human Anatomy and Physiology I, II (5, 5)

[BIOL 132 and BIOL 133 each satisfy a GEGR for Natural Science, Biology.]

For non-biology majors. A two quarter sequence focused on the essential elements of human organ systems and their interrelationships.

### BIOL 171

#### Biology I (4)

*Prerequisites:* completion of pre-university basic skills in mathematics requirement.

This course includes an introduction to biology, covering a review of chemistry from atomic structure through respiration, cell and molecular biology and genetics.

### BIOL 172

#### Biology II (4)

*Prerequisite:* BIOL 171.

Introduction to biology, covering evolution, the diversity of life and interactions among organisms and their environment.

### BIOL 173

#### Biology III (4)

*Prerequisite:* BIOL 171.

This course is an introduction to biology, covering the structure and function of plants and animals, with emphasis on flowering plants and vertebrates.

### BIOL 232, 233, 234

#### Human Anatomy and Physiology for Non-Biology Majors (5, 5, 5)

[BIOL 232, BIOL 233 each satisfy a GEGR for Natural Science, Biology]

*Prerequisites:* one course in college chemistry for BIOL 232, BIOL 232 for 233 and BIOL 233 for 234.

A three-quarter sequence concerned with the structure and function of the human organism.

*Note:* BIOL 232, 233, 234 and 335 are designed for students in allied health sciences.

### BIOL 270

#### Biological Investigation (3)

[the completion of BIOL 171 and 270 satisfies a GEGR for natural sciences, biology; the completion of BIOL 171, 172 and 270 satisfies a second GEGR for natural sciences, biology.]

*Prerequisite:* BIOL 171.

Experimental design and performance, including data collection and analysis, scientific writing and use of the biological literature.

### BIOL 299

#### Special Studies Biology (1–5)

*Prerequisite:* permission of the instructor, department chair and college dean.

An opportunity for students to explore problems of special interest.

### BIOL 300

#### History of Biology (5)

Examines the development of biological ideas in the Western world from early times to the present.

### BIOL 301

#### Microbiology (5)

*Prerequisites:* BIOL 171, 270, CHEM 153.

This course covers morphology, physiology, taxonomy and ecology of the microorganisms, emphasizing prokaryotes, fungi and the viruses. A laboratory is included.

### BIOL 302

#### Botany (5)

*Prerequisites:* BIOL 172, 173, 270; completion of or concurrent enrollment in CHEM 151.

This course examines the structure, function and phylogenetic relationships in the plant kingdom. A laboratory is included.

### BIOL 303

#### Invertebrate Zoology (5)

*Prerequisites:* BIOL 172, 173, 270; completion of or concurrent enrollment in CHEM 151.

This course examines structure, function and phylogenetic relationships of the invertebrate phyla. A laboratory is included.

### BIOL 304

#### Vertebrate Zoology (5)

*Prerequisites:* BIOL 172, 173, 270; completion of or concurrent enrollment in CHEM 151.

This course explores the structure, function and phylogenetic relationships of the vertebrates. A laboratory is included.

### BIOL 306

#### Natural Vegetation Ecology of North America (5)

*Prerequisite:* GEOG 100 or permission of the instructor.

This course is an introduction to the processes and patterns of natural vegetation, emphasizing the Pacific Northwest. (Cross-listed GEOG 306)

### BIOL 310

#### Fundamentals of Genetics (5)

*Prerequisites:* BIOL 171, 172, 173, CHEM 153.

This course provides comprehensive coverage of the major topic areas of genetics: classical, molecular and evolutionary.

### BIOL 311

#### Field Botany (5)

Introductory taxonomy and ecology of local vascular plants.

### BIOL 312

#### Fundamentals of Soil Science (4)

*Prerequisite:* Successful completion of MATH 100 or Mathematics Clearance by test.

A general introduction to physical, chemical and biological properties of soils. (Cross-listed GEOG 312)

### BIOL 318

#### Biology of Women (3)

The history, biology and myths of human reproduction as they apply to women and the interaction of brain, hormones and social life. (Cross-listed WMST 318)

### BIOL 320

#### The Human Prospect (5)

[satisfies international studies university graduation requirement.]

Explores the biological and philosophical roots of human's relationship with the environment. (Cross-listed HUMN 320)

### BIOL 324

#### Entomology (4)

*Prerequisite:* BIOL 172, 173, CHEM 151.

This course is a study of insect biology. A laboratory is included.

### BIOL 332, 333, 334

#### Human Anatomy and Physiology I, II, III (5, 5, 5) for Biology Majors

*Prerequisites:* BIOL 171, 173, 270; CHEM 153; BIOL 304 recommended for 332; BIOL 332 required for BIOL 333; BIOL 333 required for BIOL 334.

This is a three-quarter sequence covering the structure and function of the human body. Intended for students with significant background in biology and chemistry who are pursuing health care careers. A laboratory is included each quarter.

### BIOL 335

#### Elementary Medical Microbiology (5)

*Prerequisites:* completion of or concurrent enrollment in both BIOL 234 and CHEM 163.

This course will discuss micro-organisms and animal parasites, with chief emphasis on those which affect human health. A laboratory is included.

### BIOL 338

#### Discovering Women in Science (1)

The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed CHEM 338, GEOG 338, HIST 338, PHYS 338, PSYC 338, WMST 338)

### BIOL 340

#### Biology and Society (2)

*Prerequisite:* Either BIOL 100 or 171 or one of them taken concurrently. This course will discuss biological, social, ethical and economic implications of current advances in the biological sciences.

### BIOL 343

#### Biology of Aging (3)

This course will discuss the aging of biological organisms, viewed from the molecular level through the population level. The emphasis will be on human aging.

### BIOL 390

#### Biology Teaching Methods (1)

*Prerequisites:* BIOL 171, 172, 173 and 270; co-requisite SCED 390.

This course is designed for individuals seeking endorsement to teach junior or senior high school biology or general science. Various types of biology programs, organization of lesson materials, techniques and laboratory safety are included in the course.

### BIOL 395

#### Internship/Co-op Fieldwork (1–15)

*Prerequisite:* permission of the instructor, department chair and college dean.

### BIOL 405

#### Limnology (5)

*Prerequisites:* any one of BIOL 301, 302, 303, 304 or concurrent enrollment.

This course includes the general study of the physical, chemical and biological features of lakes and streams. A laboratory is included.

### BIOL 409

#### Mycology (5)

*Course fee.*

*Prerequisite:* Any one of BIOL 301, 302, 303, 304 or concurrent enrollment.

This course includes discussion of the structure, physiology, ecology and taxonomy of microfungi and mushrooms with an emphasis on fungi of the Northwest. A laboratory is included.

**BIOL 420****Epidemiology (5)**

*Prerequisite: BIOL 301*

This course is a study of the factors which determine the frequencies and distributions of communicable diseases among humans.

**BIOL 421****Medical Bacteriology (5)**

*Prerequisites: BIOL 301, CHEM 351.*

The microbial agents of human disease, with an emphasis on bacteria.

**BIOL 423****Evolution (5)**

*Prerequisites: BIOL 310 plus any one of BIOL 301, BIOL 302, BIOL 303, BIOL 304.*

This course is a study of variation, adaptation and speciation in biological systems.

**BIOL 430****Immunology (5)**

*Prerequisite: Any one of BIOL 301, 303, 304 or permission of the instructor. BIOL 460 is recommended.*

This course covers immune reactions of animals with principal emphasis on those associated with infectious diseases.

**BIOL 432****Virology (5)**

*Prerequisite: Any one of BIOL 301, 303, 304 or permission of the instructor. BIOL 460 is recommended.*

This course includes coverage of the molecular biology of microbial, animal and plant viruses and their host-parasite relationships. Those viruses associated with human and animal diseases are emphasized.

**BIOL 435****Biology of Cancer (5)**

*Prerequisites: BIOL 173 or 234, CHEM 153 or 163.*

A general study of human neoplasms.

**BIOL 436****Cell Biology (5)**

*Prerequisites: BIOL 171, 172, 173, 270, 310 and CHEM 153.*

This course is a comprehensive study of cell biology from a structural and functional perspective.

**BIOL 438****Molecular Biology (5)**

*Prerequisites: one of BIOL 301, 302, 303 or 304 and BIOL 310.*

This course will include study of gene structure, organization, function and regulation. Equal emphasis will be given to the molecular processes and genetic phenomena of both prokaryotic and eukaryotic cells.

**BIOL 440****Ecology (4)**

*Prerequisites: MATH 161 or 380; any one of BIOL 301, 302, 303, 304 or permission of the instructor.*

This course involves the study of factors which determine the distribution and abundance of organisms.

**BIOL 441****Ecology Lab (2)**

*Prerequisite: Current or prior enrollment in BIOL 440.*

A field and laboratory course which emphasizes testing ecological hypotheses.

**BIOL 442****Conservation Biology (4)**

*Prerequisites: BIOL 171, 172, 173, 270 or permission of the instructor; BIOL 440 recommended.*

Conservation biology is a synthetic discipline that has arisen in response to the current unprecedented rates of extinction and draws on a wide range of basic sciences and applied fields to address the problem of loss of biological diversity. This course introduces students to the discipline of conservation biology, familiarizes students with literature in conservation biology and provides students with a forum for discussion of some major topics in conservation biology.

**BIOL 443****Wildlife Management (4)**

*Prerequisites: BIOL 171, 172, 173 and 270 or permission of the instructor; BIOL 440 recommended.*

This course examines the historical and political development of wildlife management, the ecological principles that underpin management decisions, primary approaches to management and current management issues.

**BIOL 444****Field Ecology (4)**

*Prerequisite: BIOL 423 or 440 or permission of the instructor.*

In this course students conduct observational and/or experimental field studies designed to answer contemporary ecological questions. The course emphasizes hypothesis testing, study design, field techniques, data analysis and written and oral study presentation. May emphasize aquatic ecology, terrestrial ecology or both may be emphasized.

**BIOL 450****Mammalogy (5)**

*Course fee.*

*Prerequisite: BIOL 304 or permission of the instructor.*

This course covers the classifications, life histories and ecology of mammals. A laboratory is included.

**BIOL 454****Ornithology (5)**

*Prerequisite: BIOL 304 or permission of the instructor.*

Natural history and taxonomy of birds.

**BIOL 460****Hematology (5)**

*Course fee.*

*Prerequisites: BIOL 310 plus one of BIOL 301, 303 or 304; or permission of the instructor.*

This course discusses the morphology and hemostasis of the normal and abnormal human hematological system. A laboratory is included.

**BIOL 462****Ichthyology (5)**

*Course fee.*

*Prerequisites: BIOL 172, 173, 270 or permission of the instructor.*

This course is a systematic and ecological study of fishes with emphasis on the freshwater fishes of the U.S. A laboratory is included.

**BIOL 463****Fisheries Biology and Management (4)**

*Course fee.*

*Prerequisites: BIOL 172, 173, 270 or permission of the instructor.*

This course covers the development of the biological basis of fisheries management and the role of fish populations as sources of food and recreation for humans.

**BIOL 470****Biological Illustration (5)**

*Prerequisites: BIOL 172, 173, 270 or permission of the instructor.*

The emphasis in this course is placed on developing the various techniques commonly used in rendering biological illustrations that are suitable for publication.

**BIOL 471****Pre-Med, Dent, Vet and Pharm Preparation (1)**

*Prerequisites: junior standing or permission of the instructor.*

Prepares students for their interviews for medical, dental, veterinary or pharmacy school and for professional activities. Discusses medical ethics and presents students with a wide range of dilemmas associated with the medical field and has students work toward resolutions.

**BIOL 476****Muscle Physiology (3)**

*Prerequisite: BIOL 332 or permission of the instructor.*

This course examines the structure, function and regulation of muscle tissue with emphasis on skeletal muscle.

**BIOL 477****Embryology (5)**

*Prerequisites: BIOL 310.*

This course examines the dynamics, physical features and mechanisms of early organismic development from both the classical embryology and modern genetic perspective. Emphasis is placed on mammalian embryology. Also discussed are state-of-art technologies currently in use in medical and veterinary practice and in research.

**BIOL 479****Clinical Laboratory Theory and****Practicum I (6)**

*Prerequisite: admission to Professional Training at Sacred Heart Medical Center.*

BIOL 479 is a clinical laboratory science course, which will begin at the affiliate hospital in the latter part of summer of a student's junior year. It includes lecture and laboratory instruction in clinical immunohematology, clinical chemistry, phlebotomy, clinical hematology, clinical microscopy and urinalysis, clinical body fluids, transfusion techniques and clinical microbiology.

**BIOL 480****Clinical Laboratory Theory and Practicum II (12)**

*Prerequisite: BIOL 479.*

BIOL 480 is the second course in clinical laboratory science at the affiliate hospital. Students will review basic and advanced information in immunohematology, clinical chemistry, clinical hematology, clinical microbiology, clinical immunology, medical mycology and phlebotomy techniques. Students will perform patient laboratory testing under the guidance of trained professionals.

**BIOL 481****Freshwater Invertebrate Zoology (5)**

*Prerequisites: BIOL 172, 173, 270 are required; BIOL 405 or 440 is recommended.*

This is a field course stressing the collection, preservation and identification of freshwater invertebrates. A laboratory is included.

**BIOL 482****Clinical Laboratory Theory and Practicum III (12)**

*Prerequisite: BIOL 480.*

BIOL 482 is the third course in clinical laboratory science at the affiliate hospital. Students continue to study advanced clinical immunohematology, clinical chemistry, clinical microbiology and clinical hematology. During this course, students will perform actual patient laboratory testing under the guidance of trained professionals.

**BIOL 483****Clinical Laboratory Theory and Practicum IV (12)**

*Prerequisite: BIOL 482.*

BIOL 483 is the fourth course in clinical laboratory science at the affiliate hospital. Students will learn financial and quality management of clinical laboratory, ethics and professional behavior. Students will continue their training in advanced diagnostics in clinical microbiology, clinical chemistry, hematology and immunohematology. During this course, students will perform actual patient laboratory testing under the guidance of trained professionals.

**BIOL 485, 486****Molecular Biotechnology (5, 5)**

*Prerequisites: BIOL 301, 310, CHEM 480.*

A study of the concepts, experiments and industrial applications of fermentation theory, recombinant DNA protocols, plasmids and cloning, DNA, RNA and protein sequencing and synthesis, monoclonal antibodies and cell fusion, solid support enzyme technology, bioenergy reactions, biomass and secondary metabolite production and biodegradation.



## BIOL 488, 489

### Molecular Biotechnology Laboratory (2, 2)

*Prerequisite:* BIOL 485 or concurrent enrollment for BIOL 488; BIOL 486 or concurrent enrollment for BIOL 489.

Experiments include basic analytical and separatory techniques, analytical and preparative fermentations, restriction analysis of viral DNA, RNA labelling and sequencing, tissue fractionation and lectin affinity column chromatography, DNA cloning, screening and blot analysis, mammalian cell culture and fusion, immunochemistry and in vitro translation.

## BIOL 490

### Department Senior Capstone: (5)

#### Integrated Studies in Physiology-Microbial or

#### Integrated Studies in Physiology-Plants or

#### Integrated Studies in Physiology-Animals

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* senior standing (135 credits) and for Microbial: BIOL 301; Plants: BIOL 172,173,270; Animals: BIOL 303 or 304.

See your major department advisor for the appropriate section number. A laboratory is included.

## BIOL 491

### Senior Thesis (20)

*Prerequisite:* BIOL 483

BIOL 491 is Senior Thesis in clinical laboratory science at the affiliate hospital. Students will have lectures in ethics and professional behavior, management information and participate individually in small clinical laboratory experience and continue their training of advanced diagnostic work in clinical microbiology, clinical chemistry, hematology and immunohematology. During this course, students will perform actual patient laboratory testing under the guidance of trained professionals. An individual senior project integrating practical and theoretical topics will be the culmination of this course.

## BIOL 495

### Professional Internship (1-15)

*Prerequisite:* permission of the instructor, department chair and college dean.

## BIOL 496

### Experimental Courses And Research Courses (1-5)

## BIOL 497

### Workshops, Short Courses, Conferences (1-5)

## BIOL 498

### Seminar (1-2)

*Prerequisite:* advanced standing in departmental program.

## BIOL 499

### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## BIOL 505

### Limnology (5)

*Prerequisite:* Admission to graduate program.

An in-depth study of the physical, chemical and biological features of lakes and streams incorporating independent field work and/or synthesis of primary literature.

## BIOL 510

### Research Design and Literature (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

Methods of biological research, including: experimental design; hypothesis testing; data collection, analysis and interpretation; scientific writing and presentation; and utilization of scientific literature.

## BIOL 511

### Current Topics in Ecology/Evolution (2)

*May be repeated for credit.*

*Prerequisite:* Admission to the Biology Master's Program or permission of the instructor.

Current readings on selected topics of ecology and evolution. Topics will depend upon interests of instructor and students. Possible topics include: evolution of mating systems, aquatic ecology, community ecology, microevolutionary processes, population dynamics, evolution of life history strategies.

## BIOL 512

### Current Topics in Physiology (2)

*May be repeated for credit.*

*Prerequisite:* Admission to the Biology Master's Program or permission of the instructor.

Current readings in a specialized area of physiology, including functional aspects of animals, plants or micro-organisms or functions common to two or more groups of organisms.

## BIOL 513

### Current Topics in Cell and Molecular

### Biology (2)

*May be repeated for credit.*

*Prerequisite:* Admission to the Biology Master's Program or permission of the instructor.

This course will explore modern developments across the molecular and cell biology disciplines. Topics will build on research expertise of faculty as well as current literature. These areas include environmental and medical microbiology, recombinant DNA, immuno-pathology, embryo physiology.

## BIOL 514

### Growth of Biological Thought (2)

*May be repeated for credit.*

*Prerequisite:* Admission to the Biology Master's Program or permission of the instructor.

This course will include readings on topics such as changing biological paradigms, philosophies and ethical behavior of biologists in their historic as well as current context. Topics will be developed in relation to antecedent discoveries, available technology, political events and social climate.

## BIOL 519

### Review of Literature (1)

Presentations by faculty and graduate students of current biological research papers.

## BIOL 520

### Epidemiology (5)

*Offered alternate years.*

*Prerequisite:* Admission to graduate program or permission of the instructor.

A study of the factors which determine the frequencies and distributions of the communicable diseases among humans with an emphasis on independent synthesis of current literature.

## BIOL 521

### Medical Bacteriology (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

The microbial agents, especially bacteria, of human disease, with an emphasis on the study of molecular pathogenesis through independent readings and writings on regulation of the expression of pathogenic properties and an oral presentation of a research paper on a current topic in microbial pathogenesis.

## BIOL 530

### Immunology (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

Immune reactions of animals with principal emphasis on those associated with infectious diseases. Students will conduct primary literature review.

## BIOL 532

### Virology (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

The molecular biology of microbial, animal and plant viruses, especially those viruses associated with human and animal diseases and their host-parasite relationships with an emphasis on synthesis of primary literature.

## BIOL 535

### Biology of Cancer (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

An advanced study of human neoplasms through synthesis of current literature.

## BIOL 536

### Cell Biology (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

A comprehensive study of cellular biology from a structural and functional perspective incorporating independent laboratory and/or synthesis of primary literature.

## BIOL 539

### Special Topics (1-5)

## BIOL 542

### Conservation Biology (4)

*Prerequisite:* Admission to graduate program or permission of the instructor.

Conservation biology is a synthetic discipline that has arisen in response to the current unprecedented rates of extinction and draws on a wide range of basic sciences and applied fields to address the problem of loss of biological diversity. This course examines the discipline of conservation biology, familiarizes students with literature in conservation biology and provides students with a forum for discussion of some major topics in conservation biology. Students incorporate independent field work and/or synthesis of primary literature.

## BIOL 543

### Wildlife Management (4)

*Prerequisite:* Admission to graduate program or permission of the instructor.

An examination of the historical and political development of wildlife management, the ecological principles that underpin management decisions, primary approaches and current management issues incorporating independent field work and/or synthesis of primary literature.

## BIOL 550

### Mammalogy (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

The classifications, life histories and ecology of mammals with an emphasis on independent field or literature review studies.

## BIOL 554

### Ornithology (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

Natural history and taxonomy of birds with an emphasis on independent field or literature review studies.

## BIOL 560

### Hematology (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

An in-depth study of the morphology and hemostasis of the normal and abnormal human hematological system incorporating primary literature review and seminar preparation.

## BIOL 562

### Ichthyology (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

An in-depth systematic and ecological study of fishes, especially the freshwater fishes of the U.S., incorporating review of primary literature and independent field research.

## BIOL 563

### Fisheries Biology and Management (4)

*Prerequisite:* Admission to graduate program or permission of the instructor.

Development of the biological basis of fisheries management and the role of fish population as sources of food and recreation for humans. Synthesis of this information by developing a comprehensive management plan for a particular species or body of water.

## BIOL 576

### Muscle Physiology (3)

*Prerequisite:* BIOL 233 or 436 or 490.

The structure, function and regulation of muscle tissue, with an emphasis on skeletal muscle.

## BIOL 581

### Freshwater Invertebrate Zoology (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

A field course incorporating techniques used in the collection, preservation and identification of freshwater invertebrates into independent field research.

## BIOL 585

### Molecular Biotechnology I (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

An in-depth examination of animal and plant cell culture and microbial fermentation from the perspective of physiology and biochemical engineering.

## BIOL 586

### Molecular Biotechnology II (5)

*Prerequisite:* Admission to graduate program or permission of the instructor.

A thorough overview of principles and practice of recombinant DNA.

## BIOL 588/589

### Molecular Biotechnology Laboratory (2)

*Prerequisite:* Admission to graduate program or permission of the instructor.

Advanced quantitative procedures in recombinant DNA and monoclonal antibodies.

## BIOL 596

### Experimental Course (1-5)

## BIOL 597

### Workshops (1-5)

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## BIOL 598

### Seminar (1)

*Prerequisite:* Students shall be enrolled during all quarters of residency either for credit (598-01) or (598-02 P/INC).

Students select, develop and present seminars on selected topics in biology to an audience of peers and faculty.

## BIOL 599

*Prerequisites:* permission of the instructor, department chair and college dean.

### Independent Study (1-5)

## BIOL 600

### Thesis Research Project (1-10)

*Prerequisites:* permission of the instructor, department chair and college dean.

Thesis will represent culmination of original research under direction of graduate committee.

## BIOL 601

### Research Report (1-10)

*Prerequisites:* permission of the instructor, department chair and college dean.

Non-thesis directed research. Not available for Master of Science in Biology.



## Secondary Science Teaching Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

## SCED 390

### Secondary Science Teaching Methods (1)

*Prerequisite:* EDUC 303 or by permission of the instructor.

This course is designed for biology, chemistry, earth and space science and physics majors and individuals seeking endorsement to teach junior or senior high school. Students will study types of science programs, organization of lesson materials, techniques, laboratory safety and evaluation.

## BUSINESS ADMINISTRATION

### College of Business and Public Administration

<b>Department of Accounting and Information Systems</b>			
Elizabeth Murff, Chair	307 Riverpoint	509.358.2227	
<b>Department of Management</b>			
Harm-Jan Steenhuis, Chair	305 Kingston Hall 362 Riverpoint	509.359.4235	509.358.2285
<b>Undergraduate Business Program</b>			
Karen Morley, Advisor	317 Kingston Hall	509.359.6277	
Jodi Strote, Advisor	349 Riverpoint	509.358.2271	
<i>BAB</i>	<i>BAE</i>	<i>Minors</i>	<i>MBA</i>

Faculty: D. Aiken, N. Birch, A. J. Buxton, A. Cameron, S. Christensen, V. Cooney, J. Dowd, W. Eager, D. Eagle, B. Grinder, D. Gorton, J. Hasan, D. Kiefer, W. Limpaphayom, R. Maldonado, R. McGinty, W. McGonigle, S. Megaard, D. Morgan, E. Murff, P. Nemetz-Mills, V. Pascal, S. Shervais, H. Steenhuis, B. Teague, D. Terpstra, G. Tsegay, N. Wainwright, D. Zhou

## UNDERGRADUATE PROGRAMS

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

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

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

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

**Transferring Business Courses from Other Institutions:** Eastern Washington University has articulated agreements with all community colleges in the state of Washington and with certain community colleges in Idaho and Montana regarding the transferability of courses into four-year degree programs. Students planning on transferring from these schools are encouraged to consult with their community college counselor and with the Academic Advisors for Undergraduate Business Programs at EWU regarding transferability of courses in Business Administration.

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

Business Administration, International Business, Management Information Systems or Quality Management must complete a minimum of 12 credits in the minor at EWU.

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

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

<b>Business Administration</b>			
ACCT	Accounting	BUED	Business Education
FINC	Finance	DSCI	Decision Science
HUMR	Human Resource Management	IBUS	International Business
MGMT	Management	MISC	Management Information Systems
MKTG	Marketing	OPSM	Operations Management
PTED	Professional Training and Development		
<b>Education</b>			
BUED	Business Education	CTED	Career and Technical Education
MKED	Marketing Education		

**Business Administration courses numbered 300 and above (with the exception of DCSI 346, MGMT 326, MISC 311 and MKTG 310) are intended for students who either:**

1. are formally admitted to the BAB program **or**
2. have post-baccalaureate standing **or**
3. have formally declared majors in another degree program and are taking the course for one of the following reasons:
  - a) required for their major
  - b) required for their minor
  - c) fulfills a GEER, or International Studies requirement

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

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

### **BACHELOR OF ARTS IN BUSINESS ADMINISTRATION (BAB)**

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

#### **Grade Requirements for Graduation:**

**Students seeking a BAB degree must achieve:**

1. A minimum grade of 2.0 in each course required for the major,
2. Formal admission to the BAB program and
3. A minimum GPA of 2.5 for all Upper Division Business Administration Core courses as well as required and elective courses taken to fulfill requirements for the major area.

Students seeking a minor in Business Administration, International Business, Management Information Systems or Quality Management must achieve a minimum grade of 2.0 in each course that fulfills a requirement for the minor.

#### **Course Repeat Policy**

The Undergraduate Business Program's course repeat policy limits students to three graded attempts for each requirement for their business major or minor, including all requirements listed on the business administration core and business classes required for the major or minor. If a requirement for the major or minor is not successfully completed with a minimum grade of 2.0 **on** the third graded attempt, the student will be dropped from the program.

For fulfillment of each course requirement, the business program will consider the first three times a student completes the course; further

attempts of the course will not be accepted. In accordance with EWU's repeat policy, only the most recent of the (first) three completions will be accepted. Completion is defined as receiving a final grade in the course.

A student who has been denied admission to the business program or who has been dropped from the program based on application of this policy may seek admission into the program or continuation through petition to the Dean of the College of Business and Public Administration.

The policy applies to all business program core, major and minor requirements and includes graded attempts of these requirements at colleges and universities other than EWU. For the specific requirements, refer to the General Undergraduate Catalog or the Business Advising website.

It is anticipated that enforcement of the policy will not be handled automatically by the student information system but will require review of transcripts at the time of admission to the business program and/or review of transcript/graduation forms just prior to graduation. Information as to the policy and the student's obligation to understand and follow it will be included on program advising information and admission forms and in EWU catalog information.

When a student declares business administration as a degree program, the student will be informed of this policy by the business advisor. If a student applying for formal admission to the business program has completed a business program requirement a third time with a grade lower than a 2.0, the student will be informed by the business advisor that the student is not admissible and that further attempts of the course will not be considered. If a student has been formally admitted to the business program and then completes a business program requirement a third time with a grade lower than 2.0, the student will be dropped from the program and informed by the business advisor that further attempts of the course will not be considered. (Go to [www.ewu.edu/BusinessAdvising](http://www.ewu.edu/BusinessAdvising) for details.)

### Major Field Test (MFT) Requirement

Students are required to take the MFT as a business program graduation requirement as a graduation requirement during the last quarter of attendance in the undergraduate program.

### Program Location

The Bachelor of Arts in Business Administration (BAB) is offered at three locations, at Eastern's main campus in Cheney, in Spokane at the Riverpoint campus and in Bellevue at Bellevue Community College. All Business Administration core courses are available at all locations.

<i>The following majors are available</i>		
<i>on the Cheney campus:</i>	<i>in Spokane:</i>	<i>in Bellevue:</i>
Accounting, Professional Economics Finance Management Management Information Systems Marketing	Accounting, Professional Economics Finance Management Management Information Systems Marketing	Management

Support services, including registration and advising from both the Undergraduate Program Advisor for Business and from faculty members, is available at three locations.

**Degree Requirements for Bachelor of Arts in Business Administration:** all students seeking a degree in Business Administration must complete the Business Administration Core plus courses for at least one major.

*Note: Students must complete a minimum of 90 credit hours of non-business courses. Up to 13.5 credits of economics and nine credits of business statistics may be included in the 90 credits of "non-business" courses.*

## ECONOMICS MAJOR (99 CREDITS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- be able to use supply and demand modeling to predict and/or explain some economic event;
- demonstrate their ability to use quantitative skills to analyze economic data,
- demonstrate understanding of the use of fiscal and monetary policies in addressing contemporary macroeconomic issues;
- understand and apply the Cost/Benefit Principle to a current socio-economic issue.

The Economics major is for students who want a degree in Business Administration, with additional study in the field of economics. Many students complete majors in both Economics and Finance, which expands their opportunities for employment in financial institutions and in the securities industry. The Economics major permits the student to take courses beyond the Business Administration Core in such areas as Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, Money and Banking, Labor Economics, History of Economic Thought, etc.

Courses taken for the Economics Major beyond the required Business Administration Core are not counted double toward the Marketing Major, the Finance Major, the Human Resource Management Option, the Operations Management Option or the General Business Option.

### Required Business Administration Core (69 credits)

#### Lower Division Courses

- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- ACCT 261 Business Law (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ENGL 201 College Composition: Analysis, Research and Documentation (5)
- MATH 115 Mathematical Reasoning (5) or its equivalent. MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

#### Upper Division Courses

- DSCI 346 Advanced Data Analysis for Business (4)
- FINC 335 Financial Management (4)
- MGMT 326 Organization Theory and Behavior (4)
- MGMT 423 Business and Society (4)
- MGMT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)
- MISC 311 Information Technology in Business (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.

**Note:** ECON 200 and 201 are considered supporting courses and may be used to fulfill GEGRs as well as requirements for the Business Administration degree. However, these courses are not counted twice toward the total of 180 credits for graduation.

### Required Courses (10 credits)

- ECON 404 Intermediate Microeconomic Theory (5)
- ECON 405 Intermediate Macroeconomic Theory (5)

### Electives (20 credits)

Select approved, related electives in consultation with your faculty advisor.

<b>Required business administration core</b>	<b>69 credits</b>
<b>Required program credits</b>	<b>10 credits</b>
<b>Elective credits</b>	<b>20 credits</b>
<b>Total credits for above major</b>	<b>99 credits</b>

## FINANCE MAJOR (95-96 CREDITS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- understand and be able to apply the time value of money;
- be able to conduct long-term financial analysis in real-world domestic and international applications;
- be able to integrate the cost of capital (derived from risk, capital structure and market factors) into financial analyses;
- be able to conduct short-term financial analysis including cash-flow projections,
- understand how modern securities including derivatives can be used to achieve investment and risk-management objectives.

The Finance major is for those students with career objectives in the financial management of business firms, banking and other financial institutions, insurance and the securities industries. The course of study analyzes the investment needs, financial requirements and financial performance of business firms. It also is concerned with the role played by financial institutions and security markets in meeting the vital financial needs of business firms, investors and consumers.

Courses taken for the Finance Major beyond the required Business Administration Core are not counted double toward the Marketing Major, the (Business) Economics Major, the Human Resource Management Option, the Operations Management Option or the General Business Option.

### Required Business Administration Core (69 credits)

#### Lower Division Courses

- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- ACCT 261 Business Law (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ENGL 201 College Composition: Analysis, Research and Documentation (5)

MATH 115 Mathematical Reasoning (5) **or** its equivalent. MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

## Upper Division Courses

DSCI 346 Advanced Data Analysis for Business (4)  
 FINC 335 Financial Management (4)  
 MGMT 326 Organization Theory and Behavior (4)  
 MGMT 423 Business and Society (4)  
 MGMT 490 Department Senior Capstone: Administrative Policies **or** Small Business Administration and Policies (4)  
 MISC 311 Information Technology in Business (4)  
 MKTG 310 Principles of Marketing (4)  
 OPSM 330 Operations Management (4)

Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.

**Note:** ECON 200 and 201 are considered supporting courses and may be used to fulfill GEGRs as well as requirements for the Business Administration degree. However, these courses are not counted twice toward the total of 180 credits for graduation.

## Required Courses (22 credits)

ECON 404 Intermediate Microeconomic Theory (5)  
 ECON 444 Money and Banking (5)  
 FINC 431 Investments (4)  
 FINC 434 Financial Derivatives (4)  
 FINC 435 Capital Budgeting and Long-Term Financing (4)

## Electives (4–5 credits)

Select approved, related electives in consultation with your faculty advisor.

<b>Required business administration core</b>	<b>69 credits</b>
<b>Required program credits</b>	<b>22 credits</b>
<b>Elective credits</b>	<b>4–5 credits</b>
<b>Minimum total credits for above major</b>	<b>95 credits</b>

## MANAGEMENT MAJOR

Students interested in learning about management should consider the Management major. Within this major students can follow three options: General Business Option, Human Resource Management Option and Operations Management Option.

### Required Business Administration Core (69 credits)

#### Lower Division Courses

ACCT 251 Principles of Financial Accounting (5)  
 ACCT 252 Principles of Managerial Accounting (4)  
 ACCT 261 Business Law (4)  
 DSCI 245 Data Analysis for Business (4)  
 ECON 200 Introduction to Microeconomics (5)  
 ECON 201 Introduction to Macroeconomics (5)  
 ENGL 201 College Composition: Analysis, Research and Documentation (5)  
 MATH 115 Mathematical Reasoning (5) **or** its equivalent. MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

#### Upper Division Courses

DSCI 346 Advanced Data Analysis for Business (4)  
 FINC 335 Financial Management (4)  
 MGMT 326 Organization Theory and Behavior (4)  
 MGMT 423 Business and Society (4)  
 MGMT 490 Department Senior Capstone: Administrative Policies **or** Small Business Administration and Policies (4)  
 MISC 311 Information Technology in Business (4)  
 MKTG 310 Principles of Marketing (4)  
 OPSM 330 Operations Management (4)

Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.

**Note:** ECON 200 and 201 are considered supporting courses and may be used to fulfill GEGRs as well as requirements for the Business Administration degree. However, these courses are not counted twice toward the total of 180 credits for graduation.

## GENERAL BUSINESS OPTION (93–95 CREDITS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- know the vocabulary of the business disciplines;
- know the purpose and responsibilities of each business function: accounting, finance, human resource management, operations and marketing;
- explain key business concepts in each of the business functions, such as the 4 P's of marketing, motivation theories, time-value of money and financial statements;
- gather, prepare and analyze information necessary to make rational business decisions;
- demonstrate judgment, communication skill and quantitative techniques necessary to solve typical business problems.

Students interested in learning the basic theory and principles of business that are crucial to effective organizational performance and communication across business disciplines should consider the General Business Option. The student has the opportunity to study management as applied to specific areas, including marketing,

finance, operations management and management information systems.

Courses taken for the General Business Option beyond the required Business Administration Core are not counted double toward the Finance Major, the Marketing Major, the (Business) Economics Major, the Operations Management Option or the Human Resource Option.

### Required Courses (8–9 credits)

BUED 302 Business Communications (4)  
**or** ENGL 205 Introduction to Technical Communication (5)  
**or** CMST 351 Communicative Reasoning (5)  
 HUMR 328 Human Resource Management (4)

### Electives (16–18 credits)

Electives 16–18 credits to include one course beyond the core in four of the six Business Program Majors or Options: Operations Management, Finance, Marketing, Management Information Systems, Accounting and Human Resource Management. Select approved, related electives in consultation with your faculty advisor.

<b>Required business administration core</b>	<b>69 credits</b>
<b>Required program credits</b>	<b>8–9 credits</b>
<b>Elective credits</b>	<b>16–18 credits</b>
<b>Minimum total credits for above option</b>	<b>93 credits</b>

## HUMAN RESOURCE MANAGEMENT OPTION (93–95 CREDITS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- be able to understand and deal with the influence of the major environmental factors that affect HRM activities;
- possess the knowledge and skills needed to effectively manage the staffing function;
- possess the knowledge and skills needed to effectively manage the compensation function;
- possess the knowledge and skills needed to conduct effective training and development activities;
- possess the knowledge and skills needed to effectively manage labor relations and employee safety and health.

The Human Resource Management option focuses on tools, techniques and methods used to maximize satisfaction for both the employer and employee. This option applies human resource management and general management theories to the actual management of the human resources of the organization. Topics covered include equal opportunities, safety and health, compensation, training and development, performance appraisal, motivation and job satisfaction and retirement.

Courses taken for the Human Resource Management Option beyond the required Business Administration Core are not counted double toward the Finance Major, the Marketing Major, the (Business) Economics Major, the Operations Management Option or the General Business Option.

### Required Courses (16 credits)

HUMR 328 Human Resource Management (4)  
 HUMR 427 Compensation Administration (4)  
 HUMR 429 Personnel Problems (4)  
 IBUS/MGMT 471 Multinational People Management (4)

### Electives (8–10 credits)

Select approved, related electives in consultation with your faculty advisor.

<b>Required business administration core</b>	<b>69 credits</b>
<b>Required program credits</b>	<b>16 credits</b>
<b>Elective credits</b>	<b>8–10 credits</b>
<b>Minimum total credits for above option</b>	<b>93 credits</b>

## OPERATIONS MANAGEMENT OPTION (93–95 CREDITS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- know the vocabulary of the operations management discipline;
- explain key operations management concepts such as operations strategy, planning, scheduling, processes and their relationships;
- apply operations management concepts to solve operations management problems such as related to planning, scheduling, the supply chain and quality management;
- calculate resource allocations using operations management tools and techniques and analyze performance using appropriate quantitative methods;
- assess a company's resource needs based on weekly shifts in simulated operations performance.

The Operations Management Option is for students interested in the daily management activities of an organization. It prepares students with techniques and objectives to help service oriented and/or manufacturing oriented organizations achieve their objectives. Topics that are covered include productivity measures, demand forecasting, location analysis, layout analysis, process choice, scheduling, quality management and supply chain management.

Courses taken for the Operations Management Option beyond the required Business Administration Core are not counted double toward the Finance Major, Marketing Major, the (Business) Economics Major, the Human Resource Management Option, and the General Business Option.

## Required Courses (16 credits)

DSCI 446 Business Forecasting (4)  
 OPSM 425 Service and Operations Analysis (4)  
 OPSM 428 Global Supply Chain Management (4)  
 OPSM 441 Quality Management (4)

## Electives (8-10 credits)

Select approved, related electives in consultation with your faculty advisor.

<b>Required business administration core</b>	<b>69 credits</b>
<b>Required program credits</b>	<b>16 credits</b>
<b>Elective credits</b>	<b>8-10 credits</b>
<b>Minimum total credits for above option</b>	<b>93 credits</b>

## MANAGEMENT INFORMATION SYSTEMS MAJOR (97-98 CREDITS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate effective written and oral communication skills in a business context, which usually involves non-technical departments and users;
- understand business domain knowledge, such as: accounting, finance, marketing, human resource management, logistics and supply chain, health care administration and IT management;
- acquire MIS technical skills, including programming principles, database principles, networking and data communications;
- demonstrate problem-solving abilities by applying MIS technical skills, including business application program design, business database design;
- demonstrate MIS project development skills through system analysis and design and demonstrate MIS/IT project management skills and team skills.

The major in Management Information Systems is oriented toward developing specialists who can design, implement and manage business information systems. Upon completion, the student should be able to understand both the technical aspects of these systems and the complexities of their management. Depending upon the electives chosen, the student may prepare for entry-level positions in either the technical areas of data processing or in staff support roles in the various functional areas of business.

## Required Business Administration Core (69 credits)

### Lower Division Courses

ACCT 251 Principles of Financial Accounting (5)  
 ACCT 252 Principles of Managerial Accounting (4)  
 ACCT 261 Business Law (4)  
 DSCI 245 Data Analysis for Business (4)  
 ECON 200 Introduction to Microeconomics (5)  
 ECON 201 Introduction to Macroeconomics (5)  
 ENGL 201 College Composition: Analysis, Research and Documentation (5)  
 MATH 115 Mathematical Reasoning (5) or its equivalent MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

### Upper Division Courses

DSCI 346 Advanced Data Analysis for Business (4)  
 FINC 335 Financial Management (4)  
 MGMT 326 Organization Theory and Behavior (4)  
 MGMT 423 Business and Society (4)  
 MGMT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)  
 Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.  
 MISC 311 Information Technology in Business (4)  
 MKTG 310 Principles of Marketing (4)  
 OPSM 330 Operations Management (4)

## Required Courses (20-21 credits)

MISC 371 Business Applications Program Design (4)  
 or CSCD 110 Introduction to Programming (5)  
 MISC 372 Data Communications and Networking Fundamentals (4)  
 MISC 373 Business Database Application (4)  
 MISC 481 Systems Analysis and Design (4)  
 MISC 482 Systems Project (4)

## Electives (8 credits)

Select approved, related electives in consultation with your faculty advisor.

<b>Required business administration core</b>	<b>69 credits</b>
<b>Required program credits</b>	<b>20-21 credits</b>
<b>Elective credits</b>	<b>8 credits</b>
<b>Minimum total credits for above major</b>	<b>97 credits</b>

## MARKETING MAJOR (93-95 CREDITS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- analyze the impact of marketing environments on marketing strategy and performance;
- explain and apply consumer behavior principles and their implications for marketing strategy and practice;

- collect, analyze, interpret and report market data;
- apply marketing principles to segment consumer groups and develop appropriate positioning strategies;
- explain and apply the principles of managing the marketing mix as they relate to marketing planning and integrate these into a marketing plan.

The Marketing curriculum prepares students for a wide variety of occupational possibilities. Marketers are involved with such activities as product planning, pricing decisions, advertising, sales management and marketing research. Marketing practitioners act as the connecting link between the firm and its external environment; they assist management in adapting the firm to an ever-changing society.

Courses taken for the Marketing Major beyond the required Business Administration Core are not counted double toward the Finance Major, the (Business) Economics Major, the Human Resource Management Option, the Operations Management Option or the General Business Option.

## Required Business Administration Core (69 credits)

### Lower Division Courses

ACCT 251 Principles of Financial Accounting (5)  
 ACCT 252 Principles of Managerial Accounting (4)  
 ACCT 261 Business Law (4)  
 DSCI 245 Data Analysis for Business (4)  
 ECON 200 Introduction to Microeconomics (5)  
 ECON 201 Introduction to Macroeconomics (5)  
 ENGL 201 College Composition: Analysis, Research and Documentation (5)  
 MATH 115 Mathematical Reasoning (5) or its equivalent. MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

### Upper Division Courses

DSCI 346 Advanced Data Analysis for Business (4)  
 FINC 335 Financial Management (4)  
 MGMT 326 Organization Theory and Behavior (4)  
 MGMT 423 Business and Society (4)  
 MGMT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)  
 Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.  
 MISC 311 Information Technology in Business (4)  
 MKTG 310 Principles of Marketing (4)  
 OPSM 330 Operations Management (4)

## Required Courses (16 credits)

MKTG 400 Buyer Behavior (4)  
 MKTG 411 Marketing Research (4)  
 MKTG 412 Marketing Management (4)  
 MKTG 417 Marketing Analysis (4)

## Electives (8-10 credits)

Select approved, related electives in consultation with your faculty advisor.

<b>Required business administration core</b>	<b>69 credits</b>
<b>Required program credits</b>	<b>16 credits</b>
<b>Elective credits</b>	<b>8-10 credits</b>
<b>Minimum total credits for above major</b>	<b>93 credits</b>

## PROFESSIONAL ACCOUNTING MAJOR (117 CREDITS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- identify ethical issues and apply personal values and professional codes of conduct to resolve ethical issues, including social responsibility and environmental reporting issues;
- develop awareness of diverse perspectives and cultures and their impact on the communication of accounting information in the international arena;
- generate, interpret and communicate accounting information for use in decision making.

The Professional Accounting major is designed to rigorously prepare students for careers in public accounting CPA firms, industry, government and not-for-profit organizations. Several professional certificates are available to professional accounting graduates who pass competitive examinations and meet certain other requirements. For example, the Certified Public Accountant certificate, Certified Management Accountant certificate or Certified Internal Auditor certificate provide professional recognition to the accountants who successfully complete a comprehensive professional examination and meet an experience requirement.

Requirements to sit for the Uniform Certified Public Accountant Examination vary from state to state. Experience requirements for the certificate also vary from state to state. Therefore, students must obtain current information from the Board of Accountancy within the state from which they seek licensure. To contact the Washington State Board of Accountancy, write to: 210 East Union, Suite H. EP-21, Olympia, Washington 98504 or call 360.753.2585.

## Required Business Administration Core (69 credits)

### Lower Division Courses

ACCT 251 Principles of Financial Accounting (5)  
 ACCT 252 Principles of Managerial Accounting (4)  
 ACCT 261 Business Law (4)

DSCI 245 Data Analysis for Business (4)  
 ECON 200 Introduction to Microeconomics (5)  
 ECON 201 Introduction to Macroeconomics (5)  
 ENGL 201 College Composition: Analysis, Research and Documentation (5)  
 MATH 115 Mathematical Reasoning (5) or its equivalent. MATH 200 Finite Mathematics (5) is recommended to meet this requirement.

## Upper Division Courses

DSCI 346 Advanced Data Analysis for Business (4)  
 FINC 335 Financial Management (4)  
 MGMT 326 Organization Theory and Behavior (4)  
 MGMT 423 Business and Society (4)  
 MGMT 490 Department Senior Capstone: Administrative Policies or Small Business Administration and Policies (4)  
 Students are required to take the MFT as a business program requirement during the quarter the student takes the senior capstone for business.  
 MISC 311 Information Technology in Business (4)  
 MKTG 310 Principles of Marketing (4)  
 OPSM 330 Operations Management (4)

## Required Courses (44 credits)

ACCT 351 Intermediate Accounting I (4)  
 ACCT 352 Intermediate Accounting II (4)  
 ACCT 353 Intermediate Accounting III (4)  
 ACCT 356 Cost Accounting I (4)  
 ACCT 357 Cost Accounting II (4)  
 ACCT 359 Accounting Systems (4)  
 ACCT 450 Auditing (4)  
 ACCT 451 Advanced Auditing (4)  
 ACCT 452 Contemporary Accounting Theory (4)  
 ACCT 454 Federal Income Tax I (4)  
 ACCT 455 Federal Income Tax II (4)

**Electives:** Select one course from the following (4 credits)

ACCT 358 Accounting for Non-Profit Entities (4)  
 ACCT 422 Advanced Business Law (4)

**Required business administration core** 69 credits

**Required program credits** 44 credits

**Elective credits** 4 credits

**Total credits for above major** 117 credits

## **BACHELOR OF ARTS IN EDUCATION (BAE)**

Degree programs in business education are offered in conjunction with the College of Education and Human Development. The College of Business and Public Administration provides courses in business administration, computer applications and vocational education. The Department of Education provides courses in professional education and advising toward teacher certification within the state of Washington. Since these are degrees in education and not in business, the programs do not fall within the scope of the International Association for Management Education and are not accredited by that body.

### STUDENT LEARNING OUTCOMES

#### Students will:

- be able to apply and integrate the state's learning goals and essential academic learning requirements in program implementation and assessment and, in addition, be able to identify the diverse needs of students and implement programs and strategies that promote student competency and success;
- be able to create and sustain safe learning environments that prepare diverse students for the workplace, advanced training and continued education;
- model personal and professional attributes and leadership skills that reflect productive life and work roles as well as implement and maintain collaborative partnerships with students, colleagues, community, business, industry and families that maximize resources and promote student self-sufficiency;
- demonstrate workplace competencies in keyboarding and digital input, information technology clusters, information systems management, information processing applications, technical communications, principles of entrepreneurship, business management, accounting & computation, economics & finance, international business and business law;
- demonstrate teaching competence in all areas listed above in Learning Goal four, including career development, work-based coordination, integration of leadership development into the curriculum and management of future business leaders of America (FBLA) activities.

The Business Education major provides background in accounting, economics, business administration, entrepreneurship and computer applications. This major satisfies the endorsement for grades 5-12. In addition, the program includes all courses and competency requirements for vocational certification. For vocational certification, business majors are required to have 2,000 hours paid and related work experience and an up-to-date Red Cross Card including CPR.

## BUSINESS EDUCATION/SECONDARY MAJOR (76 CREDITS)

### Business Education Required Courses

ACCT 251 Principles of Financial Accounting (5)  
 ACCT 261 Business Law (4)  
 ACCT 351 Intermediate Accounting I (4)  
 BUED 302 Business Communication (4)  
 BUED 329 Administrative Systems Management (4)  
 BUED 475 Methods of Teaching Basic Business, Accounting and Marketing (4)  
 BUED 476 Methods of Teaching Keyboarding and Microcomputer Applications (4)  
 CTED 301 Philosophy of Vocational Education (4)  
 CTED 375 Safety and Industrial Hygiene (1)  
 CTED 474 Administration of Work Based Education (4)  
 DSCI 245 Data Analysis for Business (4)  
 ECON 200 Introduction to Microeconomics (5)  
 ECON 201 Introduction to Macroeconomics (5)  
 MGMT 422 Entrepreneurship (4)  
 MISC 311 Information Technology in Business (4)  
 MISC 370 Multimedia Production of Business Documents (4)  
 MISC 373 Business Database Application (4)  
 MISC 374 Spreadsheet Modeling for Business Applications (4)  
 MKTG 310 Principles of Marketing (4)

**Total credits for above major** 76 credits

**Professional Education Requirements/Secondary Education:** 46-47 credits

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

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

122 credits

*Note:* completion of University competencies in computer literacy and writing and University proficiency in math required prior to taking lower division required courses.

*Note:* completion of University proficiency in writing required prior to taking upper division required courses.

*Note:* the above major takes more than 12 quarters at an average of 15 credits per quarter.

## **MINORS**

### BUSINESS ADMINISTRATION MINOR (22-24 CREDITS)

The Business Administration minor is open to all students not pursuing a Bachelor of Arts in Business Administration degree. This minor includes required courses in management and accounting and electives chosen from various fields of business administration.

#### Required Courses (10 credits)

ACCT 251 Principles of Financial Accounting (5)  
 MGMT 120 The World of Business (5)

#### Electives (12-14 credits)

Select electives from the approved list (available from the academic advisors for Undergraduate Business Programs) in consultation with your faculty advisor.

**Required program credits** 10 credits

**Elective credits** 12-14 credits

**Minimum total credits for above minor** 22 credits

*Note:* This minor is only available for students who are not pursuing a Bachelor of Arts in Business Administration degree.

### INTERNATIONAL BUSINESS MINOR (17 CREDITS)

This minor is offered for students in the Bachelor of Arts in Business Administration (BAB) degree program. The minor in International Business will enhance the business educational experience by providing an in-depth international dimension that complements any major area of study in business. This minor is recommended for students who wish to work in organizations that are engaged in global business activities and want to be prepared to meet the challenges of ever-increasing global interdependence.

#### Required Courses

IBUS 470 International Business Management (4)  
 IBUS 471 Multinational People Management (4)  
 IBUS 472 International Marketing Management (4)  
 IBUS 474 International Financial Management (5)

**Total credits for above minor** 17 credits

*Note:* This minor is only available for students who are pursuing a Bachelor of Arts in Business Administration (BAB) degree.

### MANAGEMENT INFORMATION SYSTEMS MINOR (20 CREDITS)

The minor in Management Information Systems (MIS) provides the conceptual foundation and skill preparation for working in an Information Technology (IT) intensive environment characterized by electronic communication channels based upon microcomputer operating systems along with an in-depth knowledge of productivity software products. The program also provides an understanding of the business applications of these software products and demonstrates their importance in supporting business functions.

## Required Courses

MISC 311 Information Technology in Business (4)  
 MISC 371 Business Applications Program Design (4)  
 MISC 373 Business Database Applications (4)  
 MISC 374 Spreadsheet Modeling for Business Applications (4)  
 MISC 487 E-Commerce and E-Commerce System Design (4)

**Minimum total credits for above minor**

**20 credits**

## QUALITY MANAGEMENT MINOR (16-28 CREDITS)

The minor in quality management is intended for students who wish to supplement their major area of study with the concepts, tools and methods necessary to emphasize quality in all aspects of a work organization. Emphasis is placed on total quality management, customer needs and statistical analysis of quality in all types of work organizations—public, private, not-for-profit, governmental, educational, etc.

**Required courses depends on the number of prerequisites student must complete. Non-business majors will tend to need more coursework than business majors.**

### Prerequisites

Computer Literacy  
 DSCI 245, 346, MKTG 310, OPSM 330.

### Required Courses (16 credits)

DSCI 447 Design of Experiments (4)  
 MKTG 411 Marketing Research (4)  
 OPSM 441 Quality Management (4)  
 Approved electives dependent on student needs and interests (4)

**Minimum total credits for above minor**

**16 credits**

## Course Requirements for Teacher Certification/Add-on Endorsements (For students who currently possess a Washington State Teaching Certificate)

### BUSINESS EDUCATION/ADD-ON ENDORSEMENT (58 CREDITS)

This add-on satisfies the endorsement for grades 5-12.

#### Required Courses (58 credits)

ACCT 251 Principles of Financial Accounting (5)  
 ACCT 261 Business Law (4)  
 ACCT 351 Intermediate Accounting I (4)  
 BUED 302 Business Communication (4)  
 BUED 329 Administrative Systems Management (4)  
 BUED 475 Methods of Teaching Basic Business, Accounting and Marketing (4)  
 BUED 476 Methods of Teaching Keyboarding and Microcomputer Applications (4)  
 CTED 301 Principles and Philosophy of Vocational Business Education (4)  
 CTED 375 Safety and Industrial Hygiene (1)  
 CTED 474 Administration of Work Based Education (4)  
 MGMT 422 Entrepreneurship (4)  
 MISC 370 Multimedia Production of Business Documents (4)  
 MISC 373 Business Database Application (4)  
 MISC 374 Spreadsheet Modeling for Business Applications (4)  
 MKTG 310 Principles of Marketing (4)

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

**58 credits**

*Note: In addition, vocational business education certification includes a minimum of 2,000 hours of paid related work experience in business as well as student teaching in business.*

### MARKETING EDUCATION/ADD-ON ENDORSEMENT (58 CREDITS)

This add-on satisfies the endorsement for grades 5-12.

#### Required Courses (58 credits)

ACCT 251 Principles of Financial Accounting (5)  
 ACCT 261 Business Law (4)  
 ACCT 351 Intermediate Accounting I (4)  
 BUED 302 Business Communication (4)  
 BUED 475 Methods of Teaching Basic Business, Accounting and Marketing (4)  
 CTED 301 Principles and Philosophy of Vocational Business Education (4)  
 CTED 375 Safety and Industrial Hygiene (1)  
 CTED 474 Administration of Work Based Education (4)  
 MGMT 422 Entrepreneurship (4)  
 MISC 373 Business Database Application (4)  
 MISC 374 Spreadsheet Modeling for Business Applications (4)  
 MKTG 310 Principles of Marketing (4)  
 Three additional approved upper-division marketing classes (12)

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

**58 credits**

*Note: In addition, vocational marketing education certification includes a minimum of 2,000 hours of paid related work experience in marketing as well as student teaching in marketing.*

## GRADUATE PROGRAMS

### MASTER OF BUSINESS ADMINISTRATION

<b>Roberta Brooke, Director</b>	<b>EWU Spokane, 668 N. Riverpoint Spokane WA 99202-1677</b>	<b>509.358.2270</b>
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The Master of Business Administration is an advanced professional degree in business administration emphasizing quantitative and qualitative skills necessary for leadership in today's organizational environment. It prepares students for management positions in business firms, government agencies and not-for-profit entities. Organizations need leaders who can work well in group situations, appreciate the value of diversity, foster creativity and innovation, create an entrepreneurial spirit and provide practical solutions to real-world problems. Managers today are faced with complex global problems and a rapidly changing business environment, so they must have an appreciation for lifelong learning. The MBA at Eastern Washington University is designed to equip graduates with required skills, knowledge and abilities to flourish in a complex organizational environment.

#### PROGRAM OBJECTIVE/STUDENT LEARNING OUTCOMES

##### Students will:

- develop and demonstrate leadership abilities including an understanding of the importance of diversity and interpersonal relationships in an organization;
- analyze and formulate solutions to problems related to the environment in which organizations exist and function including information technology, legal, ethical, economic, social, political and global aspects;
- determine the application of appropriate technical skills and or quantitative analysis techniques in organizational settings;
- demonstrate competency in both written and oral communication skills;
- understand and apply the principles of financial theory, analysis, reporting and markets to unfamiliar circumstances to create value.

#### Accreditation

Graduate programs in business began in 1966 and the Master of Business Administration (MBA) was authorized in 1975. Both the graduate and undergraduate business programs are accredited by AACSB-International.

#### Admission Requirements/Preparation

To be admitted to the MBA Program, an applicant must hold a four-year baccalaureate degree in any field of specialization from an accredited college or university and meet the following requirements:

- GPA of 3.0 computed from the applicant's most recent 90 quarter or 60 semester graded hours
- Graduate Management Admission Test (GMAT) score of at least 450

Admission will be considered only after all of the following documents have been received from the applicant:

1. Two copies of the Application for admission to a graduate program at Eastern Washington University;
2. Two copies of official transcripts for all collegiate work completed;
3. Official GMAT scores (no more than five years old);
4. A \$50 MBA application fee, in addition to the \$50 graduate application fee;
5. Statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the MBA.
6. Other information which may be required at the discretion of the MBA program director may include the following:
  - A current resume
  - References
  - An essay demonstrating critical thinking skills.

In addition to the above requirements, international students must demonstrate English language competency by taking the Test of English as a Foreign Language (TOEFL). A minimum score of 92 Internet-based Test (TOEFL iBT) or 580 paper-based TOEFL is required to be considered for MBA Program admission.

*Note: Admission to the MBA foundation coursework requires a TOEFL of at least 71 iBT or 525 paper-based TOEFL.*

All of the above materials should be sent directly to: Graduate Studies Office, 206 Showalter Hall, Cheney, WA 99004-2444.

#### MBA Program Admission Exception Policy

The MBA Program admission exception policy is an alternate admission process. The MBA director will forward to the MBA committee applications from students requesting an exception to the minimum admission criteria of a 3.0 application GPA and a 450 GMAT. In order to be considered for exception students must submit a letter of appeal and a current resume



and must possess an index score (GPA x 200 + GMAT) of at least 1050. The committee will review the applications during the last week of winter quarter and three weeks before the beginning of fall quarter. Admission exceptions will be recommended by majority vote. A professional degree in a different area does not guarantee admission.

Letters of appeal for admission exception should include the following information:

1. Why you want the Master of Business Administration degree?
2. Why you feel that you are capable of successfully completing this degree?
3. Anything else you feel the MBA committee should know.

### **Application Deadlines**

Eastern admits MBA students throughout the academic year. The Graduate Studies Office accepts applications no later than 10 business days before the start of the term of intended enrollment. Applicants are asked to make an appointment with the MBA program director before they begin the program. During that interview the applicant will be advised about program details, schedules and any foundation requirements that must be completed before starting the advanced program. Applicants will be advised by letter from the Graduate Studies Office concerning the admission decision.

### **Mathematics and Communications Skills Required**

The MBA program requires competency on the part of the student in quantitative skills, computer skills and written and oral communication skills. Students lacking these skills are urged to acquire them before applying for admission to the program. Courses in finite mathematics, differential calculus, computer literacy and oral and written communications are stressed as necessary preparation.

### **Computers and Research**

The courses of the MBA curriculum have been infused with the application of computer technology in managerial decision-making. In addition, MBA students may expect that the courses will require considerable research beyond assigned course texts. Eastern offers computer labs and computer access to nationwide data banks. MBA students also have access to the John F. Kennedy library on the Cheney campus and the Riverpoint Campus library system on the Riverpoint Campus in Spokane.

### **Academic Requirements**

Students in the MBA program must maintain at least a 3.0 GPA at all times. Students who fall below a 3.0 GPA are notified by the Graduate Studies office that they are officially on probation. These graduate students will be allowed one quarter's study to restore their cumulative GPA to at least the 3.0 level.

The MBA Curriculum Committee of the College of Business and Public Administration may extend this probationary period by one quarter when they feel such an extension is warranted by special circumstances. Those students who are unable to restore their cumulative GPA to 3.0 (or above) in this additional quarter of probation will be terminated from the program.

No course grade below 2.5 may count toward the MBA degree. Only two courses in the student's program may be below a grade of 3.0.

Students who have more than two grades below 3.0 are subject to dismissal from the program and will be notified by the MBA program director.

Students who are dismissed for academic reasons may appeal to the MBA Curriculum Committee. The committee may allow students to repeat up to two courses in which they received a grade lower than 3.0. The average of the original grade and the grade earned by repeating must be 3.0 or greater. A given course can be repeated only once. If the average grade is still below 3.0, no further remedy is available and the average grade counts.

With readmission granted through appeal students must maintain these same academic standards; however, if they again fall below these standards they will be dismissed and no further appeal remedy will be available to them. Students who are not recommended for continuation must wait one year to reapply for admission to graduate studies.

Students are expected to successfully complete courses for which they register.

Thus, the record of any student with more than two "W" (withdrawal) or "X" (incomplete) course grades will also be reviewed by the MBA program director, with termination from the program as a possible consequence.

Other graduate academic requirements are set forth in the opening section of the catalog under "Graduate Studies Academic Policies." Entering MBA students will be apprised of these regulations at their initial interview with the MBA program director following admission to the program.

The student has the right of appeal to the MBA Curriculum Committee on any actions taken under these grade standards and the probation process. According to University policy, the student also has the right to appeal individual grades.

In the event that a student is dismissed from the program twice as a result of these rules, readmission will not be permitted.

### **Advising and Special Counseling**

All entering students should consult with the director of the MBA program for program information and determination of the student's interests. The director recommends a program of study compatible with each student's goals and interests and the MBA program requirements.

### **Reserved Classes**

MBA courses at EWU are reserved exclusively for students who have been formally admitted to the MBA program or other master's degree programs and who have met all prerequisites for the courses or who have permission of the MBA program director.

### **Study Groups**

Managers interact and so do MBA students. The MBA program makes use of group study, analysis and presentation. Students are frequently assigned to teams of three, four or five individuals. Assignments are sometimes based upon assembling a team with diverse academic and work experience backgrounds. Teams are expected to prepare and present many assignments collaboratively.

Working in a group is good reinforcement of management practice, helping to develop interpersonal skills and effectiveness in small group decision-making. Group members begin to understand and appreciate others' points of view. Study groups also reinforce the managerial technique of networking. Successful managers often draw upon resources from individuals outside the organizations they serve.

### **Practical Business Experience**

All students who graduate from the MBA program should have some practical work experience. The majority of the students accepted into the program are working professionals and meet this requirement. For those students who enter the program lacking professional work experience, an internship should be part of the student's MBA program. Up to four (4) credits earned while in an internship may be used for MBA elective credit.

## **MBA PROGRAM STRUCTURE**

### **Foundation Coursework**

Students with no formal education in business administration may need to complete up to 32 credits of foundation coursework. The specific courses and the resulting required credit hours will be determined by an assessment of each student's educational background and professional experience. Graduate students in the MBA program have options when fulfilling their foundation course requirements. Students can take courses at EWU or another accredited college or university. Other course equivalents need to be approved by the MBA program director. Students must meet with the MBA program director to determine which foundation courses need to be fulfilled. Students may not register for the MBA core courses until they have fulfilled these requirements:

## Foundation Knowledge (for those requiring additional business preparation)

- ACCT 261 Business Laws (4)
- BADM 503 Quantitative Analysis in Business (4)
  - or DSCI 245 Data Analysis for Business (4)
  - and DSCI 346 Advanced Data Analysis for Business (4)
- BADM 505 Essentials in Accounting (4)
  - or ACCT 251 Principles of Financial Accounting (4)
  - and ACCT 252 Principles of Managerial Accounting (4)
- BADM 541 Managerial Communications (4)
  - or CMST 568 Introduction to Graduate Studies (2)
  - or ENGL 568 Technical Communication: Practice, Theory and Pedagogy (3)
  - or acceptable score on GMAT-Verbal or TOEFL
- ECON 500 Economic Analysis (4)
  - or ECON 200 Introduction to Microeconomics (5)
  - and ECON 201 Introduction to Macroeconomics (5)
- FINC 335 Financial Management (4)
- MGMT 326 Organizational Theory and Behavior (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

## Required Core Coursework 40 credits

- BADM 520 Advanced Data Modeling for Business Research (4)
- BADM 530 Corporate Finance (4)
- BADM 540 Marketing Management (4)
- BADM 552 Leadership and Ethics (4)
- BADM 555 Strategic Operations (4)
- BADM 560 Decision Making and Accounting Information (4)
- BADM 570 Information Technology and the Organization (4)
- BADM 580 International Business Environments (4)
- BADM 590 Business Strategy and Implementation (4)
- ECON 515 Economics for Managers (4)

In addition to the above required courses all students must pass an oral examination related to one of the following options:

### Option I—Portfolio (10 credits)

Students choosing this option will take BADM 603 MBA Capstone (2 credits). The student will develop a terminal document following the guidelines provided by the MBA Program.

These students will also be required to take eight (8) credits of elective courses. Elective courses are chosen by the MBA committee in response to student demand, market needs, current changes in a rapidly evolving community and faculty interest and expertise. Students may elect to take courses from other graduate programs if these courses help them achieve their objectives and are preapproved by the MBA Director.

### Option II—Research Report (8 credits)

The student conducts a research project and prepares a written report under the direction of a committee of faculty teaching graduate courses. The student can earn a minimum of four and a maximum of eight credits depending upon the extent and depth of research involved. If students elect to conduct a four (4) credit research report, they will select four (4) credits of elective coursework (in consultation with their advisor) from approved elective courses as outlined under Option I.

### Option III—Thesis (8 credits)

This option allows the student to write a thesis under the direction of a committee of faculty teaching graduate courses. The student can earn a minimum of four and maximum of eight credits depending upon the extent and depth of research involved. If students elect to write a four (4) credit thesis, they will select four (4) credits of elective coursework (in consultation with their advisor) from approved elective courses as outlined under Option I.

## Degree Candidacy

No more than one-half of the minimum number of credits in the advanced program may be counted toward the MBA degree before the total program is planned and the application for degree candidacy is submitted.

## Major Field Test (MFT) Requirement

Students are required to take the MFT for the MBA before completing their final oral examination. For more information on the MFT, see [www.ets.org](http://www.ets.org). The MBA application fee covers the cost of this test fee.

## Oral Examination Requirement

The comprehensive examination for MBA students selecting Option I will be conducted during the final quarter of their program. Students will make an oral presentation of their program portfolio. Students will then defend the portfolio to a three-member committee consisting of two members of the faculty of the College of Business and Public Administration and a faculty member from an area outside their discipline. The Graduate Studies Office will select this member.

Those students electing a BADM 600 thesis or a BADM 601 research report will present and defend the results of their research to an oral examination committee chaired by the thesis or research project advisor, with a second member from the College of Business and Public Administration and a faculty member from an area outside their discipline. The Graduate Studies Office will select this member. These students will schedule their orals at times mutually convenient to them and the three committee members

## Course Schedules and Time Limits

MBA courses are conducted in the evenings or on the weekends at the Riverpoint Campus of Eastern Washington University. Evening classes are held one night per week from 6 to 9:40 p.m., Monday through Thursday. Four credit weekend classes meet on Friday evenings and all day Saturday for three weekends a quarter. Two credit weekend classes meet on two Saturdays.

Three-fourths of the minimum credits required for the MBA degree (at least 37 credits) must be earned in Eastern Washington University resident courses. The remaining credits may consist of approved Eastern extension credits or approved residence or extension credits from other accredited institutions, provided they meet the advisor-approved program.

The MBA program must be completed within six years after the first applicable advanced course has been undertaken. The minimum time to degree for a full-time student is one year (four quarters). Most courses are four credit hours. The maximum allowable load is 16 credit hours. MBA students who are employed usually carry no more than eight credits (two courses).

## Visiting Graduate Students

Visiting graduate students may enroll in MBA program courses on a space-available basis, provided they have delivered to the MBA program director documentary proof from their home institution that they are bona fide graduate students in good standing and that their home institution will accept Eastern's courses as part of their degree program. Such documentation shall be in the form of a letter signed by a home institution official and addressed to Eastern's MBA program director. In order to register and have their coursework recorded on an EWU graduate transcript, visiting graduate students must submit a graduate non-degree seeking application to the Graduate Studies Office at least 10 business days before the start of the term of intended enrollment.

## Affiliated Programs

### COMBINED MBA DEGREE/HEALTH SERVICES ADMINISTRATION CERTIFICATE

For students who select Option I—Electives, a combined MBA Degree/Health Services Administration Certificate Program is available.

**Students in the MBA/Health Services Administration program take, in addition to the 33 required MBA credits, the following courses:**

- HSAD 500 U.S. Health Care Systems (4)
- HSAD 510 Health Law (4)
- HSAD 520 Health Reimbursement Issues (4)
- HSAD 560 Managed Care Systems (4)
- HSAD 598 Seminar in Health Services Administration (4)

Eight credits of the above coursework may be used toward the required 8 credits of electives for the MBA degree. All five courses must be completed to earn the certificate in Health Services Administration. Also see the information under Health Services Administration elsewhere in this catalog.

### DUAL MBA/MPA DEGREE PROGRAM

A dual-degree program is available with the Master of Public Administration (MPA) program. This dual-degree program combines the requisite supervisory and administrative education for career advancement in either the public or private sectors and bridges the regulatory and supplier aspects of business and government relationships.

Those enrolling in the dual-degree program must be admitted through the Graduate Studies Office and by both the MBA program and the Graduate program in Public Administration (MPA). The student also must have satisfied the undergraduate background (prerequisite) course requirements of both programs at the time of entry or soon thereafter.

Students interested in the specific requirements of this dual-degree program must contact either the MPA program director at 509.358.2247 or the MBA program director at 509.358.2270 to be advised in advance of consideration for admission.

## Accounting Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### ACCT 251

**Principles of Financial Accounting (5)**  
FALL/WINTER/SPRING/SUMMER

*Prerequisite:* sophomore standing.

Introduction to the underlying principles of financial accounting and the application of such data to financial decisions.

### ACCT 252

**Principles of Managerial Accounting (4)**  
FALL/WINTER/SPRING

*Prerequisite:* ACCT 251.

Introduces the principles and techniques of managerial accounting. Emphasizes the use of information outputs from the managerial accounting information system in making managerial decisions.

### ACCT 261

**Business Law (4)**

FALL/WINTER/SPRING

*Prerequisite:* sophomore standing.

Law as it applies to the business world. Explores background of our system of legal process. Examines law and its social environment and its impact on business organizations and transactions.

**ACCT courses numbered 351 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."**

### ACCT 351

**Intermediate Accounting I (4)**  
FALL/WINTER/SUMMER

*Intermediate Accounting I, II and III are sequential and cannot be taken out of order or concurrently.*  
*Prerequisite:* ACCT 251 or 301.

Financial accounting principles and practice; postulates and principles underlying the presentation and interpretation of financial statements, including: working capital, investments, plant assets, long-term liabilities, partnership formation, partnership dissolution and stockholders' equity.

### ACCT 352

**Intermediate Accounting II (4)**  
WINTER/SPRING

### ACCT 353

**Intermediate Accounting III (4)**  
FALL/SPRING

### ACCT 356

**Cost Accounting I (4)**  
FALL/WINTER

*Prerequisites:* completion of University computer literacy competency and completion of a math course that satisfies math proficiency (MATH 200 is highly recommended), ACCT 251, 252, DSCI 245, junior standing.

Cost determination and control: cost accounting theory and accounting for manufacturing operations. Emphasis on historic and standard costs, standard cost variance determination, budgeting and cost allocation.

### ACCT 357

**Cost Accounting II (4)**  
WINTER/SPRING

*Prerequisite:* ACCT 356.

Cost analysis and control principles and methods applied to manufacturing operations and decision making; applications of information theory to cost accounting reports and decision making; applications of information theory to cost accounting reports and decision processes.

### ACCT 358

**Accounting for Non-Profit Entities (4)**

*Prerequisite:* ACCT 251.

Concepts, principles and procedures of fund accounting and accounting for not-for-profit entities. Emphasis on accounting principles and budgetary control, financial reporting and auditing for effective financial administration of governmental and other non-profit entities.

### ACCT 359

**Accounting Systems (4)**

FALL/SPRING

*Prerequisites:* ACCT 351, MISC 311 or permission of the instructor.

Application of concepts and techniques for the design, function, separation and evaluation of accounting systems. Focus on accounting system design and evaluation in providing timely information. Problems in accounting-system installation and revision.

### ACCT 399

**Directed Study (1–5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

### ACCT 422

**Advanced Business Law (4)**

*Prerequisites:* ACCT 261 or 308; senior standing.

Business ethics and social responsibility; public law and regulation including securities law, antitrust law, consumer law, labor law and debtor/creditor relations.

### ACCT 450

**Auditing (4)**

FALL/WINTER

*Prerequisites:* ACCT 353, 356, 359.

Generally accepted auditing standards and principles; auditing objectives and methodology; ethical responsibility of the CPA in financial reporting and auditing.

### ACCT 451

**Advanced Auditing (4)**

WINTER/SPRING

*Prerequisite:* ACCT 450.

Special topics in auditing with emphasis on EDP and statistical auditing. Auditing objectives, methodology and generally accepted auditing standards as they relate to EDP and statistical auditing. Practical audit experience through hands-on computer use on audit cases.

### ACCT 452

**Contemporary Accounting Theory (4)**

WINTER/SPRING

*Prerequisites:* ACCT 353, 356.

Contemporary accounting issues and their theoretical implications; review of accounting literature and research studies and pronouncements of the FASB and other professional organizations.

### ACCT 454

**Federal Income Tax I (4)**

FALL/WINTER

*Prerequisite:* ACCT 251.

Provisions and principles of federal income tax laws affecting the determination of taxable income, tax liability and tax planning for individuals.

### ACCT 455

**Federal Income Tax II (4)**

WINTER/SPRING

*Prerequisite:* ACCT 454.

Provisions and principles of federal income tax laws affecting the determination of taxable income and tax liability of corporations and information returns and tax planning for partnerships.

### ACCT 495

**Internships (1–15)**

*Prerequisite:* permission of the instructor, department chair and college dean.

### ACCT 498

**Seminar (1–5)**

### ACCT 499

**Directed Study (1–5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

## Administrative Office Management Courses

**AOMG courses numbered 300 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."**

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### AOMG 399

**Directed Study (1–5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

### AOMG 499

**Directed Study (1–5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

## Business Administration Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### BADM 500

**The MBA Experience (1)**

*Graded Pass/No Credit.*

*Prerequisite:* admission to the MBA program.

This course is designed to develop a set of student learning skills for the MBA program so students can become familiar with the faculty, other students in the MBA program and so they can become immediately productive in their coursework. Skills such as management of group activities, case analysis skills, computer skills, integration skills and personal confidence and presentation skills are covered. Students will begin the development of an MBA program portfolio.

### BADM 503

**Quantitative Analysis in Business (4)**

*This course does not count toward the MBA degree.*

*Prerequisite:* permission of the MBA director.

An accelerated course in descriptive and inferential statistics, including basic regression analysis, chi-square analysis and quality control methodology.

### BADM 505

**Essentials of Accounting (4)**

*This course does not count toward the MBA degree.*

*Prerequisite:* permission of the MBA director.

An accelerated course in understanding and using accounting information and accounting information systems in a business environment; includes coverage of both financial and managerial accounting information.

### BADM 509

**Public Personnel Management (4)**

A discussion of the development of the civil service system, public sector labor relations, affirmative action/equal opportunity and the relationships of these factors to current techniques of personnel management and motivation. (Cross-listed with PADM 509)

### BADM 520

**Advanced Data Modeling for Business Research (4)**

*Prerequisites:* permission of the MBA Director, or admission to the MBA Program.

A study of business and economic research methodology, including advanced regression analysis, time series analysis and the evaluation of research reports.

**BADM 525**
**Grants-Writing and Administration (4)**

Examination of the development of public sector grant programs and the distribution and fiscal management of money transfers. Topics include project development, grant applications, program planning and implementation and public policies for the improvement of intergovernmental operations. (Cross-listed with PADM 525)

**BADM 530**
**Corporate Finance (4)**

*Prerequisites: permission of the MBA Director, or both of the following: admission to the MBA Program and completion of BADM 560 and ECON 515.*

This course covers an analysis of valuation issues and project analysis as well as the relationships between risk, capital structure, cost of capital and dividend policy. It examines contemporary issues and problems confronting financial managers.

**BADM 533**
**City Government Administration (4)**

An exploration of the major management issues and techniques involved in the professional management of city governments. Topics include the role of the professional city administrator, the changing face of cities, major city services issues, ethics, decision making and budget preparation. Examines both theoretical and practical aspects of city government management. (Cross-listed with PADM 533)

**BADM 539**
**Special Topics (1-5)**

*Some sections are graded Pass/No Credit.*

Electives are designed to (1) help students enhance functional business skills by providing an in-depth study of a selected topic from a business core area and (2) expose students to a variety of environments in which business decision making skills are applied, such as international or not-for-profit organizations and/or specific industries, such as health care or service industries. The topics of specific BADM 539 courses offered each quarter are determined by a combination of student and faculty interest and availability.

**BADM 540**
**Marketing Management (4)**

*Prerequisites: permission of the MBA Director, or both of the following: admission to the MBA Program and completion of BADM 520.*

This course is a study of both the theoretical and applied aspects of the marketing process. It covers the elements of successful marketing strategies, marketing decision-making and the impact of marketing on business.

**BADM 541**
**Managerial Communications (4)**

*Prerequisites: admission to the MBA program and completion of the MBA foundation or permission of the MBA director.*

This course is designed to refine the student's written, oral and electronic communications skills as applied to the managerial environment within the organization.

**BADM 543**
**Labor Relations (2)**

This course covers a broad range of topics such as history of the labor movement, federal and state statutes covering this field, emergency operations planning and legislative lobbying efforts. (Cross-listed with PADM 543)

**BADM 545**
**Collective Bargaining (2)**

This course addresses the process of reaching an agreement on a contract. (Cross-listed with PADM 545)

**BADM 552**
**Leadership and Ethics (4)**

*Prerequisites: permission of the MBA Director, or both of the following: admission to the MBA Program and completion of BADM 520.*

This course inquires as to leaders and leadership from a perspective of ethics. It asks the student to think about principled leadership through three complex lenses: personal character, accountability and pragmatism (ethical action in an uncertain, competitive and imperfect world). Each of these lenses reflects traditions in moral philosophy and each emphasizes fundamental aspects of leaders' responsibilities. The objective of the course is an integrated understanding of the relationship between ethics and leadership achieved through study of the leader.

**BADM 555**
**Strategic Operations (4)**

*Prerequisites: permission of the MBA Director, or both of the following: admission to the MBA Program and completion of BADM 520.*

This course is a study of business operations practice—including production technology transfer, cause-and-effect for operations problems, operations strategies and action plans—and their applications to managerial decision making.

**BADM 560**
**Decision Making and Accounting Information (4)**

*Prerequisites: permission of the MBA Director, or admission to the MBA Program.*

This course focuses on the use of accounting information and accounting information systems in business decision-making.

**BADM 561**
**Multivariate Data Analysis (4)**

Multivariate data analysis refers to all statistical methods that simultaneously analyze multiple measurements on each individual or object under investigation. This course is designed to teach the concepts and principles underlying the various multivariate techniques. Data variables are manipulated using several different techniques.

**BADM 562**
**Game Theory (4)**

The mathematical study of strategy and competition applies to fields ranging from contract negotiations to viral latency. This course explores the basics by actually playing some of the games associated with the development of game theory. The lessons learned will then be applied to business contexts.

**BADM 563**
**Quantitative Communications (4)**

"A picture is worth a thousand words" is very true when presenting statistical results. Good graphs are convincing bad graphs have even had fatal results. Many of the graphs presented in the media and in business communicate poorly at best. This class will examine in detail the characteristics of graphs that fail, graphs that convince, some unusual graphing techniques and the use of various programs for graphing.

**BADM 564**
**E-Commerce (4)**

Electronic commerce includes not only selling/buying online but also much broader activities, such as organizational internal process supports, electronic collaboration among partners, distance learning and virtual communities. This course explores how the landscape of e-commerce is changing and evolving. It covers the important topics of e-commerce, including selling and marketing online; businesses trading and collaborating with other businesses; internal business process supports; legal, ethical and tax issues; web security; and e-commerce infrastructure. The course balances the strategic and technological aspects of successful e-commerce with real-world business cases. This course also introduces the latest technological developments, which will significantly impact the current and future e-commerce, such as wireless technology, radio frequency identification (RFID), global data synchronization network (GDSN) and EPC global network.

**BADM 570**
**Information Technology and the Organization (4)**

*Prerequisites: permission of the MBA Director or admission to the MBA Program.*

This course analyzes the concepts and techniques underlying the development and control of information systems within the firm. It covers the impact of emergent information technologies on strategic planning and emphasizes computer-based management information systems.

**BADM 573**
**Entrepreneurship and Small Business Marketing (4)**

*Prerequisites: admission to the MBA Program and completion of the MBA foundation, or permission of the MBA director.*

The course objective is to introduce the student to marketing techniques that are or can become quite effective for small and early-stage firms. As small firms have limited resources, leveraged techniques are necessary to maximize program effectiveness. Guerilla marketing techniques as well as large-firm partnerships are possible options. The course will cover strategies and programs. The students will be expected to develop a marketing program for an ongoing firm or their own.

**BADM 574**
**Entrepreneurship and Small Business Finance (4)**

*Prerequisites: admission to the MBA Program and completion of the MBA foundation, or permission of the MBA director.*

This course is designed to assist students in understanding the stages of new venture development and how financing needs change with each stage. Students will learn to develop a financing plan consistent with the venture's business plan, to make appropriate financing choices and to develop strategies to harvest the business.

**BADM 576**
**Entrepreneurship and Small Business Human Resource Management (4)**

*Prerequisites: admission to the MBA program and completion of the MBA foundation, or permission of the MBA director.*

One of the most difficult tasks of an entrepreneur is tapping all the human potential available when managing the complex needs of a new business. The purpose of this course is to create awareness of the complex nature of human resource management while enabling the student to focus on his or her own strengths to make human resource decisions with confidence. An emphasis is placed on highly relevant and practical concerns of the entrepreneur.

**BADM 577**
**Entrepreneurship (4)**

*Prerequisites: BADM 573, 574 and 576.*

This course is designed to provide the student a rigorous experience in not only learning about global entrepreneurship, but also in developing a business plan for either their own existing firm or a start-up opportunity. While not a capstone course it does require the student to utilize previously learned information that can be incorporated in the business plan. Verbal and oral communication, as well as Internet based communication and searching, are of importance in this course.

**BADM 580**
**International Business Environments (4)**

*Prerequisites: permission of the MBA director, or both of the following: admission to the MBA program and completion of BADM 520 (may be concurrent).*

This course provides an overview of the roles of business in the global economic, political, social and other environments in which businesses operate.

**BADM 590**
**Business Strategy and Implementation (4)**

*Prerequisites: permission of the MBA director or both of the following: admission to the MBA program and completion of all other core classes.*

The study of administrative processes under conditions of uncertainty including integrating analyses and policy determinations at the overall management level. Includes a synthesis of the principles of administrative management from the generalist's view and integrates prior specialized instruction in the basic functions of business and management. Provides an opportunity to develop a capacity for analyzing problems on a broad company-wide basis.

## BADM 596

Experimental Course (2-4)

## BADM 597

Workshops (2-4)

*Note:* Only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## BADM 598

Graduate Seminar (2-4)

## BADM 599

Independent Study (2-4)

*Prerequisite:* permission of the instructor, department chair and college dean.

## BADM 600

Thesis (2-8)

*Prerequisite:* permission of the instructor, department chair and college dean.

Independent research study under the direction of a graduate advisory committee.

## BADM 601

Research Report (2-8)

*Prerequisite:* permission of the instructor, department chair and college dean.

Independent research resulting in a scholarly paper under the direction of the student's graduate committee chairperson.

## BADM 603

MBA Portfolio (2)

*Prerequisites:* must be finished with or finishing all of the courses in the MBA program or permission of the MBA director.

An advanced praxis project in which students, following the guidelines provided by the MBA Program with the advice and editorial review of the chair of their comprehensive oral exam committee, develop a portfolio which is presented and discussed as part of the comprehensive oral exam for the MBA degree.

## BADM 695

Internship (2-4)

*Prerequisite:* permission of the instructor, department chair and college dean.

## BADM 696

College Teaching Internship (2-4)

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

## Business Education Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

## BUED 302

Business Communication (4)

*Prerequisite:* junior standing.

Emphasis is placed on functional writing. This course develops skills and techniques in writing business letters, office communications and business reports.

## BUED 329

Administrative Systems Management (4)

Management concepts and applications for the administrative services provided a company. Course uses a behavioral approach to managing word processing, telecommunications, records and information, the environment and human resources. Largest emphasis is on managing records and information.

## BUED 399

Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## BUED 475

Methods of Teaching Basic Business, Accounting and Marketing (4)

WINTER

*Prerequisites:* EDUC 341, ACCT 252 or 351, MKTG 310.

Materials, methods and techniques of teaching basic business subjects, marketing and accounting.

## BUED 476

Methods of Teaching Keyboarding and Microcomputer Applications (4)

WINTER

*Prerequisites:* EDUC 341, MISC 370, 373, 374.

Materials, methods and techniques of teaching keyboarding and microcomputer applications.

## BUED 499

Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## Career and Technical Education Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

## CTED 300

Introduction to Plan 2 Career and Technical Education (4)

*Prerequisite:* acceptance into the CTE Plan 2 program.

This course is an introduction to the elements of Career and Technical Education (formerly "vocational") and, specifically, business/industry route certification (Plan 2). Required for Plan 2 students, this course also includes current components of education in Washington State and the nation and their implications for Career and Technical Education.

## CTED 301

Philosophy of Vocational Education (4)

WINTER

*Prerequisite:* junior standing or permission of the instructor.

Study of the role of vocational education in the American education system at all levels including philosophy and purpose, state and federal legislative acts, alternative delivery systems and their components, certification standards and funding alternatives.

## CTED 375

Safety and Industrial Hygiene (1)

FALL/WINTER/SPRING/SUMMER

Graded Pass/No Credit.

Current national and state laws concerning industrial safety, nature and causes of accidents and the maintenance of a safe work environment.

## CTED 399

Directed Study (1-5)

WINTER

*Prerequisite:* permission of the instructor, department chair and college dean.

## CTED 474

Administration Of Work-Based Education (4)

*Prerequisite:* junior standing.

Operational procedures for conducting work-based learning environments. Includes occupational analysis techniques, school-to-work partnerships and linking classroom learning to the workplace.

## CTED 499

Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## Decision Science Courses

**DSCI courses numbered 400 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."**

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

## DSCI 245

Data Analysis for Business (4)

FALL/WINTER/SPRING

*Prerequisites:* completion of University computer literacy competency and completion of a math course that satisfies math proficiency (MATH 200 is highly recommended).

An introduction to decision making in the business environment using statistical and data analysis procedures. Computer software is used extensively. Both written and oral presentation skills are emphasized as a means to incorporate analysis results into the decision making process. Topical coverage includes discrete and continuous probability distributions, sampling distributions, estimation and hypothesis testing.

## DSCI 346

Advanced Data Analysis for Business (4)

FALL/WINTER/SPRING

Course fee.

*Prerequisite:* completion of University computer literacy competency and completion of math courses that satisfies math proficiency (MATH 200 is highly recommended) and DSCI 245 or equivalent.

This course offers an in-depth study of decision making in the business environment using statistical and data analysis procedures. Statistical methods used in decision making include chi-square tests, analysis of variance, correlation, simple and multiple regression, time series analysis and forecasting. Computer software is used extensively for both analysis and presentation. Case studies are used to integrate statistical methods with problem solving and communication skills.

## DSCI 399

Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## DSCI 446

Business Forecasting (4)

*Prerequisite:* DSCI 346 or equivalent or permission of the instructor.

Integrates several forecasting models with applications to managerial techniques. Topics include regression, multiple regression, time series analysis, auto correlation, econometric models, exponential smoothing, autoregressive models, adaptive filtering, Box Jenkins methods and survey techniques. The computer is employed to develop meaningful forecasts for management.

## DSCI 447

Design of Experiments (4)

*Prerequisite:* DSCI 346 or equivalent or permission of the instructor.

An in-depth study of quantitative business analysis techniques in a variety of organizational environments. Emphasizes the use of the computer and a discussion of quality in the organizational setting.

## DSCI 448

Business Simulation (4)

*Prerequisite:* DSCI 346 or equivalent or permission of the instructor.

Probabilistic models in decision science, with emphasis on discrete event simulation.

## DSCI 499

Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## Finance Courses

**FINC courses numbered 300 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."**

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### FINC 200

#### Personal Finance (3)

Deals with the management of individual financial affairs on both a practical and a philosophical level. Covers a number of topics, such as the relationship between money and success, money and power, the meaning of poverty, the illusion of value, budgeting, tax planning, credit, real estate, major purchases, cash management, insurance, investments and retirement planning.

### FINC 335

#### Financial Management (4)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* (MATH 200 or equivalent) and DSCI 245 and ACCT 251 and (either ECON 200 or ECON 201) and the University computer literacy requirement.

The application of basic theory and analytical techniques to financial decision making and in particular capital budgeting. Emphasizes the time value of money and capital budgeting. Discusses capital structure and the risk-return trade off as they relate to the cost of capital, securities valuation and capital budgeting.

### FINC 399

#### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

### FINC 431

#### Investments (4)

FALL/WINTER/SPRING

*Prerequisite:* FINC 335.

Examines principles of investments valuation; objectives and risks involved; sources of relevant information. Security analysis and investment timing in a portfolio management framework.

### FINC 432

#### Insurance and Risk (5)

*Prerequisite:* ECON 200 or instructor permission.

This course examines the principles of insurance and ways of managing risk. It includes discussion of the development and forms of private and social insurance programs. (Cross-listed ECON 445)

### FINC 434

#### Financial Derivatives (4)

FALL/WINTER/SPRING

*Prerequisite:* FINC 335

Provides an in-depth background to various financial derivatives including futures, options, swaps, securitized securities and collateralized mortgage obligations. Discusses concepts related to the operation of financial derivatives including marketing to market and clearing corporations.

### FINC 435

#### Capital Budgeting and Long-Term Financing (4)

FALL/WINTER/SPRING

*Prerequisite:* FINC 335.

Provides in-depth background and skill development for capital budgeting and long-term financial decision-making. Emphasis on discounted cash flow analysis using computer spreadsheets. Discusses capital structure, dividend policy, cost of capital and risk analysis. Also covers long-term financing issues of a business or corporation. Uses cases, computer simulations and other analytical techniques.

### FINC 436

#### Short-Term Financial Management (4)

WINTER/SPRING

*Prerequisite:* FINC 335.

This course provides an in-depth background and skill development necessary to understand and analyze short-term financing issues. Topics include financial liquidity, working capital management, cash forecasting, cash budgeting and short-term investing and financing. Cases, spreadsheets and other methods will be used extensively.

### FINC 441

#### Portfolio Management I (2)

FALL/WINTER/SPRING

*Prerequisite:* FINC 335.

This is an introductory course dealing with the management of real dollar portfolios. Students enrolled in this course will be expected to enroll in FINC 442 and FINC 443 subsequent quarters. Topics covered include modern portfolio theory, security analysis and valuation and portfolio performance evaluation. Students will also be involved in management of extant portfolios primarily as observers.

### FINC 442

#### Portfolio Management II (2)

FALL/WINTER/SPRING

*Prerequisite:* FINC 441.

This course is a continuation of FINC 441. Students enrolled in this class will be involved in the day-to-day management of real dollar portfolios. Responsibilities will include presentation of security recommendations, portfolio rebalancing and analysis of portfolio risk. An end of quarter report will be prepared and presented.

### FINC 443

#### Portfolio Management III (2)

FALL/WINTER/SPRING

*Prerequisites:* FINC 442.

This course is a continuation of the information covered in FINC 441 and FINC 442. Students enrolled in this class will be involved in the day-to-day management of real dollar portfolios. Responsibilities will include presentation of security recommendations, portfolio rebalancing and analysis of portfolio risk. An end of quarter report will be prepared and presented.

### FINC 474

#### International Finance (5)

*Prerequisite:* ECON 200 and 201, FINC 335 or instructor permission.

The material in this course develops a general framework to analyze international financial markets, exchange rates, exchange rate derivatives and open macroeconomic economies. (Cross-listed ECON 474, IBUS 474)

### FINC 495

#### Internships (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

### FINC 498

#### Seminar (1-5)

### FINC 499

#### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## Human Resource Management Courses

**HUMR courses numbered 300 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."**

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### HUMR 328

#### Human Resource Management (4)

FALL/WINTER/SPRING

*Prerequisite:* junior standing.

Human resource management (HRM) is an ongoing process consisting of various critical functions including human resource planning, recruitment, selection, training and development, job analysis, performance appraisal, compensation and maintenance such as health and safety. These major HRM functions and their sequential interdependence are discussed and applied. Various external forces that constrain managerial decision-making are also considered including laws and regulations dealing with equal opportunity, workplace diversity and multiculturalism, especially as these impact human resource policies and practices.

### HUMR 427

#### Compensation Administration (4)

FALL/WINTER/SPRING

*Prerequisite:* HUMR 328.

Part I consists of an analysis of the theoretical concepts, practical techniques and criteria commonly recognized in the development and control of various compensation models. Part II is the application (field study) of selected concepts, techniques and criteria considered appropriate for the solutions to local work place compensation problems.

### HUMR 429

#### Personnel Problems (4)

FALL/WINTER/SPRING

*Prerequisite:* HUMR 328.

Analyses of selected major problems confronted in human resource management.

### HUMR 495

#### Internships (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

### HUMR 498

#### Seminar (1-5)

### HUMR 499

#### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## International Business Courses

**IBUS courses numbered 300 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."**

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### IBUS 470

#### International Business Management (4)

FALL

[satisfies international studies university graduation requirement.]

*Prerequisite:* junior standing.

Analysis of the impact of international business variables on global organizations and the impact of these organization on the societies in which they operate. (Cross-listed MGMT 470)

### IBUS 471

#### Multinational People Management (4)

SPRING

[satisfies international studies university graduation requirement.]

*Prerequisite:* junior standing.

A systems approach to multinational human resource management incorporating three interrelated subsystems: internal (the multinational company), external (the nation/state) and the individual (the manager) in a cross-cultural context. (Cross-listed MGMT 471)

### IBUS 472

#### Global Marketing Management (4)

SPRING

*Prerequisite:* IBUS/MGMT 470 or MKTG 310.

A practical approach to understanding the implications to marketing functions that result from competing in a global marketplace. Marketing function differences and similarities are explored across national borders and cultures. (Cross-listed MKTG 472)

### IBUS 474

#### International Finance (5)

*Prerequisites:* ECON 200 and 201, FINC 335 or instructor permission.

The material in this course develops a general framework to analyze international financial markets, exchange rates, exchange rate derivatives and open macroeconomic economies. (Cross-listed ECON 474, FINC 474)

## Management Courses

**MGMT courses numbered 400 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."**

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### MGMT 120

#### The World of Business (5)

*Not open to upper-division business administration majors.*

Surveys the basic roles and functions performed by business firms in modern free enterprise societies.

### MGMT 200

#### Business History (3)

Provides an overview of the historical development of business practice and thought in the United States using readings from both the time period in question and contemporary scholarly essays.

### MGMT 326

#### Organization Theory and Behavior (4)

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* junior standing.

Explores the nature of human behavior in organizations as well as the structural effects of change. Application to the management of human resources is provided. A conceptual foundation is applied to practical situations throughout the course.

### MGMT 399

#### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

### MGMT 422

#### Entrepreneurship (4)

WINTER

*Prerequisite:* junior standing.

A study of entrepreneurial qualities and methods used to start and expand business ventures. Maximum flexibility is used to allow students to pursue individual interests. Marketing and accounting background helpful.

### MGMT 423

#### Business and Society (4)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* MGMT 326, senior standing.

Study of the interrelations between business and its external environment, focusing on the social, political and legal interactions. Review of critical managerial issues from historical, theoretical and ethical perspectives and their impact on organizations.

### MGMT 424

#### Equity and Equality in the Workplace (3)

*Prerequisite:* ENGL 201.

This course examines feminist theory, the law and business management theories as they apply to equality and equity in the workplace. The course is an integrated approach to business and gender issues. (Cross-listed WMST 424)

### MGMT 428

#### Leadership through Mentoring (2-4)

*Prerequisite:* permission of the instructor.

Prepares students to become mentors by discussing teaching, learning and leadership theories, which they then apply in actual mentoring situations.

### MGMT 470

#### International Business Management (4)

FALL

[satisfies international studies university graduation requirement.]

*Prerequisite:* junior standing.

Analysis of the impact of international business variables on global organizations and the impact of these organizations on the societies in which they operate. (Cross-listed IBUS 470)

### MGMT 471

#### Multinational People Management (4)

SPRING

[satisfies international studies university graduation requirement.]

*Prerequisite:* junior standing.

A systems approach to multinational human resource management incorporating three interrelated subsystems: internal (the multinational company), external (the nation/state) and individual (the manager) in a cross-cultural context. (Cross-listed IBUS 471)

### MGMT 480

#### Organizational Leadership (4)

*Prerequisite:* MGMT 326.

This seminar examines the various leadership styles in organizations. Students investigate and develop leadership profiles of past, present and future leaders. Project teams develop a video profile and case of a specific organization.

### MGMT 490

#### Department Senior Capstone: (4)

#### Administrative Policies or

#### Small Business Administration and Policy

[satisfies senior capstone university graduation requirement.]

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* ACCT 251, 252, 261; DSCI 245, 346; ECON 200, 201; ENGL 201; FINC 335; MATH 200; MGMT 326; MISC 311; MKTG 310; OPSM 330; MGMT 423 (may be taken concurrently); Computer Literacy I and II and Admission to BAB.

See your major department advisor for the appropriate section number.

### MGMT 495

#### Internships (1-15)

*Prerequisite:* permission of the instructor, department chair and college dean.

### MGMT 498

#### Seminar (1-5)

### MGMT 499

#### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## Management Information System Courses

**MISC courses numbered 312 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."**

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### MISC 311

#### Information Technology in Business (4)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* junior standing.

This course provides the basic concepts of the use of information technology in business, both globally and locally, to collect, organize, distribute and present information in a business environment. Students will learn how to collect information from external sources, such as libraries and the Internet, and from internal functional areas. Productivity tools such as database, spreadsheets, wordprocessor and presentation software will then be used to consolidate, organize, synthesize and present the external and internal information to business decision makers.

### MISC 370

#### Multimedia Production of Business Documents (4)

*Prerequisites:* MISC 311 or equivalent and BUED major, or permission of the instructor.

Learning advanced applications of word processing, presentation and multimedia software to design formal and technical reports and presentations, correspondence, newsletters, brochures, forms, charts and graphics. Emphasis is on problem-solving ability to convert raw data into acceptable form using the computer, the Internet and additional multimedia.

### MISC 371

#### Business Applications Program Design (4)

*Prerequisite:* MISC 311 or CSCD 110 or permission of the instructor.

This course provides a thorough coverage of the program design and development process. The student will develop algorithmic solutions to a variety of business computer applications using a number of logic tools for programming and documentation. A high level programming language is used to illustrate the logic and structure of common business applications.

## MISC 372

### Data Communications and Networking Fundamentals (4)

*Prerequisite:* MISC 311 or CSCD 110 or permission of the instructor.

This course is a general introduction to current technology for local area networks (LAN), wide area networks (WAN) and the Internet.

## MISC 373

### Business Database Application (4)

*Prerequisite:* MISC 311 or CSCD 110 or permission of the instructor.

This course provides an in-depth study of theory and applications of databases. Emphasis is on the design of flexible databases to meet business information requirements. Topics include database concepts, data modeling, data dictionary, database models, database design, data integrity and managerial considerations.

## MISC 374

### Spreadsheet Modeling for Business Applications (4)

*Prerequisite:* MISC 311 or CSCD 211 or permission of the instructor.

Problem solving and data modeling of business applications utilizing spreadsheet software. Graphics, file management and proper spreadsheet organization topics are covered as well as use of macros for development of user-friendly applications.

## MISC 375

### Expert Systems Applications in Business (4)

*Prerequisite:* MISC 311 or CSCD 211 or permission of the instructor.

Introduction to expert systems design and implementation. Topics covered include the study of existing successful applications, the techniques of knowledge representation and a review of knowledge engineering methodologies and languages. Students build a model expert system using a microcomputer-based expert system software package.

## MISC 399

### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## MISC 481

### Systems Analysis and Design (4)

FALL/WINTER

*Prerequisites:* MISC 371 (or CSCD 350) and MISC 373 (or CSCD 425) or permission of the instructor.

This course involves the analysis and design of business systems. It includes the structure and life cycle of systems. The methodology of systems studies and the use of computer aided software engineering (CASE) tools are emphasized. Systems studies are undertaken utilizing cases and actual business systems projects.

## MISC 482

### Systems Project (4)

WINTER/SPRING

*Prerequisite:* MISC 481 or permission of the instructor.

This course emphasizes solving an information systems problem using project management and information systems methodologies. Students will develop a computer information system through the use of CASE tools. Interactive and prototyping approaches to system development are investigated and employed. In addition, students will acquire additional knowledge in planning, managing and presenting a systems project.

## MISC 485

### Advanced Database Applications Development (4)

SPRING

*Prerequisite:* MISC 373 or permission of the instructor.

This course is a continuation of business applications of databases. The course stresses application development through fourth generation programming techniques. The course is designed to take advantage of advanced capabilities in current database management systems. Emphasis is on the design and implementation of business database applications. Topics include data modeling, database design, database implementation, report design, form design, application design, security, backup and recovery and multi-user databases.

## MISC 487

### E-Commerce and E-Commerce System Design (4)

*Prerequisite:* MISC 311 and MISC 371 or permission of the instructor.

This course explores how the landscape of e-commerce is changing and evolving. The course covers important topics of e-commerce, such as: selling and marketing online, businesses trading and collaborating with other businesses, internal business process supports, legal, ethical and tax issues, Web security and e-commerce infrastructure, and provides students with the technological skills of developing e-commerce applications.

## MISC 495

### Internships (1-15)

*Prerequisite:* permission of the instructor, department chair and college dean.

## MISC 498

### Seminar (1-5)

## MISC 499

### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## Marketing Courses

**MKTG courses numbered 316 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."**

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

## MKTG 310

### Principles of Marketing (4)

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* junior standing.

An introduction to marketing. The marketing mix: product offering, supply chain management, pricing, promotion and introduction to buyer behavior.

## MKTG 399

### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## MKTG 400

### Buyer Behavior (4)

FALL/SPRING

*Prerequisite:* MKTG 310.

Study of the buyer decision-making process, both consumer and industrial, for the purpose of planning and implementing successful marketing strategies. Includes an examination of both the internal psychological and external sociological factors influencing the decision-making process and how these factors relate to strategic marketing decisions such as product development, segmentation and positioning.

## MKTG 411

### Marketing Research (4)

FALL/SPRING

*Prerequisites:* MKTG 310 and DSCI 346.

A practical and theoretical approach to understanding and applying the procedures and methods used in collecting and analyzing market information for managerial decision-making. Topics include research design, data collection, sampling, questionnaire design, qualitative research methods, processing and interpreting data and presentation of findings. An applied approach provides practical application of methods studied.

## MKTG 412

### Marketing Management (4)

FALL/WINTER

*Prerequisites:* MKTG 400 and 411.

An exploration of key marketing management variables such as buyer behavior, market segmentation and product positioning, product policy, pricing, distribution, promotion and market research in the contexts of strategy development, decision making, implementation and control.

## MKTG 413

### Integrated Marketing Communications (4)

*Prerequisite:* MKTG 310.

A practical and theoretical approach to understanding communications theory and how advertising, sales promotion, public relations and direct marketing are designed and used by organizations in communicating with various publics.

## MKTG 414

### Retail Management (4)

*Prerequisite:* MKTG 310.

A study of the strategies used by retailers as critical members of a supply chain. The relationships among store organization, human resource management and the retail strategies used by various types of retail outlets are investigated. Merchandising policies (buying, selling, stock control and management), various control strategies, promotion and public relations activities are also covered.

## MKTG 416

### Sales Force Management (4)

*Prerequisite:* MKTG 310.

This course covers the concepts and theories associated with planning, organizing, evaluating, controlling and managing a professional sales force.

## MKTG 417

### Marketing Analysis (4)

FALL/WINTER/SPRING

*Prerequisite:* MKTG 412.

Strategical analysis of managerial marketing issues involving market trends, marketing research, product planning, distribution channels, pricing, promotion, social trends and the influence marketing strategy has on society.

## MKTG 444

### Applied Promotion (4)

*Prerequisite:* MKTG 310.

This course involves students in the research, planning, implementation and evaluation of a promotional event for a local business or organization. A variety of marketing principles are applied in a hands-on real world experience.

## MKTG 472

### Global Marketing Management (4)

SPRING

*Prerequisite:* IBUS/MGMT 470 or MKTG 310.

A practical approach to understanding the implications to marketing functions that result from competing in a global marketplace. Marketing function differences and similarities are explored across national borders and cultures. (Cross-listed IBUS 472)

## MKTG 481

### Sports Marketing (4)

*Prerequisite:* MKTG 310.

Explores the essentials of effective sports marketing, such as the nature of sports products, sports consumers, sports research, sports-product development, sponsorship and licensing. Looks at the marketing of sports and sport products as well as marketing through sports.

## MKTG 495

### Internships (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## MKTG 498

### Seminar (1-5)

## MKTG 499

### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.



## Marketing Education Courses

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*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

**MKED 399**

**Directed Study (1-5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

**MKED 499**

**Directed Study (1-5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

## Operations Management Courses

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**OPSM courses numbered 300 and higher have restricted enrollment. See Business Administration "Course Enrollment Policies."**

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

**OPSM 330**

**Operations Management (4)**

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* DSCI 245, computer literacy.

An integrating study focusing upon the models and methods of production and operations management. Managerial approaches to planning, scheduling and controlling both product and service. Tools include process analysis, plant location, plant layout, capacity planning, inventory control, forecasting, materials requirements planning, PERT/CPM and quality control. Also studies computer-based operations control systems applicable to the above topics.

**OPSM 425**

**Service and Operations Analysis (4)**

WINTER

*Prerequisite:* OPSM 330.

This is an integrative course including analysis of both service and manufacturing organizations. The course focuses on case studies and applied quantitative techniques for managing the entire operations of a firm. Decision-making is emphasized through computer simulation and interactive discussion of field and textbook case studies.

**OPSM 428**

**Global Supply Chain Management (4)**

FALL

*Prerequisite:* senior standing or permission of the instructor.

This course examines the actions and values responsible for continuous improvement in the design, development and management process of an organization's supply system through the use of writings and case studies which may include company visits. The objective of the course is to understand how to improve the supply system's profitability and ensure its survival as well as the profitability and survival of its customers and suppliers. Global issues and development of supplier relationships are integrated throughout the course material. Cases and field trips are included as appropriate.

**OPSM 441**

**Quality Management (4)**

SPRING

*Prerequisite:* OPSM 330.

This course is a review and application of quality management concepts in public and private enterprises. Both qualitative and quantitative techniques are analyzed. Case studies and field trips are included as appropriate.

**OPSM 495**

**Internships (1-5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

**OPSM 498**

**Seminar (1-5)**

**OPSM 499**

**Directed Study (1-5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

## Professional Training and Development Courses

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*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

**PTED 499**

**Directed Study (1-5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

## CERTIFICATES

### UNDERGRADUATE OR POST-BACCALAUREATE CERTIFICATES

A certificate is a non-degree sequence, pattern or group of courses or a combination of instruction and independent study that focuses upon an area of specialized knowledge or information developed, administered and evaluated by the institution's faculty members or by faculty-approved professionals. A certificate may include a capstone or practicum experience to facilitate the students' ability to apply their knowledge in a variety of contexts.

A certificate can be matched with a major of less than 60 credits to fulfill the requirement for a minor. The purpose of a certificate is to complement a student's degree program just as a minor does. The certificate generally focuses on an area of study that often has an applied or practical orientation and is usually interdisciplinary in nature, thereby distinguishing it from a minor.

LIST OF UNDERGRADUATE CERTIFICATES		
<b>ASIA STUDIES</b>	see Government	page 192
<b>CHALLENGE COURSE MANAGEMENT AND LEADERSHIP</b>	see Physical Education Health and Recreation	page 265
<b>DISABILITY STUDIES</b>	see Disability Studies	page 137
<b>GENDER STUDIES</b>	see Women's Studies	page 320
<b>GEOGRAPHIC INFORMATION SYSTEMS</b>	see Geography	page 184
<b>JAZZ AND COMMERCIAL MUSIC</b>	see Music	page 240
<b>LATIN AMERICAN AND IBERIAN STUDIES</b>	see History	page 199
<b>LEADERSHIP</b>	see Communication Studies	page 99
<b>PUBLIC POLICY AND ADMINISTRATION</b>	see Government	page 192
<b>SUICIDE RISK ASSESSMENT TREATMENT AND PREVENTION</b>	see Alcohol/Drug Studies	page 44
<b>WETLANDS SCIENCE AND MANAGEMENT</b>	see Geography	page 184

### GRADUATE OR POST-MASTER'S CERTIFICATES

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

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

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

LIST OF GRADUATE CERTIFICATES		
<b>DISABILITY STUDIES</b>	see Disability Studies	page 137
<b>HEALTH SERVICES ADMINISTRATION</b>	see Health Services Administration	page 196
<b>MIDDLE-LEVEL MATHEMATICS ENDORSEMENT</b>	see Mathematics	page 221
<b>PROFESSIONAL CERTIFICATE IN EDUCATION</b>	see Education	page 147
<b>PUBLIC MANAGEMENT DEVELOPMENT</b>	see Public Administration	page 293
<b>SCHOOL PSYCHOLOGY POST MASTER'S</b>	see Counseling Educational and Developmental Psychology or Psychology	page 123 page 287
<b>TEACHING OF LITERATURE</b>	see English	page 170
<b>TEACHING OF WRITING</b>	see English	page 170

## CHEMISTRY AND BIOCHEMISTRY

College of Science, Health and Engineering

Robin McRae, Chair	222 Science Building	509.359.2798
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<i>BA</i>	<i>BAE</i>	<i>BS</i>	<i>Minors</i>	<i>General Science Endorsement</i>
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Faculty: P. Bilous, N. Burgis, J. Corkill, T. Denton, Y. Houndonougbo, D. Love, J. Manson, E. McGoran, R. McRae, J. Rahn, K. Raymond, W. Steiner

### UNDERGRADUATE PROGRAMS

Chemistry occupies a unique position within the modern sciences. Ultimately, most of the phenomena in the biological, geological, physical, environmental and medical sciences can be expressed in terms of the chemical and physical behavior of atoms and molecules. Because of chemistry's key role, majors in chemistry and biochemistry are well prepared to pursue careers in a wide variety of disciplines.

The department offers programs leading to the Bachelor of Science and the Bachelor of Arts. These programs prepare students for careers in chemistry, biochemistry, biotechnology, medicine and related fields, forensic science, environmental science and education. The department's professional BS option is approved by the American Chemical Society. BS degrees are recommended for students planning professional careers in chemistry or related areas, while BA degrees are recommended for students with other career goals.

Students majoring in chemistry have the opportunity to engage in research projects with department faculty and to gain experience with modern instrumental techniques including gas and liquid chromatography; ultra-violet, visible, infra-red and atomic absorption spectrophotometry; nuclear magnetic resonance; x-ray diffraction; and laser photoacoustics. Upon graduation, our students are knowledgeable, experienced and independent laboratory workers.

**General Admissions Requirements for Chemistry and Biochemistry:** Students considering a major in Chemistry and Biochemistry should complete a high school chemistry course and mathematics courses through precalculus.

**General Admissions Requirements for Transfer Students:** Students transferring from other institutions are urged to consult with the department chair to plan their Eastern program of study.

**Admissions Requirements for Chemistry Majors:** Chemistry courses must be taken in proper sequence and with certain prerequisites satisfied. To graduate within four years, chemistry majors must take CHEM 151, 152 and 153 during their freshman year. The physics and mathematics supporting courses must also be started without delay. Students should complete MATH 161, 162 and 163 their first year. PHYS 151, 152 and 153 or PHYS 131, 132 and 133 and the lab courses PHYS 161, 162 and 163 should be completed prior to the junior year. Completion of a computer programming course is recommended before taking CHEM 431. Some graduate schools require that students be able to read scientific literature in a modern foreign language, so those planning graduate study are urged to complete two years of foreign language study.

**Academic Policy:** Due to the cumulative nature of chemistry courses, the department strongly recommends that students receive at least a 2.0 in all prerequisite chemistry courses.

**Information Regarding Pre-Pharmacy School Courses:** Students interested in this pre-professional program should contact a departmental advisor regarding the curriculum, application procedures, and professional aptitude examinations.

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

### BACHELOR OF ARTS (BA)

*STUDENT LEARNING OUTCOMES*

**Students will:**

- demonstrate a knowledge of major concepts in the areas of inorganic, organic, analytical, and physical chemistry,
- demonstrate sufficient preparation in chemistry to successfully compete in a science-related career,
- demonstrate a capacity to use modern instrumentation and classical techniques for the analysis and/or separation of chemicals and an ability to interpret data,
- demonstrate effective oral and written communication skills and critical thinking skills as related to the field of chemistry,
- demonstrate knowledge of safe practices in the handling, usage and disposal of chemicals.

### **CHEMISTRY/BIOCHEMISTRY MAJOR WITH GENERAL OPTION (75-77 CREDITS)**

**General:** This program features less concentration in chemistry than the bachelor of science and is not intended to prepare students for employment as a professional chemist.

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

#### **Required Courses (46-48 credits)**

- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 304 Quantitative Analysis (6)
- CHEM 351 Organic Chemistry (4)
- CHEM 352 Organic Chemistry (4)
- CHEM 372 Organic Chemistry Lab I (3)
- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 431 Physical Chemistry Lab (1)
- CHEM 432 Physical Chemistry Lab (2)
- CHEM 491 Senior Thesis (4-6)

#### **Required Supporting Courses (25 credits)**

- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- PHYS 131 Introductory Physics I (4)
- PHYS 132 Introductory Physics II (4)
- PHYS 133 Introductory Physics III (4)
  - or PHYS 151 General Physics I (4)
  - PHYS 152 General Physics II (4)
  - PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)

#### **Electives (4 credits)**

Select 300-level or above Chemistry and Biochemistry courses (exclusive of CHEM 390)

**Suggested Supporting Course** (See your chemistry/biochemistry advisor.)

Completion of a computer programming course is strongly recommended.

<b>Required program credits</b>	<b>46-48 credits</b>
<b>Required supporting credits</b>	<b>25 credits</b>
<b>Elective credits</b>	<b>4 credits</b>
<b>Minimum total credits for above major</b>	<b>75 credits</b>
<b>Suggested supporting credits</b>	<b>5 credits</b>

*Note: A minor is advised but not required for the above option.*

## **BACHELOR OF ARTS IN EDUCATION (BAE)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- demonstrate a knowledge of major concepts in the areas of inorganic, organic, analytical and physical chemistry;
- demonstrate knowledge and skills sufficient for them to safely teach chemistry in the secondary school setting;
- demonstrate a capacity to use modern instrumentation and classical techniques for the analysis and/or separation of chemicals and an ability to interpret data;
- demonstrate effective oral and written communication skills and critical thinking skills as related to the field of chemistry;
- demonstrate knowledge of safe practices in the handling, usage and disposal of chemicals.

### **CHEMISTRY/BIOCHEMISTRY/SECONDARY MAJOR (76 CREDITS)**

This major satisfies the endorsement for grades 5–12.

#### **Required Courses (51 credits)**

CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 CHEM 304 Quantitative Analysis (6)  
 CHEM 316 Environmental Chemistry (5)  
 CHEM 351 Organic Chemistry (4)  
 CHEM 352 Organic Chemistry (4)  
 CHEM 372 Organic Chemistry Lab I (3)  
 CHEM 421 Physical Chemistry (4)  
 CHEM 422 Physical Chemistry (3)  
 CHEM 480 Biochemistry (5)  
 CHEM 390 Chemistry Methods for the Secondary School (1)  
 SCED 390 Secondary Science Teaching Methods (1)

#### **Required Supporting Courses (25 credits)**

MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 PHYS 131 Introductory Physics I (4)  
 PHYS 132 Introductory Physics II (4)  
 PHYS 133 Introductory Physics III (4)  
 or PHYS 151 General Physics I (4)  
     PHYS 152 General Physics II (4)  
     PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (1)

**Required program credits** **51 credits**

**Required supporting credits** **25 credits**

**Credits for above major** **76 credits**

**Professional Education Requirements/Secondary Education:** **46–47 credits**

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

**Minimum total credits for above major and professional education** **122 credits**

*Note: a minor is advised but not required for the above option.*

## **BACHELOR OF SCIENCE (BS)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- demonstrate a broad-based knowledge of major concepts in the areas of inorganic, organic, analytical and physical chemistry;
- demonstrate sufficient preparation in chemistry to successfully compete in a graduate or professional program or to realize employment in a chemistry- or biochemistry-related career;
- demonstrate a capacity to use modern instrumentation and classical techniques for the analysis and/or separation of chemicals and an ability to interpret data;
- demonstrate effective oral and written communication skills and critical thinking skills as related to the field of chemistry;
- demonstrate knowledge of safe practices in the handling, usage and disposal of chemicals.

The bachelor of science majors are specifically recommended for students planning to go directly into governmental or industrial chemistry or related areas and for those who wish to pursue graduate work in chemistry or related fields.

### **CHEMISTRY/BIOCHEMISTRY MAJOR WITH BIOCHEMISTRY OPTION (119–121 CREDITS)**

This program is recommended for students planning to go directly into professional fields of biochemistry, for students planning to attend graduate school in biochemistry, molecular biology or pharmacology and for students planning to enter professional schools such as medicine, veterinary medicine or pharmacy.

### *STUDENT LEARNING OUTCOMES*

#### **Required Courses (69–71 credits)**

CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 CHEM 304 Quantitative Analysis (6)  
 CHEM 351 Organic Chemistry (4)  
 CHEM 352 Organic Chemistry (4)  
 CHEM 353 Organic Chemistry (3)  
 CHEM 372 Organic Chemistry Lab I (3)  
 CHEM 421 Physical Chemistry (4)  
 CHEM 422 Physical Chemistry (3)  
 CHEM 423 Physical Chemistry (3)  
 CHEM 431 Physical Chemistry Lab (1)  
 CHEM 480 Biochemistry (5)  
 CHEM 481 Intermediary Metabolism (5)  
 CHEM 482 Integrated Topics in Biochemistry and Biophysics (3)  
 CHEM 483 Biochemistry Lab (2)  
 CHEM 491 Senior Thesis (4–6)

#### **Select one of the following four courses (4 credits)**

CHEM 395 Internships (Var)  
 CHEM 454 Clinical Chemistry (4)  
 CHEM 498 Seminar (Var)  
 CHEM 499 Directed Study (Var)

#### **Required Supporting Courses (50 credits)**

BIOL 171 Biology I (4)  
 BIOL 172 Biology II (4)  
 BIOL 173 Biology III (4)  
 BIOL 270 Biological Investigation (3)  
 BIOL 301 Microbiology (5)  
 MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 MATH 163 Calculus III (5)  
 PHYS 151 General Physics I (4)  
 PHYS 152 General Physics II (4)  
 PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (1)

#### **Suggested Supporting Course** (See your chemistry/biochemistry advisor.)

Completion of a computer programming course is strongly recommended.

**Required program credits** **69–71 credits**

**Required supporting credits** **50 credits**

**Minimum total credits for above major** **119 credits**

**Total suggested supporting credits** **5 credits**

## CHEMISTRY/BIOCHEMISTRY MAJOR WITH BIOCHEMISTRY/BIOTECHNOLOGY OPTION (135–138 CREDITS)

Chemistry and biology as well as biochemistry and molecular biotechnology classes introduce students to DNA cloning, cell hybridization, enzyme technology and fermentation. Student placement in technical, professional or commercial settings is intended.

### Required Courses (57 credits)

CHEM 151 General Chemistry (5)  
CHEM 152 General Chemistry (5)  
CHEM 153 General Chemistry (5)  
CHEM 304 Quantitative Analysis (6)  
CHEM 351 Organic Chemistry (4)  
CHEM 352 Organic Chemistry (4)  
CHEM 372 Organic Chemistry Lab I (3)  
CHEM 420 Instrumental Analysis (5)  
CHEM 421 Physical Chemistry (4)  
CHEM 422 Physical Chemistry (3)  
CHEM 431 Physical Chemistry Lab (1)  
CHEM 432 Physical Chemistry Lab (2)  
CHEM 480 Biochemistry (5)  
CHEM 481 Intermediary Metabolism (5)

### Required Supporting Courses (64 credits)

BIOL 171 Biology I (4)  
BIOL 172 Biology II (4)  
BIOL 173 Biology III (4)  
BIOL 270 Biological Investigation (3)  
BIOL 301 Microbiology (5)  
BIOL 310 Fundamentals of Genetics (5)  
BIOL 485 Molecular Biotechnology (5)  
BIOL 486 Molecular Biotechnology (5)  
BIOL 488 Molecular Biotechnology Lab (2)  
BIOL 489 Molecular Biotechnology Lab (2)  
MATH 161 Calculus I (5)  
MATH 162 Calculus II (5)  
PHYS 131 Introductory Physics I (4)  
PHYS 132 Introductory Physics II (4)  
PHYS 133 Introductory Physics III (4)  
PHYS 161 Mechanics Lab (1)  
PHYS 162 Heat and Optics Lab (1)  
PHYS 163 Instrumentation Lab I (1)

### Select one of the following courses (5 credits)

BIOL 302 Botany (5)  
BIOL 303 Invertebrate Zoology (5)  
BIOL 304 Vertebrate Zoology (5)

### Select one of the following courses (4–6 credits)

BIOL 490 Dept. Senior Capstone: Integrated Studies in Physiology-Plant (5)  
BIOL 490 Dept. Senior Capstone: Integrated Studies in Physiology-Microbial (5)  
BIOL 490 Dept. Senior Capstone: Integrated Studies in Physiology-Animal (5)  
CHEM 491 Senior Thesis (4–6)

### Select one of the following courses (5–6 credits)

Completion of a computer programming course is required.  
(See your chemistry/biochemistry advisor.)

**Required program credits**

**57 credits**

**Required supporting credits**

**78–81 credits**

**Minimum total credits for above major**

**135 credits**

*Note: chemistry majors completing BIOL 490 do not need to take CHEM 491 for graduation.*

*Note: the above option will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.*

## CHEMISTRY/BIOCHEMISTRY MAJOR WITH FORENSIC SCIENCE OPTION (151 CREDITS)

The forensic science option prepares students for entry-level positions in state and federal forensic science labs as well as for graduate and professional schools. Competitive internships at regional forensic labs are integrated into the curriculum along with research and independent study. Students must complete 46 hours of specified core courses with a combined average GPA in these classes of 3.0 or better before they are eligible to declare the major. For all internships with law enforcement agencies, students will be required to pass a thorough background check. It is assumed that the student will enter the program ready to take MATH 161. To finish in four years, students must take an average load of more than 15 credits per quarter.

### Required Chemistry Core Courses (86 credits)

CHEM 140 Criminalistics and Forensic Chemistry (5)<sup>1</sup>  
CHEM 151 General Chemistry (5)<sup>1</sup>  
CHEM 152 General Chemistry (5)<sup>1</sup>  
CHEM 153 General Chemistry (5)<sup>1</sup>  
CHEM 304 Quantitative Analysis (6)<sup>1</sup>  
CHEM 319 Modern Inorganic Chemistry (5)  
CHEM 351 Organic Chemistry (4)  
CHEM 352 Organic Chemistry (4)  
CHEM 353 Organic Chemistry (3)  
CHEM 372 Organic Chemistry Lab I (3)  
CHEM 373 Organic Chemistry Lab II (3)  
CHEM 420 Instrumental Analysis (5)  
CHEM 421 Physical Chemistry (4)  
CHEM 422 Physical Chemistry (3)  
CHEM 431 Physical Chemistry Laboratory (1)  
CHEM 445 Topics in Forensic Science (5)  
CHEM 450 Advanced Forensic Chemistry (5)  
CHEM 480 Biochemistry (5)  
CHEM 399/495/499 Internship/Research (5)  
CHEM 491 Senior Thesis (5)<sup>2</sup>

### Required Supporting Courses (50 credits)

BIOL 171 Biology I (4)<sup>1</sup>  
BIOL 172 Biology II (4)<sup>1</sup>  
BIOL 173 Biology III (4)  
BIOL 270 Biological Investigation (3)<sup>1</sup>  
BIOL 301 Microbiology (5)  
BIOL 310 Fundamentals of Genetics (5)  
BIOL 438 Molecular Biology (5)  
CRIM 300 Introduction to Criminal Justice (5)  
MATH 161 Calculus I (5)<sup>1</sup>  
MATH 162 Calculus II (5)  
MATH 380 Elementary Probability and Statistics (5)

### Physics courses—select one complete series (15 credits)

PHYS 131 Introductory Physics I (4)<sup>1</sup>  
PHYS 132 Introductory Physics II (4)  
PHYS 133 Introductory Physics III (4)  
or PHYS 151 General Physics I (4)  
PHYS 152 General Physics II (4)  
PHYS 153 General Physics III (4)  
PHYS 161 Mechanics Laboratory (1)  
PHYS 162 Heat and Optics Laboratory (1)  
PHYS 163 Instrumentation Laboratory (1)

### Suggested Supporting Courses (See your chemistry/biochemistry advisor.)

CMST 201 Public Speaking (5)  
CRIM 304 Forensic Inquiry (5)  
ENGL 205 Introduction to Technical Communication (5)  
GOVT 306 Basic Concepts of Criminal Law (5)

**Required program credits**

**86 credits**

**Required supporting credits**

**65 credits**

**Total credits for above major**

**151 credits**

**Suggested supporting credits**

**5 credits**

<sup>1</sup>Must be completed before the student can apply for an internship; combined average GPA of 3.0 or better in these classes is required.

<sup>2</sup>Students are required to do research on a forensic project and to take it for 5 credits (catalog description states 4–6 credits). Projects must be approved by the forensic science program advisor.

*Note: the above option will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.*

## CHEMISTRY/BIOCHEMISTRY MAJOR WITH PRE-MED/PRE-DENT/PRE-VET OPTION (133 CREDITS)

This course of study is recommended for students planning a career in medicine, dentistry or veterinary medicine. The option also satisfies requirements for graduate study in related fields of chemical and biological integration, e.g., medicinal chemistry, pharmacology, etc. With respect to medical/dental/veterinary school, coursework outlined for the initial three years is specifically designed to meet basic entrance requirements as well as provide optimum preparation for pre-entrance aptitude examinations (MCAT or DAT or GRE). Additional information can be found under "Pre-professional Programs" in the Fields of Study section of this catalog.

### Required Courses (68 credits)

BIOL 471 Pre-Med, Dent, Vet and Pharm Preparation (1)  
 CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 CHEM 304 Quantitative Analysis (6)  
 CHEM 351 Organic Chemistry (4)  
 CHEM 352 Organic Chemistry (4)  
 CHEM 353 Organic Chemistry (3)  
 CHEM 357 Neuropharmacology (2)  
 CHEM 372 Organic Chemistry Lab I (3)  
 CHEM 373 Organic Chemistry Lab II (3)  
 CHEM 395 Internships (1)  
 CHEM 421 Physical Chemistry (4)  
 CHEM 422 Physical Chemistry (3)  
 CHEM 431 Physical Chemistry Lab (1)  
 CHEM 432 Physical Chemistry Lab (2)  
 CHEM 471 Pre-Med, Dent, Vet and Pharm Preparation (1)  
 CHEM 480 Biochemistry (5)  
 CHEM 481 Intermediary Metabolism (5)  
 CHEM 482 Integrated Topics in Biochemistry and Biophysics (3)  
 CHEM 483 Biochemistry Lab (2)

### Required Supporting Courses (65 credits)

BIOL 171 Biology I (4)  
 BIOL 172 Biology II (4)  
 BIOL 173 Biology III (4)  
 BIOL 270 Biological Investigation (3)  
 BIOL 301 Microbiology (5)  
 BIOL 302 Botany (5)  
 BIOL 304 Vertebrate Zoology (5)  
 or BIOL 303 Invertebrate Zoology (5)  
 BIOL 310 Fundamentals of Genetics (5)  
 BIOL 490 Dept. Senior Capstone: Integrated Studies in Physiology-Animal (5)  
 MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 PHYS 131 Introductory Physics I (4)  
 PHYS 132 Introductory Physics II (4)  
 PHYS 133 Introductory Physics III (4)  
 or PHYS 151 General Physics I (4)  
 PHYS 152 General Physics II (4)  
 PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (1)

### Suggested Supporting Courses

CHEM 454 Clinical Chemistry (4)  
 CHEM 499 Directed Study (Var)  
 ENGL 205 Introduction to Technical Communication (5)  
 PHIL 398 Biomedical Ethics Seminar (5)

**One of the following courses** (See your chemistry/biochemistry advisor.)

Completion of a computer programming course is strongly recommended.

<b>Required program credits</b>	<b>68 credits</b>
<b>Required supporting courses</b>	<b>65 credits</b>
<b>Total credits for above major</b>	<b>133 credits</b>
<b>Minimum suggested supporting credits</b>	<b>variable credits</b>

*Note:* The following should be completed prior to or concurrent with taking the MCAT Exam: CHEM 151, 152, 153; 351, 352, 353, 372, 373, 304, 480, 481; BIOL 171, 172, 173, 270, 301, 302, 304, 310, 490; MATH 161, 162 and PHYS (131, 132, 133 or 151, 152, 153) and 161, 162, 163.

*Note:* chemistry majors completing BIOL 490 do not need to take CHEM 491 for graduation.

*Note:* the above option will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.

## CHEMISTRY/BIOCHEMISTRY MAJOR WITH PROFESSIONAL OPTION (110-112 CREDITS)

This program is approved by the American Chemical Society and it is recommended for those students who plan to become professional chemists. It provides a broad and strong background in the fundamentals of chemistry and an excellent foundation for graduate school or a career in industry.

### Required Courses (77-79 credits)

CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 CHEM 304 Quantitative Analysis (6)  
 CHEM 319 Modern Inorganic Chemistry (5)  
 CHEM 351 Organic Chemistry (4)  
 CHEM 352 Organic Chemistry (4)  
 CHEM 353 Organic Chemistry (3)  
 CHEM 372 Organic Chemistry Lab I (3)  
 CHEM 373 Organic Chemistry Lab II (3)  
 CHEM 419 Advanced Inorganic Chemistry (5)  
 CHEM 420 Instrumental Analysis (5)  
 CHEM 421 Physical Chemistry (4)  
 CHEM 422 Physical Chemistry (3)  
 CHEM 423 Physical Chemistry (3)  
 CHEM 431 Physical Chemistry Lab (1)  
 CHEM 432 Physical Chemistry Lab (2)  
 CHEM 433 Physical Chemistry Lab (2)  
 CHEM 480 Biochemistry (5)  
 CHEM 491 Senior Thesis (4-6)

### Select from the following courses (3 credits)

CHEM 498 Seminar (1)  
 CHEM 499 Directed Studies (1-3)

### Required Supporting Courses (30 credits)

MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 MATH 163 Calculus III (5)  
 PHYS 151 General Physics I (4)  
 PHYS 152 General Physics II (4)  
 PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (1)

**Suggested Supporting Course** (See your chemistry/biochemistry advisor.)

Completion of a computer programming course is strongly recommended.

<b>Required program credits</b>	<b>80-82 credits</b>
<b>Required supporting credits</b>	<b>30 credits</b>
<b>Minimum total credits for above major</b>	<b>110 credits</b>
<b>Total suggested supporting credits</b>	<b>5 credits</b>

## CHEMISTRY/BIOCHEMISTRY MAJOR WITH STANDARD OPTION (95-97 CREDITS)

This major program provides the normal preparation in chemistry for students planning employment as chemists and considerable chemical background in preparation for careers outside chemistry. It is appropriate for some students who plan to enter professional schools such as dentistry, or public and environmental health.

### Required Courses (54-56 credits)

CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 CHEM 304 Quantitative Analysis (6)  
 CHEM 351 Organic Chemistry (4)  
 CHEM 352 Organic Chemistry (4)  
 CHEM 353 Organic Chemistry (3)  
 CHEM 372 Organic Chemistry Lab I (3)  
 CHEM 421 Physical Chemistry (4)  
 CHEM 422 Physical Chemistry (3)  
 CHEM 423 Physical Chemistry (3)  
 CHEM 431 Physical Chemistry Lab (1)  
 CHEM 432 Physical Chemistry Lab (2)  
 CHEM 433 Physical Chemistry Lab (2)  
 CHEM 491 Senior Thesis (4-6)

### Select one of the following courses (5 credits)

CHEM 418 Modern Analytical Chemistry (5)  
 CHEM 419 Advanced Inorganic Chemistry (5)  
 CHEM 420 Instrumental Analysis (5)

### Required Supporting Courses (30 credits)

MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 MATH 163 Calculus III (5)

PHYS 151 General Physics I (4)  
 PHYS 152 General Physics II (4)  
 PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (2)

**Electives (6 credits)**

Choose 300-level or above Chemistry and Biochemistry courses (exclusive of CHEM 390)

**Suggested Supporting Course** (See your chemistry/biochemistry advisor.)

Completion of a computer programming course is strongly recommended.

<b>Required program credits</b>	<b>59–61 credits</b>
<b>Required supporting credits</b>	<b>30 credits</b>
<b>Elective credits</b>	<b>6 credits</b>
<b>Minimum total credits for above major</b>	<b>95 credits</b>
<b>Total suggested supporting credits</b>	<b>5 credits</b>

**MINORS**

**CHEMISTRY/BIOCHEMISTRY MINOR (30 CREDITS)**

**Required Courses (15 credits)**

CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)

**Electives (15 credits)**

Select 15 credits of upper-division Chemistry and Biochemistry courses (exclusive of CHEM 390)

<b>Required program credits</b>	<b>15 credits</b>
<b>Elective credits</b>	<b>15 credits</b>
<b>Total credits for above minor</b>	<b>30 credits</b>

*Note: with regard to electives, CHEM 397, 497 and 597 as well as other special courses, must be approved by the department chair.*

**CHEMISTRY/BIOCHEMISTRY SECONDARY MINOR (26 CREDITS)**

This minor satisfies the endorsement for grades 5–12.

**Required Courses (17 credits)**

CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 CHEM 390 Chemistry Methods for the Secondary School (1)  
 SCED 390 Secondary Science Teaching Methods (1)

**Select from the following courses (9 credits minimum)**

CHEM 304 Quantitative Analysis (6)  
 CHEM 316 Environmental Chemistry (5)  
 CHEM 319 Modern Inorganic Chemistry (5)  
 CHEM 351 Organic Chemistry (4)  
 CHEM 352 Organic Chemistry (4)  
 CHEM 372 Organic Chemistry Lab I (3)  
 CHEM 421 Physical Chemistry (4)  
 CHEM 480 Biochemistry (5)

<b>Total credits for above minor</b>	<b>26 credits</b>
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*Note: Some graduate courses may be substituted for electives, in consultation with advisor.*

**ENVIRONMENTAL CHEMISTRY MINOR (32 CREDITS)**

**Required Courses (23 credits)**

CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 CHEM 316 Environmental Chemistry (5)  
 CHEM 416 Advanced Environmental Chemistry (3)

**Electives—Select from the following courses (9 credits)**

*Note: only one of these courses can be a CHEM course regardless of credit hours.*

BIOL 301 Microbiology (5)  
 BIOL/GEOG 312 Fundamentals of Soil Science (4)  
 BIOL 440 Ecology (4)  
 BIOL 441 Ecology Lab (2)  
 BIOL 442 Conservation Biology (4)  
 CHEM 304 Quantitative Analysis (6)  
 CHEM 319 Modern Inorganic Chemistry (5)  
 CHEM 351 Organic Chemistry (4)  
 CHEM 352 Organic Chemistry (4)  
 CHEM 372 Organic Chemistry Lab I (3)  
 CHEM 373 Organic Chemistry Lab II (3)  
 CHEM 418 Modern Analytical Chemistry (5)  
 CHEM 419 Advanced Inorganic Chemistry (5)

CHEM 420 Instrumental Analysis (5)  
 CHEM 421 Physical Chemistry (4)  
 CHEM 422 Physical Chemistry (3)  
 CHEM 423 Physical Chemistry (3)  
 CHEM 431 Physical Chemistry Lab (1)  
 CHEM 432 Physical Chemistry Lab (2)  
 CHEM 433 Physical Chemistry Lab (2)  
 CHEM 440 Advanced Physical Chemistry (4)  
 CHEM 465 Advanced Organic Chemistry (2)  
 CHEM 480 Biochemistry (5)  
 ECON 457 Natural Resource Economics (5)  
 GEOG 314 Weather and Climate (5)  
 GEOG 315 Surface Hydrology (4)  
 GEOG 317 Resources and Conservation (3)  
 GEOG 325 Wetlands Science I (4)  
 GEOG 328 Geographic Information Systems I (5)  
 GEOG 329 Air Photo Interpretation (5)  
 GEOL 220 Environmental Geology (4)  
 GEOL 463 Environmental Geochemistry (5)  
 MATH 380 Elementary Probability and Statistics (5)  
 PLAN 406 Planning Law and Legislation (4)  
 PLAN 430 Environmental Planning (5)  
 PLAN 431 Environmental Impact Statements (3)  
 SOCI 442 Environmental Sociology (5)  
 SOCI 443 Social Impact Assessment (5)

<b>Required program credits</b>	<b>23 credits</b>
<b>Elective credits</b>	<b>9 credits</b>
<b>Total credits for above minor</b>	<b>32 credits</b>

**HEALTH SCIENCE MINOR (30 CREDITS)**

**Required Courses**

BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)  
 BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)  
 BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)  
 CHEM 161 General Chemistry for the Health Sciences (5)  
 CHEM 162 Organic Chemistry for the Health Sciences (5)  
 CHEM 163 Biochemistry Chemistry for the Health Sciences (5)

<b>Total credits for above minor</b>	<b>30 credits</b>
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**Course Requirements for Teacher Certification/Add-on Endorsements**  
 (For students who currently possess a Washington State Teaching Certificate)

**GENERAL SCIENCE/ADD-ON ENDORSEMENT (65 CREDITS)**

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

**Required Courses (65 credits)**

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

<b>Total credits for above add-on endorsement</b>	<b>65 credits</b>
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**GRADUATE PROGRAM**

**College of Science, Health and Engineering**

<b>Robin McRae, Chair</b>	<b>222 Hall of Sciences</b>	<b>509.359.2798</b>
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The Department of Chemistry does not offer a graduate degree program but does offer graduate-level coursework.

## Chemistry Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### CHEM 100

#### Introduction to Chemistry (5)

FALL/WINTER/SPRING

This course prepares those who have not had a satisfactory background in high school chemistry to take CHEM 151 or 161. Topics include the scientific method, SI and metric systems, unit conversions, atomic structure, periodic table, bonding and stoichiometry. Laboratory work is included.

### CHEM 121

#### Chemistry and its Role in Society (5)

FALL/WINTER/SPRING

[satisfies the GEGR for natural sciences, chemistry.]

Basic chemical principles are used to examine some of the chemistry that most directly impacts individuals and society on a day-to-day basis. The course is designed to develop in students an appreciation for the chemical basis of their bodies and their environment. Emphasis is placed on the dynamic nature of the field of chemistry and efforts are made to dispel many of the common misconceptions that nonscientists often have about chemistry and other natural sciences. Laboratory work is included.

### CHEM 140

#### Criminalistics and Forensic Chemistry (5)

WINTER/SPRING

*Prerequisite:* two semesters of high school science or the equivalent are strongly recommended.

This course provides an overview of forensic science and criminalistics including history and the modern role of forensic science in the judicial system. Topics covered include DNA typing, trace evidence analysis, firearms and tool marks and impression evidence. Laboratory work is included. Labs will focus on current forensic techniques.

### CHEM 151, 152, 153

#### General Chemistry (5, 5, 5)

FALL/WINTER/SPRING

[The completion of CHEM 151 satisfies a GEGR for natural sciences, chemistry. The completion of CHEM 151 and 152 satisfies a second GEGR for natural sciences, chemistry.]

*Prerequisites:* completion of MATH 104 or MATH 105 or MATH 115 or equivalent for CHEM 151, CHEM 151 for CHEM 152, CHEM 152 for CHEM 153. For CHEM 151, CHEM 100 or a high school chemistry course is strongly recommended.

Topics will include stoichiometry, periodic table and chemical bonding, structure of matter, solutions, equilibrium, thermodynamics, oxidation and reduction, transition metal complexes, nuclear chemistry, kinetics and quantitative laboratory techniques. Laboratory work is included. A placement exam will be given during the first week of CHEM 151.

### CHEM 161

#### General Chemistry for the Health Sciences (5)

FALL/WINTER/SPRING

[satisfies a GEGR for natural sciences, chemistry.]

*Prerequisite:* Concurrent enrollment in or completion of MATH 104 or MATH 105 or MATH 115 or equivalent. A high school chemistry course or CHEM 100 is highly recommended.

Course includes a survey of inorganic chemistry for pre-nursing, pre-dental hygiene and allied health science students. Topics include atomic structure, the periodic table, stoichiometry, solutions, equilibrium, acids and bases. Laboratory work is included. A placement exam will be given during the first week of classes.

### CHEM 162

#### Organic Chemistry for the Health Sciences (5)

FALL/WINTER/SPRING

[satisfies a GEGR for natural sciences, chemistry.]

*Prerequisite:* CHEM 161.

The course is a survey of organic chemistry for pre-nursing, pre-dental hygiene and allied health science students. Topics include naming, properties and reactions of hydrocarbons, alcohols, ethers, amines and carbonyl compounds. Laboratory work is included.

### CHEM 163

#### Biochemistry for the Health Sciences (5)

FALL/WINTER/SPRING

*Prerequisite:* CHEM 162.

This course is a survey of biochemistry for pre-nursing, pre-dental hygiene and allied health science students. Topics include amino acids, proteins, enzymes, lipids, carbohydrates, nucleic acids, biotechnology and metabolic pathways. Laboratory work is included.

### CHEM 297

#### Workshops, Short Courses (1-10)

### CHEM 304

#### Quantitative Analysis (6)

FALL/WINTER

*Prerequisite:* CHEM 153.

Theory and practice of gravimetric and volumetric analysis with an introduction to some elements of instrumental analysis.

### CHEM 316

#### Environmental Chemistry (5)

SPRING

*Prerequisites:* CHEM 151-153 or 161-163.

The course is an introduction to environmental chemistry covering both fundamental chemical principles and societal implications. Emphasis will be placed on local issues such as the Hanford Nuclear Reservation and the environmental impact of mining. Laboratory work is included.

### CHEM 319

#### Modern Inorganic Chemistry (5)

WINTER

*Prerequisite:* CHEM 153.

Representative and nonmetallic elements; metallic structures and alloys; transition elements and coordination compounds; reaction mechanisms, hard and soft; acids and bases.

### CHEM 338

#### Discovering Women in Science (1)

The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOL 338, GEOL 338, HIST 338, PHYS 338, PSYC 338, WMST 338)

### CHEM 350

#### Principles of Pharmacology (2)

SPRING

*Prerequisites:* CHEM 163, BIOL 233 or equivalent.

The course is primarily intended for the athletic training or other allied health science students. The course presents a review of the actions of over-the-counter drugs and an introduction to the principles of pharmacological action from the integrated foundations of physiology, organic chemistry and biochemistry.

### CHEM 351, 352

#### Organic Chemistry (4, 4)

FALL (351)/WINTER(351, 352)/SPRING(352)

*Prerequisite:* CHEM 153 for 351; CHEM 351 for CHEM 352.

An integrated study of fundamental organic chemistry for chemistry majors and students planning on careers in medicine, dentistry, pharmacology, engineering, or related fields. Emphasizes nomenclature, bonding, reactivity, stereochemistry, synthetic methods, reaction mechanisms, physical properties and spectrometric identification of the principal classes of organic compounds, including biochemical examples.

### CHEM 353

#### Organic Chemistry (3)

FALL/SPRING

*Prerequisite:* CHEM 352.

A comprehensive study of the chemistry of polyfunctional carbon compounds.

### CHEM 357

#### Neuropharmacology (2)

SPRING

*Prerequisites:* CHEM 163 and BIOL 233 or equivalent, or permission of the instructor.

The course is primarily intended for pre-medical, pre-dental, pre-pharmacy or other science students. Topics covered include CNS neurotransmitters and their pharmacology, various biochemical hypotheses for neurological disorders and the pharmacology of a variety of psychoactive drug classes of use or abuse.

### CHEM 372

#### Organic Chemistry Laboratory I (3)

WINTER/SPRING

*Prerequisite:* CHEM 351.

This course is an introduction to the elementary techniques of the organic laboratory; including synthesis, application of chromatography and spectrometry. This is a laboratory course.

### CHEM 373

#### Organic Chemistry Laboratory II (3)

FALL/SPRING

*Prerequisites:* CHEM 352 and 372.

This course emphasizes spectrometry, synthesis, structure determination and advanced techniques in isolation, purification and analysis. This is a laboratory course.

### CHEM 390

#### Chemistry Methods for the Secondary School (1)

FALL

*Prerequisite:* CHEM 153 and concurrent enrollment in SCED 390, or permission of the instructor.

This course is for chemistry majors planning to teach in the secondary schools. It includes organization of lesson materials and techniques and evaluation methods. Laboratory work is included.

### CHEM 395

#### Internships (1-10)

FALL/WINTER/SPRING

*Prerequisite:* permission of the instructor, department chair and college dean.

### CHEM 397

#### Workshops, Short Courses, Conferences (1-10)

FALL/WINTER/SPRING

### CHEM 399

#### Directed Study (1-10)

FALL/WINTER/SPRING

*Prerequisite:* permission of the instructor, department chair and college dean.

Library or laboratory study of a chemical problem.

### CHEM 416

#### Advanced Environmental Chemistry (3)

SPRING

*Prerequisites:* CHEM 304, 316 and 352 (or concurrent), or permission of the instructor.

This course includes a detailed study of atmospheric, soil, water and waste water chemistry. Aspects of environmental/analytical chemistry will be introduced. Laboratory work will cover aspects of sampling, instrumental and automated analysis and regulatory requirements. Students will concentrate in the area of their particular interest, leading to a comprehensive written research report and presentation. Laboratory work is included.

### CHEM 418

#### Modern Analytical Chemistry (5)

FALL

*Prerequisite:* CHEM 304.

Principles of recently developed methods of analytical chemistry.



## CHEM 419

### Advanced Inorganic Chemistry (5)

SPRING

*Prerequisite:* CHEM 319 and CHEM 422, or permission of the instructor.

This course covers ionic, covalent and metallic bonding, complexes, acids and bases, molecular structure, symmetry and thermodynamics of inorganic reactions. It also introduces mechanisms of inorganic reactions and organometallic chemistry of selected groups of elements. Laboratory work is included.

## CHEM 420

### Instrumental Analysis (5)

SPRING

*Prerequisite:* CHEM 422 or permission of the instructor.

This course introduces instrumental methods of analysis. This is a laboratory course.

## CHEM 421, 422, 423

### Physical Chemistry (4, 3, 3)

FALL(421)/WINTER(422)/SPRING(423)

*Prerequisites:* CHEM 304, PHYS 133 or 153, MATH 162 for CHEM 421; CHEM 421 for CHEM 422; CHEM 422 for CHEM 423.

Classical and statistical thermodynamics, electrochemistry, quantum theory, kinetics, symmetry, spectroscopic and diffraction methods of structure determination.

## CHEM 431, 432, 433

### Physical Chemistry Laboratory (1, 2, 2)

FALL(431)/WINTER(432)/SPRING(433)

*Prerequisites:* Concurrent enrollment in CHEM 421, 422 and 423. For CHEM 421, completion of a computer programming course is strongly recommended. (See your Chemistry/Biochemistry advisor.)

These courses cover data treatment, current physicochemical techniques, computer applications to chemical systems. These are laboratory courses.

## CHEM 440

### Advanced Physical Chemistry (4)

SPRING

*Prerequisite:* concurrent enrollment or completion of CHEM 423.

Further development of principles underlying molecular symmetry, group theory and quantum chemistry, with applications to molecular orbitals and molecular spectroscopy. Introduction to semi-empirical calculations of electronic properties of molecules and analysis of spectroscopic data.

## CHEM 445

### Topics in Forensic Chemistry (5)

SPRING

*Prerequisite:* acceptance into BS forensic option.

This course includes a detailed investigation of current topics in forensic chemistry and forensic science. Topics will include courtroom testimony, laboratory accreditation and analyst certification. Laboratory work is included.

## CHEM 450

### Advanced Forensic Chemistry (5)

FALL

*Prerequisites:* acceptance into BS forensic option.

This course includes a detailed examination of the techniques of forensic chemistry including organic, inorganic and instrumental analysis. Topics include gunshot residue, drugs and toxicology, paint, arson and explosives and biochemical methods such as electrophoresis. Advanced topics in crime scene procedures, chain-of-custody and quality assurance, will be discussed. Laboratory work is included.

## CHEM 454

### Clinical Chemistry (4)

FALL

*Prerequisites:* CHEM 304 and 352.

This course is an introduction to both the methodologies involved in the analyses of diagnostically important compounds in clinical chemistry, (i.e., spectroscopy, ion-selective electrodes, enzymology, immunoassays and liquid chromatography) and the biochemical and physiological correlations of normal and disease states. This is intended for medical technology and chemistry majors and students with interests in medical sciences.

## CHEM 465

### Advanced Organic Chemistry (2)

SPRING

*Prerequisites:* CHEM 353 and 421 or permission of the instructor.

This course is an in-depth study of the mechanisms of organic reactions in vitro and in vivo, coupled to a detailed investigation of current techniques in structural analysis of organic compounds.

## CHEM 466

### Structural Analytical Techniques in Organic Chemistry (2)

SPRING

*Prerequisites:* CHEM 353 and 421, or permission of the instructor.

This course is an in-depth study of modern analytical techniques used in the structural analysis of organic compounds. This course will comprise both theory and practical experience with the instruments. Topics covered include UV, IR, NMR, mass spectrometry and chromatography. This is a laboratory course with lecture included.

## CHEM 471

### Pre-Med, Dent, Vet and Pharm Preparation (1–2)

*Prerequisites:* CHEM 480, or permission of the instructor.

Prepares students for their application to medical, dental, veterinary or pharmacy school and for professional activities.

## CHEM 480

### Biochemistry (5)

FALL/SPRING

*Prerequisite:* CHEM 352.

Elements of biochemistry are covered, including the structure and function of the major classes of proteins, nucleic acids, carbohydrates and lipids.

## CHEM 481

### Intermediary Metabolism (5)

WINTER

*Prerequisite:* CHEM 480.

Biosynthesis and metabolism of nucleotides, carbohydrates, lipids, amino acids and steroids; regulation and integration of biochemical pathways.

## CHEM 482

### Integrated Topics in Biochemistry and Biophysics (3)

SPRING

*Prerequisite:* CHEM 480.

Explores energy pathways, signal transduction pathways and genetic information pathways in living organisms. Provides a chemical perspective of the key principles of bioenergetics and membrane transport. Specific topics, discussed at a molecular level, are selected from, but not limited to the following: electron transport, proton pumping and ATP production in mitochondria and chloroplasts; hormone induced signal transduction; RNA synthesis and processing and protein synthesis and processing.

## CHEM 483, 484

### Biochemistry Laboratory (2, 2)

WINTER(483)/SPRING(484)

*Prerequisite:* CHEM 480.

Experiments include basic analytical and separatory techniques applied to problems in nucleotide identification, lipid turnover, photosynthesis, enzyme kinetics and cell fractionation.

## CHEM 491

### Senior Thesis (4–6)

FALL/WINTER/SPRING

[satisfies senior capstone university graduation requirement.]

*Prerequisite:* senior standing.

Directed research in your area of chemistry leading to an oral presentation and written report. See your advisor for further information.

## CHEM 495

### Chemistry Internship (1–10)

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* permission of the instructor, department chair and college dean.

Supervised chemistry-related experiences with a professional or business organization.

## CHEM 497

### Workshops, Short Courses, Conferences (1–10)

## CHEM 498

### Seminar (1–2)

*Prerequisite:* permission of the instructor.

Oral presentation of a chemical topic.

## CHEM 499

### Directed Study (1–10)

FALL/WINTER/SPRING

*Prerequisite:* permission of the instructor, department chair and college dean.

Research on a chemical problem.

## CHEM 539

### Special Studies (variable)

## CHEM 599

### Independent Study (variable)

*Prerequisite:* permission of the instructor, department chair and college dean.

## CHICANO EDUCATION

*School of Social Work and Human Services*

Sally Burge, Interim Program Director	203 Monroe	509.359.2404
<i>Minor</i>		

Faculty: S Burge, J.L. Hernandez

### UNDERGRADUATE PROGRAM

The Chicano Education Program has a dual mission at Eastern Washington University. The program's first mission is to actively contribute toward enhancing the opportunity and participation of Chicanos/Latinos in higher education. This mission is achieved by actively recruiting Chicano/Latino students and providing support to help them have a positive and successful academic career at Eastern Washington University.

A parallel CEP mission is to contribute to EWU's goal toward addressing diversity by providing all students regardless of ethnicity with a Chicano Studies curriculum leading to a comprehensive understanding and appreciation of the Chicano/Latino community and relevant issues.

CEP is committed to staging initiatives that meet its dual mission. The Chicano Education Program is divided structurally into three distinct program components. These include the following:

**Recruitment:** The Chicano Education Program's student recruitment efforts focus on various activities aimed at encouraging Chicano/Latino students to pursue educational opportunities at EWU. Specific recruitment activities include visiting high schools and community colleges; staging university based student visitations; participating in educational and community career fairs; using the Spanish media (radio, television and newspapers) to disseminate information about educational opportunities at EWU, networking with Chicano/Latino community organizations and other recruitment-focused initiatives. In addition, CEP assists students transition into the University by contacting university offices and departments (i.e., Admissions Office, Financial Aid, Housing and Residential Life) on the student's behalf.

**Support Services:** The Chicano Education Program also provides a variety of academic and non-academic support services benefiting students. These include academic advising, scholarships and scholarship information, mentorship opportunities, cultural based initiatives, linkages for tutoring needs, a college orientation class and other student support services. CEP also assists students in becoming familiar with university regulations and practices. CEP advocates on the students' behalf with other university departments and offices.

The Chicano Education Program houses the CAMP program (College Assistance Migrant Program), which is designed to recruit and retain migrant students during their first year of college at EWU. The CAMP program provides an array of academic support services and financial assistance to CAMP participants.

**Chicano Studies:** CEP offers a Chicano Studies academic minor designed to provide all students regardless of ethnicity, a comprehensive understanding and appreciation of the Chicano/Latino community and relevant issues.

CEP's Chicano Studies offerings include lower and upper division coursework. The Chicano Studies minor will enhance the academic preparation of students planning to teach at the secondary or elementary level or those who are interested in careers as counselors or social service agents.

Please refer to the required courses and course descriptions segment for additional information about CEP's Chicano Studies curriculum offering.

**Other CEP Activities:** CEP maintains contact with both the Chicano and non-Chicano communities throughout the state of Washington. The program's outreach efforts include seminars, lectures and cultural and art exhibitions.

The program also publishes an electronic quarterly newsletter, *Q-VO*, which informs students and the community about CEP activities. On a national level, CEP actively participates with the National Association for Chicana and Chicano Studies, a professional association which promotes research relevant to the Chicano community.

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

### MINOR

#### **CHICANO-LATINO STUDIES MINOR (25 CREDITS)**

The minor in Chicano-Latino Studies will provide all students regardless of ethnicity with a comprehensive understanding of the Chicano-Latino community through its Chicano Studies course offerings. Lower division courses such as Introduction to Chicano Culture, Latinos in Contemporary American Society and Chicano History encourage students to develop valid concepts and generalizations regarding Chicano/Latino issues. Upper division courses expand on aspects of the Chicano/Latino experience. These include Chicano-Latino Politics in America, Survey of Chicano Literature and Latina/o Communities in the United States: Field Research in Chicana/o-Latina/o Studies. The minor will enhance the academic preparation of students planning to teach at the secondary or elementary level or those who desire occupations as counselors or social service agents.

This minor does not meet a state of Washington endorsement.

#### **Required Courses (25 credits)**

- CHST 101 Introduction to Chicano Culture (5)
- or CHST 201 Latinos in Contemporary American Society (5)
- CHST 218 Chicano History (5)
- CHST 300 Survey of Chicano Literature (5)
- CHST 320 Chicano-Latino Politics in America (5)
- CHST 340 Latina/o Communities in the United States: Field Research in Chicana/o-Latina/o Studies (5)
- or CHST 499 Directed Studies: Field Research in Chicano Studies (5)

**Total credits for above minor**

**25 credits**

## Chicano Studies Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### CHST 101

#### Introduction to Chicano Culture (5)

FALL/WINTER/SPRING

[satisfies cultural and gender diversity university graduation requirement.]

A study of Chicano culture providing an initial overview of its roots and conflicts. Specific components discussed are cultural identity, customs, language, psychology and the arts. (Cross-listed ANTH 161)

### CHST 201

#### Latinas/os in Contemporary American Society (5)

[satisfies cultural and gender diversity university graduation requirement.]

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

### CHST 218

#### Chicano History (5)

FALL/WINTER/SPRING

[satisfies cultural and gender diversity university graduation requirement.]

This course offers a study of Chicano history from the time of the Treaty of Guadalupe Hidalgo in 1848, to the present. Specific themes discussed include the Mexican American War, the Treaty of Guadalupe Hidalgo of 1848, the economic, political and social conditions after the Anglo-American conquest of the southwest, Mexican immigration to the U.S., Chicano labor history, the Chicano movement and other Chicano themes. (Cross-listed HIST 218)

### CHST 230

#### Chicanas and Latinas in the United States (5)

*Prerequisite:* CHST 101 or permission of the instructor.

This course provides a description and analysis of the experience of Chicanas and Latinas in the United States. First, the course presents a review of Chicana studies scholarship and the evolution of Chicana feminist theory. Next, the course examines the historical, cultural, political and social-economic themes which define the experience of Chicanas/Latinas in the United States.

### CHST 300

#### Survey of Chicano Literature (5)

ODD YEARS

*Recommended:* CHST 101 or 218.

This course offers students an overview of the historical development and current trends in Chicano Literature. The course focuses on the literary forms of poetry, novel and the short story. The class gives students an understanding of various theoretical approaches utilized in critically analyzing literary works. Students will be expected to read, discuss and apply theoretical techniques on specific Chicano literary works. (May be cross-listed ENGL 498)

### CHST 320

#### Chicano-Latino Politics in America (5)

ODD YEARS

*Recommended:* CHST 101 or 218.

The purpose of this course is to study the political reality of Latinos in the United States: a heterogeneous group made up largely of Mexican, Puerto Rican, Cuban American origin and others (Central and South Americans). The focus taken in this class is to look at the Latino population in terms of its orientation to the political system, its institutions and actors and their participation in the electoral process. The course will examine the political orientation of the Latino community towards power, authority, role of government and actions taken by governmental bodies and linkages to political participation. Overall, the goal of the course is for students to have a better understanding of the political experience of the second largest racial/ethnic group in the United States. (May be cross-listed GOVT 350)

### CHST 340

#### Latina/o Communities in the U.S.: Field Research in Chicana/o Latina/o Studies (5)

The course is designed to accomplish three objectives. First it presents a typology of the diverse experience of Latina/o communities in the U.S. Second, it provides a critical review of theories and methods utilized in the study of the Chicano-Latino experience in the U.S. Third, it incorporates a field research component whereby students apply the theories and methods examined in the course.

### CHST 396

#### Experimental Courses (1-5)

### CHST 495

#### Internship/Practicum (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

### CHST 498

#### Chicano Experience (1-5)

FALL/WINTER/SPRING

Chicano topics discussed from various disciplines including the humanities and social sciences.

### CHST 499

#### Directed Study (1-5)

FALL/WINTER/SPRING

*Prerequisite:* permission of the instructor, department chair and college dean.

An in-depth, independent research project.

## CHILDREN'S STUDIES

*A collaboration of the Colleges of Social and Behavioral Sciences and Education and Human Development*

Sue Wright	314 Patterson Hall	509.359.4817 Childrens.Studies@ewu.edu
<i>BA</i>	<i>BAE</i>	

### UNDERGRADUATE PROGRAMS

The interdisciplinary Children's Studies majors provide students a strong holistic background in the study of the development and learning of children (birth to pre-adolescence) in a variety of social contexts. Theory and practice from the disciplines of Sociology, Psychology and Education form the basis for this integrated curriculum. The BA Options A, B and C and the BAE provide an opportunity for all students to develop a foundational and global perspective of children and childhood. Included in the program requirements is the course SOCI 101, which must be taken as a prerequisite to the Sociology courses found within the Children's Studies Majors. This course may be used to fulfill the requirements for one General Education Course Requirement (GECR) but may not be counted twice toward the 180 credits required to graduate.

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

#### BACHELOR OF ARTS (BA)

##### STUDENT LEARNING OUTCOMES

##### Students will:

- demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community;
- demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment;
- demonstrate professional leadership in the field;
- design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, State of Washington Office of Superintendent of Public Instruction (OSPI) standards and certification requirements, National Council for Teacher Accreditation (NCATE) and other applicable professional standards.

#### CHILDREN'S STUDIES MAJOR (44-47 CREDITS)

*Note:* CEDP 315 may be a prerequisite for CEDP 320 and CEDP 324.

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

##### Major-Core Courses Required (15 credits)

- CEDP 313 Child and Adolescent Development (4)
- EDUC 306 Introduction to Children's Studies (1)
- EDUC 458 The Learning Paradigm in Children's Studies (5)
- SOCI 483 Sociology of Children (5)

##### Choose one of the three following Practicum/Internship/Seminar courses (Cross-listed) (4 credits)

- CEDP 495 Experiential Learning (4)
- EDUC 487 Seminar in Issues in Early Childhood Education (4)
- SOCI 495 Internship (4)

##### Capstone (4 credits)

- ITGS 400 Interdisciplinary Senior Capstone (4)
- or an approved Department Senior Capstone course

**Total required core credits**

**23 credits**

#### Degree Options—Choose one of the three options for the BA: A, B or C (21-24 credits)

*Note:* Both the BA degree (Options A, B and C) and the BAE degree (Option D) require the completion of a minor to fulfill the University graduation requirements. At least 15 of the credits used for the minor must be distinct from the credits used in the major.

##### Option A RESEARCH

The Research option is designed for those undergraduate students who plan to do graduate work or who wish to work in agencies or organizations that need data collection and assessment.

##### Required Courses (4 credits)

CEDP 320 Developmental Theories and Applications (4)

##### Research Method—choose one (4-5 credits)

- CEDP 321 Introduction to Development Methods (4)
- and CEDP 322 Lab in Developmental Methods (1)
- PSYC 313 Research Methods in Psychology (5)
- SOCI 357 A Methodology for Social Research (5)

##### Statistics (4 credits)

CEDP 319 Psychological and Behavioral Assessment (4)

##### Analysis of Data (5 credits)

- SOCI 490 Senior Capstone: Advanced Research Applications (5)
- or CEDP 492 Field Study in Child Issues and Problems (4)

##### Electives (3-5 credits)

- CEDP 324 Human Learning (4)
- EDUC 455 Perspectives of Early Childhood Education (3)
- SOCI 370 Sociology of the Family (5)

**Required core credits**

**23 credits**

**Required program credits**

**18 credits**

**Elective credits**

**3-5 credits**

**Minimum total credits for above major**

**44 credits**

*Note:* The above option requires the completion of a minor.

##### Option B PROGRAM DEVELOPMENT

The Program Development option allows students to develop an enhanced and broadened perspective about children so they can have the flexibility to work with children in social service agencies and other child focused programs.

##### Required Courses (13 credits)

- CEDP 324 Human Learning (4)
- CEDP 402 Behavior Modification (4)
- SOCI 370 Sociology of the Family (5)

##### Electives (8-10 credits)

- EDUC 480 Educating Young Children with Diverse Backgrounds (3)
- MGMT 326 Organization Theory and Behavior (4)
- or SOCI 463 Complex Organizations (5)
- RCLS 260 Arts in Recreation (3)
- or RCLS 385 Programming in Recreation and Leisure Services (3)

**Required core credits**

**23 credits**

**Required program credits**

**13 credits**

**Elective credits**

**8-10 credits**

**Minimum total credits for above major**

**44 credits**

*Note:* The above option requires the completion of a minor.

##### Option C EARLY CHILDHOOD LEARNING ENVIRONMENTS

The Early Childhood Learning Environments option allows students to earn a Bachelor's of Arts degree in Children's Studies with a focus on the development, learning and environments of young children. This option allows students to return at a later time to add on a teaching certification program if so desired as Early Childhood is an endorsable teaching area.

##### Required Courses (14 credits)

- EDUC 455 Perspectives of Early Childhood Education (3)
- EDUC 456 Integrated Early Childhood Practices (5)
- EDUC 479 Early Literacy (3)
- EDUC 480 Educating Young Children with Diverse Backgrounds (3)

##### Electives (8-10 credits)

- AAST 320 African American Family (5)
- CEDP 412 Introduction to Early Childhood Special Education (4)
- CEDP 476 Child and Family Guidance (4)
- SOCI 370 Sociology of the Family (5)

**Required core credits**

**23 credits**

**Required program credits**

**14 credits**

**Elective credits**

**8-10 credits**

**Minimum total credits for above major**

**45 credits**

*Note:* The above option requires the completion of a minor.

## BACHELOR OF ARTS IN EDUCATION (BAE)

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate professional leadership in the field;
- demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community;
- design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Office of Superintendent of Public Instruction (OSPI) standards and certification requirements, National Council for Teacher Accreditation (NCATE) and other applicable professional standards;
- demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment.

### CHILDREN'S STUDIES MAJOR WITH EARLY CHILDHOOD EDUCATION OPTION (44-45 CREDITS)

The BAE in Children's Studies (ECE option) plus the Elementary Teacher Education Program prepares students for a Washington State K-8 teaching certificate. Completion of the Major—Core Courses Required: and the following BAE Option courses (44-45 credits) will satisfy the requirements for a teaching endorsement Birth-3<sup>rd</sup> grade in Early Childhood Education.

**Note:** students choosing the BAE have no foreign language requirement.

#### Major—Core Courses Required (15 credits)

- CEDP 313 Child and Adolescent Development (4)
- EDUC 306 Introduction to Children's Studies (1)
- EDUC 458 The Learning Paradigm in Children's Studies (5)
- SOCI 483 Sociology of Children (5)

#### Choose one of the three following Practicum/Internship/Seminar courses (Cross-listed) (4 credits)

- CEDP 495 Experiential Learning (4)
- EDUC 487 Seminar in Issues in Early Childhood Education (4)
- SOCI 495 Internship (4)

#### Capstone (4 credits)

- ITGS 400 Interdisciplinary Senior Capstone (4)
- or an approved Department Senior Capstone course

#### Required Courses (17 credits)

- EDUC 455 Perspectives of Early Childhood Education (3)
- EDUC 456 Integrated Early Childhood Practices (5)
- EDUC 457 Collaborative Reflective Teaching in ECE (3)
- EDUC 479 Early Literacy (3)
- EDUC 480 Educating Young Children with Diverse Backgrounds (3)

#### Electives (4-5 credits)

- CEDP 476 Child and Family Guidance (4)
- SOCI 370 Sociology of the Family (5)
- Other courses approved by the Program Director of Children's Studies

**Required core credits** **23 credits**

**Required program credits** **17 credits**

**Elective credits** **4-5 credits**

**Minimum total credits for above major** **44 credits**

**Professional Education Requirements/Elementary Education:** **73-74 credits**  
See the Department of Education section of this catalog. Prerequisites may also apply.

**Minimum total credits for above major and professional education** **117 credits**

**Note:** the above option requires the completion of a minor.

**Note:** the above major takes more than 12 quarters at 15-16 credits a quarter.

**See course descriptions listed under the participating programs and departments: Counseling, Education and Developmental Psychology, Education, Integrated Studies and Sociology.**

## CHINESE

See MODERN LANGUAGES AND LITERATURES:

## COLLEGE INSTRUCTION

MA	MS
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## GRADUATE PROGRAMS

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student-centered learning environment;
- design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Office of Superintendent of Public Instruction (OSPI) standards and certification requirements, National Council for Accreditation of Teacher Education (NCATE) and other applicable professional standards;
- demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community;
- demonstrate professional leadership in the field.

The College Instruction program provides studies and experience in post-secondary teaching. In conjunction with academic departments, the program offers a master's degree which can be tailored to the needs of the candidate.

A master's degree has become a requirement for employment in most programs at post-secondary teaching institutions in Washington State. In addition, educators and consultants in the private sector are finding the coursework and practical experience in this program valuable.

Each program includes graduate coursework in one or more academic disciplines, a research project or thesis, courses in college instruction and a teaching internship.

#### Degree Requirements

##### Coursework in College Instruction:

- COIN 571 Survey of Post-Secondary Education (4)
- COIN 572 Strategies for Teaching Adults (4)
- COIN 581 Workshop in College Teaching (3)
- COIN 696 College Teaching Internship (15)
- Coursework in academic disciplines and supportive courses (40)

**Total required coursework credits** **26 credits**

**Total required academic disciplines and supportive credits** **40 credits**

**Minimum total credits for master's degree** **66 credits**

The total number of credits may vary with the candidate's background and experience.

Several university departments participate with this program. Each program is planned in consultation with the College Instruction program advisor and with graduate studies advisors in the appropriate academic disciplines.

Preparation for college or university teaching can also be obtained through the College Instruction program as a supplement to a departmental MA or MS degree, by completing the above-listed courses in college instruction. Successful candidates receive a certificate of completion of the College Instruction program requirements.

#### Final Comprehensive Examination

The final comprehensive examination will be an oral examination and will normally focus on (a) a thesis or research paper or practicum report submitted by the candidate as part of the approved program, (b) the candidate's teaching internship, and (c) coursework and other experiences taken in completion of program requirements. The examination is conducted and appraised by the candidate's committee, consisting of the director of the college instruction program or designee (co-chair), a faculty member from the candidate's academic specialization area (co-chair), plus a third member selected by the graduate office.

## COLLEGE INSTRUCTION/ENGLISH

This is an internship program offered in conjunction with the Department of Education. Interested students should also refer to the section of the catalog titled "English." Students in this program must work within one of the department's four graduate professional emphases. Students must develop an academic program of at least 40 credits with the approval of the program coordinator in their professional emphasis.

Students must comply with the language requirement (if any), write a professional essay (ENGL 601) and pass the final examination and/or portfolio assessment in their professional emphasis.

## COLLEGE INSTRUCTION/MATHEMATICS

<b>Yves Nievergelt: Program Advisor</b>	<b>127 Kingston Hall</b>	<b>509.359.4259</b>
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### Required Mathematics (16 credits)

MATH 531 Algebra I (4)  
 MATH 551 General Topology I (4)  
 MATH 561 Real Analysis I (4)  
 MATH 581 Complex Analysis I (4)

### Additional courses from the Mathematics graduate core (8)

#### Additional mathematics electives (10)

#### College Instruction Core (26 credits)

COIN 571 Survey of Post-Secondary Education (4)  
 COIN 572 Strategies for Teaching Adults (4)  
 COIN 581 Workshop in College Teaching (3)  
 COIN 696 College Teaching Internship (15)

#### Research Project (6-9 credits)

This project typically involves research on pedagogy of college-level mathematics. It is performed under the close guidance of a faculty member of the Mathematics or Education Department.

#### Final Comprehensive Examination

A two-hour final examination conducted by the chair of the candidate's graduate committee is required. The candidate will answer questions on coursework including mathematics content and mathematics education. Appropriate time will be made for discussion of a candidate's special project or research performed as part of his or her program.

<i>Required mathematics credits</i>	<b>16 credits</b>
<i>Required mathematics graduate core credits</i>	<b>8 credits</b>
<i>Mathematics elective credits</i>	<b>10 credits</b>
<i>Required college instruction core credits</i>	<b>26 credits</b>
<i>Required research project credits</i>	<b>6-9 credits</b>
<i>Minimum total credits for master's degree</i>	<b>66 credits</b>

## COLLEGE INSTRUCTION/ PHYSICAL EDUCATION, HEALTH AND RECREATION

This is a program involving an internship and is offered in conjunction with the Department of Education. Interested students should also refer to the section of this catalog titled "Physical Education, Health and Recreation." The departmental requirements and the College Instruction program requirements and credit hours are listed below.

### Coursework in College Instruction (26 credits)

COIN 571 Survey of Post-Secondary Education (4)  
 COIN 572 Strategies in Teaching Adults (4)  
 COIN 581 Workshop in College Teaching (3)  
 COIN 696 College Teaching Internship (15)

### Coursework in Physical Education (27-30 credits)

PHED 505 Current Issues Seminar (3)  
 PHED 507 Administration and Management in Health and Physical Education (3)  
 PHED 510 Advanced Motor Control and Learning (3)  
 PHED 519 Statistics in Physical Education (3)  
 PHED 520 Research Methods in Physical Education (3)  
 PHED 550 Advanced Biomechanics (3)  
 PHED 555 Advanced Physiology of Exercise (3)  
 PHED 600 Thesis (9)  
 or PHED 601 Research Report (6)

### Coursework in supportive courses (13-16 credits)

<i>Required college instruction credits</i>	<b>26 credits</b>
<i>Physical education credits</i>	<b>27-30 credits</b>
<i>Required supportive credits</i>	<b>13-16 credits</b>
<i>Minimum total credits for master's degree</i>	<b>66 credits</b>

All general requirements for the MS in Physical Education apply. See the information in the catalog under Physical Education, Health and Recreation.

## College Instruction Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### COIN 571

#### Survey of Post-Secondary Education (4)

WINTER

Focuses on the role and purpose of adult and higher education through a study of educational issues. Students will develop a personal philosophy of adult and higher education. Special attention is given to the role of the two-year community college.

### COIN 572

#### Strategies for Teaching Adults (4)

WINTER

A study of teaching-learning processes suitable for adult education and analysis of the educational theories from which they derive.

### COIN 581

#### Workshop in College Teaching (3)

FALL

Supervised training in various teaching strategies for large group, small group and individualized instruction.

### COIN 599

#### Independent Study (1-15)

*Prerequisite: permission of the instructor, department chair and college dean.*

Individually negotiated studies in an area of post-secondary education, supervised by a member of the college instruction faculty.

### COIN 600

#### Thesis (1-15)

*Graded Pass/No Credit.*

*Prerequisite: permission of the instructor, department chair and college dean.*

A research study in a negotiated area of post-secondary education, under the guidance and supervision of a graduate advisory committee.

### COIN 601

#### Research Report (1-15)

*Graded Pass/No Credit.*

*Prerequisite: permission of the instructor, department chair and college dean.*

Independent research in a negotiated area of post-secondary education, supervised by a member of the college instruction faculty.

### COIN 696

#### College Teaching Internship (1-15)

*Graded Pass/No Credit.*

*Prerequisites: COIN 572 or 581. Enrollment with permission of the College Instruction program advisor.*

Teaching under supervision at a two-year or four-year college, or other appropriate institution. Includes regular instructional responsibilities and additional planned experience.

## COMMUNICATION DISORDERS

*College of Science, Health and Engineering*

<b>Donald R. Fuller, Chair</b>	<b>310 N. Riverpoint Blvd., Box V Spokane, WA 99202</b>	<b>509.368.6790 www.ewu.edu/commdisorders</b>
<i>BA</i>	<i>MS</i>	<i>Certificate</i>

Faculty: L. Cleveland, D. Fuller, R. Jackson, D. Nicholas, B. Peregoy, J. Pimentel  
WSU/Adjunct Faculty: S. Bassett, G. Chermak, J. Hasbrouck, E. Inglebrecht,  
C. Madison, A. Meredith, J. Nye, N. Potter, L. Power

### INTRODUCTION

Professionals practicing in Communication Disorders are concerned with impairments and disabilities of speech, language, cognition-communication, voice and swallowing as well as hearing processes and disorders. A certified speech-language pathologist is qualified to assess as well as plan and implement intervention programs for these disorders. A certified audiologist is qualified to provide diagnostic hearing assessment and rehabilitative services for individuals who are deaf or hard of hearing. Audiologists also work with auditory processing problems and dysfunctions related to balance.

The department has a strong clinical orientation that addresses the medical, developmental and educational issues that impact being a competent speech-language pathologist. The general goal (through the master's degree) is to provide a sound academic background and to complement that instruction with clinical knowledge and experience sufficient to equip the student to provide professional services to individuals across a spectrum of communication disorders in a variety of employment settings. The baccalaureate degree is considered pre-professional; the master's degree is required for licensure at the state and certification at the national level. Upon earning the master's degree employment opportunities may include clinics, hospitals, private practice and community agencies. The majority of the positions, however, are in the public schools. The employment outlook for graduates remains excellent.

The Department of Communication Disorders is located at the Health Sciences Building on the Riverpoint campus in Spokane. Clinical practica are conducted at the University Programs in Communication Disorders (UPCD) Hearing and Speech Clinic on the Riverpoint campus in Spokane and in numerous off-campus sites in the area.

The undergraduate Communication Disorders program is designed to begin in the junior year following completion of the university's general education requirements. Upon earning the bachelor's degree, the student would then apply for graduate study. Individuals earning a bachelor's degree in another field can prepare for graduate training in communication disorders by first completing a post-baccalaureate year of selected junior and senior level courses in the department (see the separate section in this catalog entitled "Pre-Professional Programs"). Supervised clinical practicum is generally reserved for the graduate level, although limited clinical experience may be obtained at the undergraduate level.

**Time to Completion of the Program:** Most students complete the graduate curriculum in Communication Disorders within five (5) semesters (i.e., Fall, Spring, Summer, Fall, Spring). Some students may not complete the program within five semesters; these individuals typically have unfinished research and/or clinical practicum requirements that cause them to not complete the program within the typical time frame. Assuming they are accepted for graduate study, students who enter the program as undergraduate majors can reasonably expect to complete their studies within nine (9) semesters (i.e., two years or four semesters of undergraduate study and five semesters of graduate study). If accepted for graduate study, students who enter the program with bachelor's degrees outside the discipline can expect to complete their studies within seven (7) semesters (one year or two semesters of postbaccalaureate study and five semesters of graduate study).

**Program Accreditation and Professional Certification Information:** The graduate program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

www.ewu.edu

The current period of accreditation is September 1, 2003 through August 31, 2011. Additional information related to accreditation (e.g., complaint procedures, graduate employment rates, national exam pass rates, program completion rates, student assistance plan, etc.) can be found on the department's web site. Completion of the undergraduate curriculum and the Master of Science degree will allow the student to satisfy most of the requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) issued by ASHA. The student must also pass a national examination and successfully complete a Speech-Language Pathology Clinical Fellowship (SLPCF) as prerequisites for earning the CCC-SLP.

## UNDERGRADUATE PROGRAMS

**Admission Information for High School Students:** No specific courses are required. High school students may find it useful to take typing or computer coursework, four years of English and any available speech, behavioral science and natural science courses.

**General Admissions Requirements for All Students:** A minimum GPA of 2.75 is required for admission to and retention in the undergraduate program. Students wishing to major in communication disorders must meet the minimum GPA requirement, complete a department application form and pay an application fee.

**Admissions Information for Pre-Major Students:** Freshman and Sophomore students must complete their GEGRs and courses offered by other departments in support of the major prior to enrollment in the required Communication Disorders courses within the major. This is imperative as the Communication Disorders undergraduate program is on a semester schedule while the rest of the university is on a quarter schedule. Not having all pre-requisite courses completed at the time of entry into the Communication Disorders program will require the student to take some courses on a quarter schedule and some courses on a semester schedule, which is virtually impossible to do. In general preparation for the major, students should emphasize coursework in the biological or physical sciences and mathematics and coursework in the behavioral or social sciences. Elective courses in education, human development, linguistics, English, reading and early childhood education are also very applicable to a major in Communication Disorders.

**Admissions Information for Transfer Students:** Transfer students should satisfy the GEGRs and consult with Communication Disorders faculty to plan their program. EWU participates in transfer agreements with community colleges in Washington State and select Idaho and Montana community colleges. Graduates of these colleges who complete a direct-transfer associate degree are admitted to Eastern with junior standing and will have satisfied Eastern's lower division general education requirements.

**Foreign Language Requirement for Communication Disorders:** A foreign language is required by Eastern Washington University for a bachelor of arts (BA) degree. To fulfill this requirement, two years of a single foreign language in high school or one year of a single foreign language at the college level is required. American Sign Language (ASL 376, 377 and 378) is an excellent foreign language option for an individual majoring in Communication Disorders.

**Policy Regarding Student Progress within the Major:** In addition to maintaining an overall cumulative grade point average of 2.75 to be retained in the program and to graduate with the BA degree, the student must earn a grade of 2.0 or better in each of the courses within the major. Earning a grade that is less than 2.0 for any given course will require that the student repeat the course. If the course is a prerequisite for a higher-level course, the student will not be allowed to enroll in the higher-level course until a grade of 2.0 or better has been earned in the prerequisite course. Additionally, ASHA requires that the program regularly assess each student's progress toward meeting knowledge and skills outcomes (KASA). Each course in the major has its own assessment plan with a built-in academic assistance plan for students who experience difficulty in the course. The program's Student Assistance Plan can be found on the department's web site.

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

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- know the processes for assessment and intervention of disorders of hearing, speech, language and swallowing;
- know the causes, characteristics and consequences of the disorders of hearing, speech, language and swallowing;
- understand the content and sequence of the development of speech and language;
- know the anatomical, physiological and psychological properties involved in the normal communication processes of hearing, speech, language and swallowing;
- demonstrate knowledge of the physics of sound and the measurement of its dimensions, and be able to apply basic principles of acoustics to human hearing and speech;
- gain an appreciation and insight into the communication disorders profession by participating in service learning opportunities.

### COMMUNICATION DISORDERS MAJOR (88-94 CREDITS)

*Note:* two years of a single high school foreign language or one year of a single college level foreign language is required. Courses below are listed in both semester and quarter credits. Semester credits have an "s" after them, while quarter credits have a "q" after them.

#### Required Courses

- COMD 201 Disability and Communication Diversity (3s; 4.5q)
- COMD 301 Intro to Speech-Language Pathology and Audiology (3s; 4.5 q)
- COMD 304 Phonetics (3s; 4.5 q)
- COMD 320 Speech and Hearing Sciences (3s; 4.5 q)
- COMD 321 Anatomy and Physiology of Speech Production (3s; 4.5q)
- COMD 322 Neuroanatomy (3s; 4.5 q)
- COMD 331 Language Development (3s; 4.5q)
- COMD 371 Hearing and Hearing Disorders (3s; 4.5q)
- COMD 372 Audiometry (3s; 4.5q)
- COMD 405 Speech-Language Pathology and Audiology in the Schools (3s; 4.5q)
- COMD 441 Assessment of Speech and Language (3s; 4.5q)
- COMD 450 Language and Literacy (3s; 4.5q)
- COMD 451 Neurogenic Communication Disorders (3s; 4.5q)
- COMD 457 Language Impairment (3s; 4.5q)
- COMD 458 Speech Sound Disorders (3s; 4.5q)
- COMD 461 Clinical Apprenticeship (2s; 3.0q)
- COMD 473 Aural Rehabilitation (3s; 4.5q)
- COMD 490 Capstone: Professional Issues in Communication Disorders (3s; 4.5q)

#### Rotating Required Course

- The student must take at least one of the following courses:
- COMD 442 Intervention for Speech and Language Disorders (3s; 4.5q)
  - COMD 455 Voice and Resonance Disorders (3s; 4.5q)
  - COMD 456 Fluency Disorders (3s; 4.5q)
  - COMD 498 Departmental Seminar (1-3s; 1.5-4.5q)

#### Required Supporting Courses

Students majoring in Communication Disorders must take a Public Speaking course (four-five quarter credits) and a Research Methods or Statistics course (three-five quarter credits). These courses should be taken prior to entering the Communication Disorders major.

**Required course credits** 79.5 qtr. credits (53 sem. credits)

**Required rotating course credits** 1.5-4.5 qtr. credits (1-3 sem. credits)

**Required supporting course credits** 7-10 qtr. credits (4.7-6.7 sem. credits)

**Minimum total credits for above major** 88 qtr. credits (58.9 sem. credits)

It should be noted that because Communication Disorders is the only semester-based program within the university, courses will be offered on a semester schedule but quarter credits will continue to be listed on the student's official academic transcript.

## GRADUATE PROGRAM

### MASTER OF SCIENCE

<b>Roberta Jackson, Graduate Program Advisor</b>	<b>310 N. Riverpoint Blvd., Box V, Spokane, WA 99202</b>	<b>509.368.6790</b>
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### STUDENT LEARNING OUTCOMES

#### Students will:

- be intelligent consumers of research in the discipline of communication disorders;
- use the products of technology in both scholarship and clinical applications;
- write and speak clearly and effectively;
- understand and be able to evaluate and utilize new information in the discipline of communication disorders;
- know and be able to discuss and evaluate the principles, processes and procedures for the prevention, identification, evaluation, intervention and management of communication disorders;
- know and adhere to the Code of Ethics of the American Speech-Language-Hearing Association.

The master of science degree is designed to equip the student with the academic and clinical skills required to function as a competent professional in the field of communication disorders. The master's graduate is qualified to provide clinical services to a wide range of communication disordered children and adults in a variety of professional settings. Upon completion of the graduate program, the student will have met all requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) with the exception of the Speech-Language Pathology Clinical Fellowship (SLPCF). The student must also pass a national examination in speech-language pathology; most students take and pass the exam prior to earning the master's degree.

The graduate curriculum includes exposure to science and research areas as well as to clinical disorders and related practice. The graduate curriculum is part of a cooperative program between Eastern Washington University and Washington State University-Spokane, and is known as the University Programs in Communication Disorders (UPCD). The UPCD is housed in the Health Sciences Building on the Riverpoint campus in Spokane. The undergraduate and graduate curricula are administered on a semester academic schedule in alignment with the academic schedule of Washington State University.

#### Admission Requirements/Preparation

Admission to the master's program includes the requirements of the graduate school as well as the GRE general and writing tests, letters of recommendation, a statement from the applicant outlining professional interests and intent and an application fee. All application materials must be received by February 1 prior to the fall academic term of enrollment. Students entering the program must have completed an undergraduate major in communication disorders. Students with an undergraduate major in any other field must complete a post-baccalaureate year of required communication disorders courses prior to applying to the graduate program (see the separate section of this catalog entitled "Pre-Professional Programs").

Course selections made by the student and a departmental faculty advisor can be individually tailored to the student's professional goals. Course selection is guided by the knowledge and skills outcomes of the certification standards for the CCC-SLP as set forth by the American Speech-Language-Hearing Association (ASHA).

According to current ASHA certification standards, it is expected that candidates for the master's degree will have accumulated a minimum of 400 clock hours of clinical practicum with 25 hours spent in observation and 375 hours spent in direct client/patient contact. At least 325 of the 400 hours must be completed at the graduate level. This is accomplished by completing clinical practicum experiences and taking one required semester of COMD 697, Clinical Field Experience. Completion of the Master's degree and clinical experience qualifies the student for Washington state licensure in Speech-Language Pathology and makes that individual eligible for the CCC-SLP upon completion of the SLPCF and upon passing the national examination (referred to as the PRAXIS exam).



Students who intend to be employed in the public schools of this state must meet Washington state educational certification requirements, which include three (3) semester credits (or four quarter credits) of coursework and a Clinical Field Experience in the schools (see the section within this program description entitled “Speech-Language Pathologist Certification”).

### **Research Requirement and Its Defense**

A research project of some type (i.e., either thesis or non-thesis) must be completed by all graduate students. The selection of research option is accomplished during the first semester of graduate study in COMD 520 *Research Methods*. Selection of a research advisor also takes place while the student is enrolled in this course. Only those students who show excellent aptitude in research and scientific writing are given the thesis option. A thesis is intended to be an empirical study that is formal and rigorous. The non-thesis option includes any type of research (e.g., case study, empirical study, survey, etc.) deemed appropriate by the student’s research advisor. The first semester of study is used to develop a research idea. During the second semester of study, the student and research advisor further refine the research idea and submit the proper paperwork to the Institutional Review Board. The second year of study is used to complete and defend the research project.

Two faculty members from the combined UPCD faculty form the student’s research committee (the chair of the committee is the student’s research advisor). The research advisor may be either a WSU or an EWU faculty member who holds graduate faculty status. If the research advisor is a WSU faculty member, the second committee member must be an EWU faculty member. If the research advisor is an EWU faculty member, the second committee member may be either a WSU or EWU faculty member.

Toward the end of their graduate program, students orally defend their research project in the presence of their two committee members and other interested parties. Students who complete a thesis will make a formal presentation in front of an audience and will entertain questions from their committee members and other interested parties. Students who complete a non-thesis project will develop a poster that will be put on display. Students will stand by their posters and entertain questions from their committee members and other interested parties. The research defense will take place during a designated Research Day that will typically take place during the latter half of the spring semester each year.

At the defense, the student’s research committee makes a decision as to whether or not the research project is successfully completed. If the research project is judged as not being successfully completed, the committee indicates what additional work must be accomplished and whether another defense will be necessary. If the research project is judged to be completed and satisfactorily defended, a grade is assigned to the thesis or non-thesis research project. Decisions regarding the research defense are independent from decisions concerning the passing or failing of the comprehensive oral examination (see the section immediately below).

### **Oral Comprehensive Examination**

The student’s research committee also serves as the examining committee for the oral comprehensive examination. If the student’s research chair is an EWU faculty member, this person also becomes the chair for the oral comprehensive examination. If the research chair is a WSU faculty member, the student requests that the EWU research committee member chair the oral comprehensive examination. The WSU faculty member then becomes the second member of the oral comprehensive examination committee. For the oral comprehensive examination, a graduate council representative is assigned by the Office of Graduate Studies as a third committee member.

Approximately one hour is assigned for the purpose of questioning the student concerning any and all aspects of his/her academic and clinical experience. It is expected that questioning will require thinking at the analysis, synthesis and evaluation levels. The format of the questioning is determined by the oral comprehensive examination committee chair. After questioning, the committee decides whether or not the student has demonstrated the ability to converse in his/her discipline to the satisfaction of the committee. If the student fails, a re-examination is required and

is scheduled for a later date at the discretion of the committee and the student, in compliance with Graduate Affairs Council policy.

Re-defense of the research project is not a part of the oral comprehensive re-examination and vice versa. That is, decisions regarding the oral comprehensive examination are independent of decisions regarding the defense of the thesis or non-thesis research project. A student can conceivably pass both the research defense and oral comprehensive examination, fail both, or pass one and fail the other. In order to earn the Master’s degree, the student must ultimately pass both the research defense and oral comprehensive examination.

### **Policy Regarding Student Progress**

In addition to maintaining an overall cumulative grade point average of 3.00 to be retained in the program and to graduate with the MS degree, the student must earn a grade of 2.4 or better in each of the graduate courses taken (exclusive of practicum courses). Earning a grade that is less than 2.4 for any given course will require that the student repeat the course. If the course is a prerequisite for a higher-level course, the student will not be allowed to enroll in the higher-level course until a grade of 2.4 or better has been earned in the prerequisite course. Additionally, ASHA requires that the program regularly assess each student’s progress toward meeting knowledge and skills outcomes (KASA). Each graduate course has its own assessment plan with a built-in academic assistance plan for students who experience difficulty in the course. The program’s Student Assistance Plan can be found on the department’s web site.

### **Course Requirements and Credit Hours/Non-Thesis Option**

#### **Required Core—credits are listed as semester(s) and quarter(q)**

- COMD 520 Research Methods (3 s; 4.5 q)
- COMD 538 Phonological Acquisition and Behavior (3 s; 4.5 q)
- COMD 542 Infant and Toddler Communication and Language (3 s; 4.5 q)
- COMD 543 School-age and Adolescent Language (3 s; 4.5 q)
- COMD 547 Augmentative Communication (3 s; 4.5 q)
- COMD 552 Neuropathologies of Language (3 s; 4.5 q)
- COMD 554 Motor Speech Disorders (3 s; 4.5 q)
- COMD 555 Bilingual and Cultural Issues (2 s; 3.0 q)
- COMD 559 Dysphagia (3 s; 4.5 q)
- COMD 568 Advanced Assessment: Principles and Procedures (2 s; 3.0 q)
- COMD 601 Research Project (minimum 4 s; 6.0 q)

#### **Electives**

To be determined in consultation with the graduate advisor. All 500-level courses may serve as electives. A minimum of six semester (nine quarter) credits must be from courses within the department.

#### **Practicum**

A. COMD 561 Clinical Practicum minimum 2 s; 3 q credits maximum 8 s; 12 q credits	B. COMD 562 Advanced Clinical Practicum minimum 4 s; 6 q credits maximum 16 s; 24 q credits	C. COMD 697 Clinical Field Experience minimum 8 s; 12 q credits maximum 16 s; 24 q credits
Typically students will be expected to enroll for at least two (2) credits of practicum per semester.		Students are required to complete at least one internship; those wishing to take additional internships may exercise the variable credit option.

#### **Non-Thesis Option**

<b>Required core credits</b>	<b>32 s; 48 q credits</b>
<b>Minimum elective credits</b>	<b>6 s; 9 q credits</b>
<b>Minimum practicum credits</b>	<b>14 s; 21 q credits</b>
<b>Minimum credits for non-thesis option</b>	<b>52 s; 78 q credits</b>

#### **Course Requirements and Credit Hours/Thesis Option**

#### **Required Core—credits are listed as semester(s) and quarter(q)**

- COMD 520 Research Methods (3 s; 4.5 q)
- COMD 538 Phonological Acquisition and Behavior (3 s; 4.5 q)
- COMD 542 Infant and Toddler Communication and Language (3 s; 4.5 q)
- COMD 543 School-age and Adolescent Language (3 s; 4.5 q)
- COMD 547 Augmentative Communication (3 s; 4.5 q)
- COMD 552 Neuropathologies of Language (3 s; 4.5 q)
- COMD 554 Motor Speech Disorders (3 s; 4.5 q)
- COMD 555 Bilingual and Cultural Issues (2 s; 3.0 q)
- COMD 559 Dysphagia (3 s; 4.5 q)
- COMD 568 Advanced Assessment: Principles and Procedures (2 s; 3.0 q)
- COMD 600 Thesis (minimum 6 s; 9.0 q)

## Electives

To be determined in consultation with the graduate advisor. All 500-level courses may serve as electives. A minimum of six semester (nine quarter) credits must be from courses within the department.

## Practicum:

A. COMD 561 Clinical Practicum minimum 2 s; 3 q credits maximum 8 s; 12 q credits	B. COMD 562 Advanced Clinical Practicum minimum 4 s; 6 q credits maximum 16 s; 24 q credits	C. COMD 697 Clinical Field Experience minimum 8 s; 12 q credits maximum 16 s; 24 q credits
Typically students will be expected to enroll for at least two (2) credits of practicum per semester.		Students are required to complete at least one internship; those wishing to take additional internships may exercise the variable credit option.

## Thesis Option

<b>Required core credits</b>	<b>34 s; 51 q credits</b>
<b>Minimum elective credits</b>	<b>6 s; 9 q credits</b>
<b>Minimum practicum credits</b>	<b>14 s; 21 q credits</b>
<b>Minimum credits for thesis option</b>	<b>54 s; 81 q credits</b>

## American Sign Language Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### ASL 376

**Sign Language I (3 q)**  
FALL/SPRING/SUMMER

This introduction to American Sign Language (ASL) includes a brief history of its development, grammatical principles and vocabulary rules. Vocabulary, finger spelling and sentence structure are developed.

### ASL 377

**Sign Language II (3 q)**  
FALL/WINTER

*Prerequisite:* ASL 376 or permission of the instructor.

Further instruction in the development of expressive and receptive skills in American Sign Language, development of more advanced vocabulary and the use of space and expression as a part of the linguistic form of this visual language. Includes exploration into the structure of the deaf culture.

### ASL 378

**Sign Language III (3 q)**  
WINTER/SPRING

*Prerequisites:* ASL 376, 377 or permission of the instructor.

Further instruction in the development of expressive and receptive skills in American Sign Language, development of more advanced vocabulary and the use of space and expression as a part of the linguistic form of this visual language. Includes exploration into the structure of the deaf culture.

## Communication Disorders Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### COMD 201

**Disability and Communication Diversity: A**

**Communication Disorders Perspective (3 s; 4.5 q)**  
[satisfies cultural and gender diversity university graduation requirement.]

This course fosters an understanding of the meaning of diversity historically, philosophically, psychologically and morally in reference to persons with disabilities and communication differences by incorporating these concepts with one's own values and experiences. Examples include Deaf culture and English as a Second Language (ESL) learners in the United States.

### COMD 301

**Introduction to Speech-Language Pathology and Audiology (3 s; 4.5 q)**

This course provides an overview of speech, hearing and language development, disorders and remediation for students who may have an interest in this discipline as a career choice.

### COMD 304

**Phonetics (3 s; 4.5 q)**

This course examines the motor and acoustic aspects of speech production, description and classification of English phonemes and broad transcription using the International Phonetic Alphabet (IPA).

### COMD 320

**Speech and Hearing Sciences (3 s; 4.5 q)**

*Prerequisite:* completion of Natural Science GEGRs or permission of the instructor.

This course is a study of acoustics and psychoacoustics of speech and hearing.

### COMD 321

**Anatomy and Physiology of Speech Production**

**(3 s; 4.5 q)**

*Prerequisite:* completion of Natural Science GEGRs or permission of the instructor.

This course is a study of anatomy, physiology and physics as related to speech and voice production.

### COMD 322

**Neuroanatomy (3 s; 4.5 q)**

*Prerequisite:* COMD 321.

This course is a study of the normal anatomy and physiology of the nervous system and its role in communication processes.

## CERTIFICATE

### SPEECH-LANGUAGE PATHOLOGIST CERTIFICATION

**Required Courses (COMD 697 typically taken at the graduate level)**

COMD 405 Speech-Language Pathology and Audiology in the Schools (3 s; 4.5 q)  
COMD 461 Clinical Apprenticeship (2 s; 3 q) (take twice for a total of 4 s or 6 q. credits)  
COMD 697 Clinical Field Experience (8 s; 12 q)

**Total credits for above certification**

**15 sem. or 22.5 qtr. credits**

### COMD 331

**Language Development (3 s; 4.5 q)**

This course examines the basic principles and sequences of language development; methods of observing, measuring and describing children's acquisition of language.

### COMD 371

**Hearing and Hearing Disorders (3 s; 4.5 q)**

This course is a study of aural anatomy and physiology, as well as etiology, pathology and treatment of hearing impairment.

### COMD 372

**Audiometry (3 s; 4.5 q)**

*Prerequisites:* COMD 301 and 371.

This course is a study of acoustics and psychoacoustics, as well as principles of auditory testing and interpretation of hearing tests.

### COMD 405

**Speech-Language Pathology and Audiology in the Schools (3 s; 4.5 q)**

*Prerequisites:* permission of the instructor and fulfillment of additional state requirements.

This course ideally precedes the student teaching experience. Information is provided about the special issues and problems encountered by professional practice in the public school setting.

### COMD 441

**Assessment of Speech and Language (3 s; 4.5 q)**

*Prerequisites:* completion of all 300-level courses in the major.

This course addresses the principles and techniques for assessing communication disorders, including formal and informal assessment methods, practical experience in test administration, theoretical and ethical issues, report writing and the relationship of assessment to treatment.

### COMD 442

**Intervention for Speech and Language Disorders (3 s; 4.5 q)**

*Prerequisite:* senior standing or permission of the instructor.

This course addresses the development of intervention plans, including intervention strategies and rationale, construction of daily therapy plans, methods for data collection, and interpretation and evaluation of therapy outcomes.

### COMD 450

**Language and Literacy (3 s; 4.5 q)**

*Prerequisites:* COMD 331.

Building upon COMD 331, this course examines the relationship between early language development and later development of literacy skills. Issues related to language disorders and concomitant deficiencies in literacy acquisition will be discussed.

## COMD 451

**Neurogenic Communication Disorders (3 s; 4.5 q)**  
*Prerequisites: COMD 322 and 331 or permission of the instructor.*

This course provides an introduction to the etiology, assessment and intervention of communication disorders associated with neurological disorders.

## COMD 455

**Voice and Resonance Disorders (3 s; 4.5 q)**  
*Prerequisites: COMD 321.*

This course addresses the anatomy and physiology of the vocal mechanism with an overview of functional, congenital and acquired voice disorders.

## COMD 456

**Fluency Disorders (3 s; 4.5 q)**  
*Prerequisite: senior standing or permission of the instructor.*

This course provides definitions and descriptions of fluency disorders, discussing their effects on the speaker and listener. It examines various theories of the etiology of stuttering as well as its assessment and treatment in children and adults.

## COMD 457

**Language Impairment (3 s; 4.5 q)**  
*Prerequisites: COMD 301, 331 or permission of the instructor.*

This course addresses the measurement as well as analysis of developing language as well as etiology, assessment and intervention for developmental language disorders.

## COMD 458

**Speech Sound Disorders (3 s; 4.5 q)**  
*Prerequisites: COMD 301 and 304 or permission of the instructor.*

This course describes normal phonological and articulatory development as well as the etiology, assessment and intervention of articulation and phonological disorders.

## COMD 461

**Clinical Apprenticeship (2 s; 3 q)**  
*Prerequisites: senior standing or permission of instructor.*

This course offers students the opportunity to observe communication disorder assessment and intervention. The students will be introduced to the basic essential ingredients of good therapy. The skills will be introduced and discussed in a classroom setting and reinforced through guided observation of speech-language and audiological assessment and intervention services within a clinical setting. Limited supervised practicum in the assessment and treatment of individuals with communication disorders may be assigned.

## COMD 473

**Aural Rehabilitation (3 s; 4.5 q)**  
*Prerequisite: COMD 371 and 372 or permission of the instructor.*

This course addresses the objectives, theory and techniques used in managing hearing impairments of individuals.

## COMD 490

**Senior Capstone: Professional Issues in Communication Disorders (3 s; 4.5 q)**  
 [satisfies senior capstone university graduation requirement.]

*Prerequisites: senior standing or permission of the instructor.*  
 This course focuses on the integration of the knowledge the student has accumulated in the field of communication disorders and its application to issues affecting both professionals and individuals served. The course will strive to facilitate students' thinking on these issues by requiring the completion of an assignment in which students must integrate their body of knowledge in the profession and apply it to a novel issue or problem.

## COMD 497

**Workshops, Short Courses, Conferences (2 s; 3 q)**

## COMD 498

**Departmental Seminar (1–3 s; 1.5–4.5 q)**

## COMD 499

**Directed Study (1–3 s; 1.5–4.5 q)**  
*Prerequisite: permission of the instructor, department chair and college dean.*

This course is provided to allow the student to study a selected special topic within the discipline of communication disorders on an individual basis and under the direction of a program faculty member.

## COMD 520

**Research Methods (3 s; 4.5 q)**  
 This course inaugurates the student's research experience in the discipline. It emphasizes the importance of research to a scientific field and acquaints the student with the research literature. By the end of the course, students will have completed the introduction, review of literature and question components of their research proposals.

## COMD 538

**Phonological Acquisition and Behavior (3 s; 4.5 q)**  
*Prerequisite: graduate standing or permission of the instructor.*  
 This course involves advanced study in the theoretical background of the acquisition and development of the phonological system. The relationship between the phonological system and disorders and remediation will also be discussed.

## COMD 539

**Special Topics (1–3 s; 1.5–4.5 q)**

## COMD 540

**Pediatric Feeding and Swallowing (1 s; 1.5 q)**  
*Prerequisite: graduate study or permission of the instructor.*  
 This course is a study of normal and atypical swallowing and feeding in infants and children.

## COMD 542

**Infant and Toddler Communication and Language (3 s; 4.5 q)**  
*Prerequisite: graduate standing or permission of the instructor.*

This course provides advanced study in communication and language development and disorders in infants and toddlers by focusing on current theory, assessment and remediation.

## COMD 543

**School-age and Adolescent Language (3 s; 4.5 q)**  
*Prerequisite: graduate standing or permission of the instructor.*  
 This course covers the development of language in typically developing and language-impaired school-aged and adolescent students. Various language disorders are discussed with the implications for assessment and intervention.

## COMD 547

**Augmentative Communication (3 s; 4.5 q)**  
*Prerequisite: graduate standing or permission of the instructor.*  
 This course is an in-depth study of the use of augmentative and alternative methods of communication for persons with severe speech and/or language impairments.

## COMD 552

**Neuropathologies of Language (3 s; 4.5 q)**  
*Prerequisite: graduate standing or permission of the instructor.*  
 This course is an advanced study of the language disorders that occur as a result of insult to the brain after birth, particularly after language acquisition. Emphasis is on aphasia and related disorders.

## COMD 553

**Voice and Resonance Disorders (2 s; 3 q)**  
*Prerequisite: graduate standing or permission of the instructor.*  
 This course provides information regarding the etiology and characteristics of disorders of the laryngeal and resonance systems. Assessment and treatment of loudness, pitch, vocal and resonance problems are presented.

## COMD 554

**Motor Speech Disorders (3 s; 4.5 q)**  
*Prerequisite: graduate standing or permission of the instructor.*  
 This course is an advanced study of motor speech disorders to prepare the student to work as part of a neurological team as an informed contributor to team management of neurologically disordered patients. Particular content includes medical, surgical, educational and communication management.

## COMD 555

**Bilingual and Cultural Issues (2 s; 3 q)**  
*Prerequisite: graduate standing or permission of the instructor.*  
 This course is designed to provide the student with information concerning the plurality of our society. More specifically, students will gain knowledge about the issues that may face them when working with clients who come from different cultural and/or language backgrounds.

## COMD 556

**Problems in Stuttering (2 s; 3 q)**  
*Prerequisite: graduate standing or permission of the instructor.*  
 This course is an advanced study of current theories, issues, problems and treatment approaches in the area of stuttering.

## COMD 557

**Cleft Palate and Other Cranio-facial Abnormalities (2 s; 3 q)**  
*Prerequisite: graduate standing or permission of the instructor.*  
 This course examines the etiology and characteristics of cranio-facial anomalies and their effects on communication. Assessment and treatment of the speech problems associated with these disorders are also discussed.

## COMD 559

**Dysphagia (3 s; 4.5 q)**  
*Prerequisite: COMD 552, strongly recommended.*  
 This course presents the anatomy and physiology of swallowing as well as the evaluation and treatment of swallowing disorders.

## COMD 561

**Clinical Practicum (2–6 s; 3–9 q)**  
*May be repeated for credit with permission of instructor up to 12 quarter credits.*  
 This course provides students with practical clinical experience working with children and adults who present with various speech, language, hearing and swallowing disorders.

## COMD 562

**Advanced Clinical Practicum (2–6 s; 3–9 q)**  
*May be repeated for credit with permission of instructor up to 24 quarter credits.*  
*Prerequisite: permission from off-campus clinical practicum coordinator.*  
 This course is an extension of clinical skills into off-campus practicum sites. Students will apply theoretical concepts to evaluation, treatment planning and therapy services for communicatively handicapped children and adults in community settings.

## COMD 563

**Special Clinical Practicum (1–2 s; 1.5–3 q)**  
*May be repeated with permission of instructor up to 4 quarter credits.*  
*Prerequisite: COMD 697 or permission of the Clinical Director.*  
 This practicum is designed for post-internship students. It typically involves the assignment of a challenging client and carries an expectation of a high degree of independence in case management.

## COMD 568

**Advanced Assessment: Principles and Procedures (2 s; 3 q)**  
*Graded Pass/No credit. May be repeated for credit.*  
*Prerequisite: graduate standing.*  
 This course is designed to facilitate the ability to gather, analyze and synthesize critical case information and make differential diagnoses of communication disorders. It includes independent problem-solving, development of treatment objectives from data and the writing of clinical reports.

## COMD 596

Experimental Course (1–3 s; 1.5–4.5 q)

## COMD 597

Workshops (1–3 s; 1.5–4.5 q)

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## COMD 598

Seminar in Communication Disorders (1–3 s; 1.5–4.5 q)

*Prerequisite:* graduate standing or permission of the instructor.

This course provides graduate-level instruction in a specific content area in communication disorders utilizing a seminar format.

## COMD 599

Independent Study (1–4 s; 1.5–6 q)

*Prerequisite:* permission of the instructor, department chair and college dean.

This course allows the student to engage in an independent study project in a selected field of communication disorders.

## COMD 600

Thesis (1–8 s; 1.5–12 q)

*Prerequisite:* COMD 520; permission of the instructor, department chair and college dean.

Under supervision of staff members, the graduate student organizes and formally writes and presents a research project in thesis form.

## COMD 601

Research Project (1–8 s; 1.5–12 q)

*Prerequisites:* COMD 520; permission of the instructor, department chair and college dean.

This course allows for completion of a graduate-level research project in an interest area within the discipline, including oral and written presentations of the finished product.

## COMD 697

Clinical Field Experience (1–10 s; 1.5–15 q)

*Graded Pass/No Credit.*

*Prerequisite:* permission of the instructor, department chair and college dean.

This is an internship of one or more semesters of professionally supervised experience in a departmentally approved clinical setting, agency or institution. This course is typically taken as part of the Master of Science program, but can also be taken by individuals engaged in the speech-language pathology clinical fellowship (SLPCF) through the American Speech-Language-Hearing Association when sponsorship is provided by an Eastern Washington University member.

## COMMUNICATION STUDIES

*College of Social and Behavioral Sciences*

Patricia Chantrill, Interim Chair	229 Communications Building	509.359.2313
	EWU Spokane for master's program only	
<i>BA</i>	<i>Minor</i>	<i>MS</i>

Faculty: P. Chantrill, S. Hering, E. Kissling, I. Klyukanov, G. Krug, J. Ratliff, H. Robinson, S. Scott, P. Shields, V. Shields, G. Sinekopova, J. Stafford, S. Stearns

## UNDERGRADUATE PROGRAMS

CMST faculty designed this degree to offer you an exciting and fulfilling educational experience while simultaneously preparing you for a changing world.

The Bachelor of Arts Communication Studies offers you two options: 1. Communication Studies and 2. Communication Studies in Public Relations. Each option provides you with an introduction to concepts in communication and the social sciences. These degrees are similar with the exception of the elective component. The Public Relations option requires 66 credits for completion and has no required minor. The general Communication Studies option requires 59 credits for completion and requires a minor.

For the BA Communication Studies, you begin with two general introductory courses, CMST 207 *Communication, Community and Citizenship* and CMST 208 *Mass Media and the Information Society*. These are followed by CMST 309 *Communication and Information*. Two other required classes are CSBS 310 and CSBS 330 which introduce general social science concepts and methods.

As you progress in your education, you will choose one course from each of the emphasis areas of communication: Rhetorical and Cultural Studies, Organizational and Leadership Studies and Language and Social Interaction Studies. In addition, if you choose the Communication Studies option (#1 below), you will choose a minimum of 14 elective credits. If you choose the Communication Studies in Public Relations option (#2 below), instead of electives you will take JRNM 332, JRNM 451, JRNM 452 and JRNM 453 and either TECH 360 or TECH 368. Either BA option in Communication Studies culminates in a senior capstone course which allows you to synthesize your knowledge and skills.

**All students are welcome to apply for a major in Communication Studies. Requirements for graduation from Communication Studies are:**

1. Two years of one foreign language at the high school level or one year of one foreign language at the college level.
2. A minimum cumulative GPA of 2.0 by graduation.

For transfer students, the Communication Studies department accepts up to 25 transfer credits, from comparable courses, toward our BA.

Students are advised that the University GER requirements for Gender/Cultural Diversity and International Studies require additional courses that are not required in the degree.

CMST 200 cannot be taken for credit toward the majors.

The program has two degree options in the BA:

Communication Studies and Communication Studies in Public Relations.

## **BACHELOR OF ARTS (BA)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- demonstrate an understanding of communications combined with skills in using contemporary technologies;
- present material in written, oral and multi-media formats;
- participate in community activities such as debate, internships or others that demonstrate applications of communications study and training;
- analyze the relationship between politics, economics, experience and communications media in international settings and will understand intercultural bases for communications;
- understand major theoretical positions and implications central to the discipline. Additionally, students will demonstrate competencies in at least two research methodologies.

## **COMMUNICATION STUDIES (59 CREDITS)**

### **Foundation (30 credits)**

- CMST 207 Communication, Community and Citizenship (5)
- CMST 208 Mass Media in the Information Society (5)
- CMST 309 Communication and Information (5)
- CMST 490 Senior Capstone Seminar: Communications Studies (5)
- CSBS 310 Foundations of Social and Behavioral Science Theory (5)
- CSBS 330 Integrated Social Science Methods (5)

### **Core areas (15 credits)**

Students will choose one class from each of the following three areas for a total of 15 credits:

**Rhetorical and Cultural Studies**—Focus on symbolic actions that exercise influence over human life. Emphases are on interpretive research as well as cultural, narrative and rhetorical analyses of cultural phenomena and artifacts.

- CMST 450 Rhetorical Theory and Criticism (5)
- CMST 451 Argumentation and Persuasion (5)
- CMST 452 Cultural Studies (5)
- CMST 458 Topics in Image, Messages and Meaning (5)

**Organizational and Leadership Studies**—Focus on structures and practices influencing communication in private and public institutions. Emphasizes humanistic and social science approaches to leadership in all forms of social organizations.

- CMST 430 Communication and Organizations (5)
- CMST 431 Communication Law and Ethics (5)
- CMST 432 Media Systems and Communication Technology (5)
- CMST 438 Topics in Leadership and Strategic Communication (5)

**Language and Social Interaction Studies**—Focus on sign systems such as language, gesture, film, etc. in human interaction. Emphasizes social scientific research approaches to interaction and language use in face-to-face and small group settings.

- CMST 410 Language and Social Interaction (5)
- CMST 411 Negotiation Skills and Strategies (5)
- CMST 413 Communication and Personal Relationships (5)
- CMST 418 Topics in Semiotics (5)

### **Electives (14 credits)**

14 credits from any classes within the Communication Studies Department  
**or** from the Public Relations sequence in Journalism (JRMN 451, 452 and 453),  
**or** from advanced CSBS methods classes (CSBS 320 or CSBS 331.)

*Note:* CMST 200 cannot be taken for credit towards the Communication Studies Majors.

**Required foundation credits** **30 credits**

**Required core credits** **15 credits**

**Elective credits** **14 credits**

**Total credits for above major** **59 credits**

*Note:* A minor is required for this degree. After your required and minor courses are completed, you may need additional hours to meet the University requirement of 180 hours. You should choose these courses with your needs in mind from either the communication studies offerings or other university offerings. Generally these courses should be 300 and 400 level courses.

## **COMMUNICATION IN PUBLIC RELATIONS OPTION (66 CREDITS)**

Students seeking a degree in Communication in Public Relations Option must complete the Foundation and Core Area requirements for the BA in Communications Studies, plus the Public Relations Core requirements.

### **Public Relations Core Requirements (17 credits)**

- JRNM 332 News Writing (5)
- JRNM 451 Introduction to Public Relations Theory (4)
- JRNM 452 Advanced Public Relations Theory (4)
- JRNM 453 Public Relations Writing (4)

### **Choose one of the following (4 credits)**

- DESN 360 Publishing for Print and the World Wide Web (4)
- or** DESN 368 Introduction to Web Page Design (4)

**Required foundation credits** **30 credits**

**Required core credits** **15 credits**

**Required public relations credits** **21 credits**

**Total credits for above option** **66 credits**

*Note:* CMST 200 cannot be taken for credit towards the Communication Studies Majors.

## **CERTIFICATE**

### **LEADERSHIP CERTIFICATE (24–25 CREDITS)**

The purpose of the Leadership Certificate is to educate and empower students to become proactive leaders in our society regardless of chosen profession. The Certificate provides an interdisciplinary course of study with a focus on the theoretical and experiential understanding of leadership. Students will benefit from a broad spectrum of classes that entail a leadership component. Collectively, these courses will provide a rich compilation of perspectives on leadership. Students will also benefit from the thorough examination and critique of their evolving leadership style.

Acceptance to the certificate program requires that students have at least a 2.5 cumulative grade point average. Students must maintain a cumulative grade point average in the certificate of 2.7 with no single course grade falling below 2.5.

#### **Prerequisites:**

Students must complete the following courses before admission to the certificate program:

- ENGL 101 College Composition (5) (or equivalent)
- One GEGR course from Humanities and Fine Arts  
(PHIL 213 Moral Issues in America (5) recommended)
- One GEGR course from Social Sciences  
(SOCL 101 Introduction to Sociology (5) recommended)

#### **Required Courses**

##### **Leadership Basics—Choose one of the following (3 credits)**

- CSBS 200: Introduction to Leadership (3)
- MLSC 203: Military Leadership (3)
- Any other course (minimum 3 credits) that focuses on leadership skills (e.g., residential life leadership classes or student government leadership workshops). The certificate advisor will determine whether the course in question qualifies as a leadership basics course.

##### **Theory and Philosophy—Select from the following (4–5 credits)**

- CMST 438 Communication in Leadership (5)
- ITGS 400 Journeys in Leadership (4)
- ITGS 400 Creating Change (4)

##### **List 1: Group and Organization—Select from the following (5 credits)**

- CMST 250 Small Group Communication (5)
- CMST 430 Communication in Organizations (5)
- PSYC 381 Social Psychology (5)
- SOCI 463 Complex Organizations (5)
- SOCI 481 Social Psychology (5)

##### **List 2: Leadership Concepts—Select from the following (9–10 credits)**

- CEDP 315 Psychology of Human Relations (4)
- CEDP 316 Psychology of Adjustment (5)
- CMST 210 Interpersonal Communication (5)
- CMST 250 Small Group Communication (5)
- CMST 312 Nonverbal Communication (1–5)
- CMST 340 Intercultural Communication (5)
- CMST 397 Workshop in Communication Studies (1–5)
- CMST 400 Message Design (5)
- CMST 413 Communication and Personal Relationships (5)
- CMST/WMST 414 Gender and Communication (5)
- CMST 430 Communicating in Organizations (5)
- CMST 431 Communication Law and Ethics (5)
- CMST 440 International Communication (5)
- CMST 451 Argumentation and Persuasion (5)
- ECON/WMST 427 The Economics of Women & Work (5)
- HLED 201 Introduction to Health and Wellness (3)
- HLED 38, Mind/Body/Spirit Health (3)
- IBUS/MGMT 471 Multinational People Management (4)
- MGMT 326 Organization Theory and Behavior (4)
- MLSC 401 Military Science and Tactics (4)

- PHIL 403 Advanced Ethics (5)
  - PHIL 411 Theory of Knowledge (5)
  - PSYC 431 Stress and Coping (3)
  - PSYC 484 Industrial and Organization Psychology (5)
  - PSYC 485 Managerial Psychology (5)
  - SOCI 443 Social Impact Assessment (5)
  - SOCI 463 Complex Organizations (5)
  - SOCI 471 Sociology of Work (5)
  - SOCI 482 Power Relations and Human Development (5)
  - XXXX 496/497/498 Topics class—requires prior approval of the certificate advisor
- RESTRICTIONS ON SELECTING COURSES FROM ACROSS LISTS 1 and 2:

Two courses must be at the 400 level. No more than 5 credits can be taken from the student's major area. The course selected from List 1 cannot also satisfy a List 2 course option.

*Note: Some courses on Lists 1 and 2 have pre-requisites that are not included in the Leadership Certificate program. Please review the Graduate and Undergraduate Catalog for pre-requisite information.*

**All students must complete the portfolio assessment course (2 credits)**

CSBS 494, Leadership Portfolio (2)

<i>Basic leadership skills</i>	<i>3 credits</i>
<i>Theory and Philosophy</i>	<i>4–5 credits</i>
<i>Group and Organization</i>	<i>5 credits</i>
<i>Leadership Concepts</i>	<i>9–10 credits</i>
<i>Leadership Portfolio</i>	<i>2 credits</i>
<i>Minimum total credits for above Certificate</i>	<i>23 credits</i>

**MINOR**

**COMMUNICATION STUDIES MINOR (19–20 CREDITS)**

Choose courses that total at least 19 credits from Communication Studies course offerings with at least one 5 credit course from the 400-level offerings, excluding CMST 499.

*Minimum total credits for above minor* *19 credits*

## GRADUATE PROGRAM

Peter Shields, Director	229 Communication Bld.	509.359.4947
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*STUDENT LEARNING OUTCOMES*

**Students will:**

- deploy various written, oral and electronic media in creating and presenting original work;
- analyze various cultural products through the application of contemporary communications theories and methods.

The Department of Communication Studies administers the Master of Science in Communications and cooperates in the Master of Arts in College Instruction and in individualized interdisciplinary programs. Students interested in post-secondary teaching should refer to the College Instruction section in this catalog. The MS in Communications program is also described below. Proposed individualized interdisciplinary programs should be developed in consultation with a Communication Studies graduate advisor 509.623.4947.

### **MASTER OF SCIENCE IN COMMUNICATIONS**

The Master of Science in Communications Program is an interdisciplinary professional program. It addresses the growing need for theory-grounded communication professionals in business, government and the non-profit sector, including: public relations practitioners, advertising writers, educators, graphic designers, consultants, training and development professionals, media policy experts, print and electronic journalists— and indeed anyone who must know how to create, manage and assess communication initiatives in a global environment. The MSC program offers students a strong foundation in communication theory and methodology and encourages application in such emphasis areas as organizational, technological, instructional and cultural communication.

The program is designed for career-oriented individuals who want to advance in their chosen fields or to move from their undergraduate programs to the competitive job markets. The MSC program's rigorous coverage of communication theory and methodology also provides a strong foundation for those intending to pursue doctoral studies.

Applicants are admitted to the program throughout the academic year. In addition to the general university requirements for admission to graduate studies, applicants must submit the following directly to the MSC office: a written essay of no more than 1000 words describing their background and goals and how the program will help actualize those goals; résumé; at least two letters of recommendation. The MSC Director's recommendation for admission, based on an interview with the applicant, is required. Applicants must submit a GRE general score; the verbal section score will be given special consideration. If an undergraduate statistics course is not taken before admission to the program, it must be taken prior to taking the research methods sequence. Based on their credentials and entrance requirements, applicants may be asked to take some classes in addition to the courses in the program in order to correct deficiencies. At least one year's successful professional experience will enhance application.

***Courses leading to the MSC degree are offered by the following programs***

Business Administration	College Instruction
Communication Studies	Computer Science
Counseling, Educational and Developmental Psychology	Education
Engineering & Design	Journalism
Public Administration	Rhetoric and Technical Communication

## Core courses (29 credits)

### Introductory Course

CMST 568 Introduction to Graduate Studies (2)

### Theory Courses

CMST 501 Advanced Communication Theory (5)  
CMST 502 Contemporary Trends in Communication Studies (5)

### Methodology Courses

CMST 520 Communication Inquiry (3)  
CMST 521 Research Design and Analysis I (5)  
CMST 522 Research Design and Analysis II (5)

### Technology Course

TECH 504 Communication Technologies (4)  
or CMST 504 Communication Systems (4)

## Interdisciplinary Component

Students will choose a minimum of two courses from at least two of the following four emphasis areas—organizational, technological, instructional and cultural communication. One of these two courses must be the required course in the emphasis area. Suggested course offerings for each emphasis area are given below. Deviations from the suggested offerings must be petitioned in writing to and approved by the graduate faculty advisor and the MSC Director.

## ORGANIZATIONAL COMMUNICATION

Focus: Role of communication within and between complex organizational systems and their strategic publics.

### Required:

CMST 530 Communication in Organizations (5)

### Electives:

BADM 541 Managerial Communications (4)  
CEDP 504 Theories of Human Development (4)  
CEDP 544 Counseling Theory and Techniques (4)  
CEDP 545 Appraisal in Mental Health Counseling (4)  
CMST 438 Topics in Leadership and Strategic Communication (5)  
CMST 539 Special Topics (1–5)  
CMST 550 Problems in Contemporary Public Communication (5)  
CMST 578 Seminar in Consulting Processes (4)  
CMST 598 Communication Seminar (1–5)  
ENGL 568 Technical Communication: Practice, Theory and Pedagogy (3)  
JRNM 451 Introduction to Public Relations Theory (4)  
JRNM 452 Advanced Public Relations Theory (4)  
JRNM 453 Public Relations Writing (4)  
JRNM 498 Seminar in Journalism Problems (1–5)  
PADM 503 Concepts and Values of Public Service (4)  
PADM 511 Public Sector Organization Theory and Dynamics (4)  
PADM 517 Professional Employment (2)  
PADM 525 Public Sector Grants-Writing and Administration (4)  
PADM 571 The Political Executive (4)

## TECHNOLOGICAL COMMUNICATION

Focus: Role of established and emerging forms of electronically-mediated communication in local, national and global settings.

### Required:

TECH 504 Communication Technologies (4)  
or CMST 504 Communication Systems (4)

### Electives:

CMST 539 Special Topics (1–5)  
CMST 598 Communication Seminar (1–5)  
CSCD 439 Seminar/CSCD 539 Special Topics in Computer Science (4)  
CSCD 539 Topics in Computer Science: Multimedia Techniques (4)  
ENGL 503 Information Design (5)  
ENGL 504 Software Documentation (5)  
TECH 463 Visual Communication Design III (4)  
TECH 550 Computer Graphics (4)  
TECH 599 Ind. Study: Advanced Web Design (4)

## INSTRUCTIONAL COMMUNICATION

Focus: Role of communication as developmental phenomenon in any learning environment.

### Required:

CEDP 504 Theories of Human Development (4)  
or CMST 578 Seminar in Consulting Processes (4)

### Electives:

CEDP 502 Theories of Learning (4)  
CEDP 503 Applied Learning Theory and Behavior Modification (4)  
CEDP 515 Advanced Educational Psychology (4)  
CEDP 544 Counseling Theory and Techniques (4)  
CEDP 545 Appraisal in Mental Health Counseling (4)  
CEDP 546 Group Counseling (4)  
CEDP 581 Consulting Approaches and Applications (2)  
CMST 539 Special Topics (1–5)  
CMST 550 Problems in Contemporary Public Communication (5)  
CMST 598 Communication Seminar (1–5)  
COIN 571 Survey of Post-Secondary Education (4)  
COIN 572 Strategies for Teaching Adults (4)  
EDUC 505 Current Issues in Education (4)  
EDUC 507 Philosophy and Organization of the American School (4)  
EDUC 530 Foundations of Educational Communication and Information Technology (4)  
EDUC 533 Instructional Systems Development (4)

## CULTURAL COMMUNICATION

Focus: Role of culture and communication in the formation and transformation of meanings and power in human life.

### Required:

CMST 570 Communication and Cultural Studies (5)

### Electives:

CMST 411 Negotiation Skills and Strategies (5)  
CMST 414 Gender and Communication (5)  
CMST 440 International Communication (5)  
CMST 539 Special Topics (1–5)  
CMST 550 Problems in Contemporary Public Communication (5)  
CMST 598 Communication Seminar (1–5)  
ENGL 555 Contemporary Composition Theory (5)  
ENGL 568 Technical Communication: Practice, Theory and Pedagogy (3)  
ENGL 573 History of Rhetoric (5)  
ENGL 575 Contemporary Rhetorical Theories (5)  
SOWK 555 Conflict Management (3)  
WMST 410 Feminist Theory (4)

## Final Comprehensive Examination

Each student shall complete, before the awarding of the master's degree, a research report, thesis or other project which demonstrates the competence of the student in graduate level work in the program.

Each student shall complete an oral examination which will focus primarily on the master's project, but which may also include questions to demonstrate competence in all areas included in the program of that student. The student will provide copies of his/her master's project to the oral examination committee at least two weeks in advance of the scheduled oral examination. The oral examination committee will consist of two faculty members representing the interdisciplinary content of the student's program and a third member designated by the Graduate Office. The final oral examination will be open to all interested faculty and students and may be open to questions by outside members at the discretion of the committee. Final oral examinations will not be held over vacation periods or during summer quarter except by advance approval of the committee chair, second member and graduate office representative. The final oral examination will not be longer than two hours.

<b>Required core credits</b>	<b>29 credits</b>
<b>Interdisciplinary component credits</b>	<b>30 credits</b>
<b>Research component</b>	<b>2–6 credits</b>
<b>Minimum total credits for above master's degree</b>	<b>61 credits</b>

## Communication Studies Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### CMST 200

**Introduction to Speech Communication (4)**  
FALL/WINTER/SPRING/SUMMER

Analyzes verbal interaction, barriers to communication, effective listening and the application of fundamental principles to one-to-one, small group and one-to-many experiences.

### CMST 201

**Public Speaking (5)**  
FALL/WINTER/SPRING/SUMMER

This course is the study of the basic principles of public communication. This is a course in design, delivery, organization and presentation of speeches for public groups with an emphasis on informative and persuasive speeches, message delivery and presentation of visual aids.

### CMST 207

**Communications, Community and Citizenship (5)**  
FALL

This course is designed to develop critical thinking skills as exhibited in reasoning and argumentation, with a further goal of examining how the power of an individual's public voice can affect society. The course begins with a study of the rhetorical tradition of reasoning and argumentation, including elements of ethics. As the course progresses students will analyze, from historical to modern times, examples of individuals using their public voice and the resulting impact upon society. The course will culminate with students creating a reasoned, ethical argument as a final project.

### CMST 208

**Mass Media & The Information Society (5)**  
*[satisfies the GEQR for social sciences, list 2, anthropology, geography, psychology and sociology].*

This course introduces students to the range of historical, cultural, economic and social issues affected by the development and continued evolution of mass media. Books, magazines, sound and video recording, the development of electronic media and of the internet provide the context for examinations of media uses and effects, media policy and law and social effects of media.

### CMST 210

**Interpersonal Communication (5)**  
WINTER/SPRING

This course is an exploration of the human communication process. It includes the perceptual and attribution processes surrounding messages, the construction of verbal and nonverbal messages, the functions of messages in interaction and the role of interpersonal communication processes on a variety of interpersonal relationship types.

### CMST 250

**Small Group Communication (5)**  
FALL/WINTER

This course focuses upon theories, concepts and skills to improve small group communication with application to various task-oriented groups. This course emphasizes problem-solving communication and participant-leadership skills.

### CMST 301

**Political Communication (5)**

How Americans use oral and televisual communication to confront and change their environment. Emphasis on American speakers in American political contexts. Topics vary.

### CMST 305

**Message Delivery (4)**  
*Prerequisite: junior standing.*

Analysis and application of message delivery techniques, focusing on voice and articulation, modes of delivery and style, communication apprehension, situational factors and visual support.

### CMST 309

**Communication and Information (5)**  
FALL/SPRING

An introduction to the history and development of communication theory. This is the first course in the communication major as well as the first course in communication theory. Topics include theory development, observation techniques, a survey of theories and ethical questions.

### CMST 312

**Nonverbal Communication (1-5)**  
FALL/SPRING

This course is a variable credit course and will be offered from one to five credits. Topics that may be covered include the other-than-words side of human interaction within different cultures, genders, relationships and situations. There will be an emphasis on the basic theories of nonverbal communication and the interaction between nonverbal and verbal communication.

### CMST 326

**Debate (1-3)**

The in-class portion of this course teaches how to create, analyze and critique ideas and how to build or defend a reasoned argument. The out-of-class competition portion of this course includes individual events, such as informative and persuasive speaking and oral interpretation. This course may be repeated for a total of six credits applied toward the CMST major or minor.

### CMST 331

**Interviewing (5)**  
FALL/WINTER/SPRING

This course is an introduction to the principles of interviewing theory and practice. The communication components of interviewing are examined from both the interviewer's and the interviewee's perspective. Topics include the process of planning, managing and analyzing the interview. Then, a variety of topical interviews such as selection, performance review, counseling, discipline, termination, focus groups, research, information gathering, information giving, media, sales and client intake are examined through this process in an organizational and communication context.

### CMST 335

**Conference Management (4)**

Focuses on the analytical and critical investigation of the communication process in the conference setting as a means of enhancing communication effectiveness. Provides hands-on experience in selecting a conference theme, designing a public conference, recruiting resource people, advertising the conference, registering participants and conducting the conference.

### CMST 340

**Intercultural Communication (5)**  
FALL/WINTER/SPRING/SUMMER

*[satisfies cultural and gender diversity university graduation requirement.]*

Study of the basic principles of face-to-face interaction in intercultural and cross-ethnic situations. Topics include perception, stereotypes, prejudice, world views, ethnocentrism, racism, the attribution process and uncertainty reduction.

### CMST 351

**Communicative Reasoning (5)**

Logical development and support of arguments, analysis of evidence, briefing of arguments and practice in debate. In addition, this course is designed to prepare students to use practical reasoning applied to persuasive communication situations, to give students a general background on the basic principles of argumentation and to engage critical and analytical thinking skills in order to identify, understand and resolve communication problems.

### CMST 395

**Field Work in Communication Studies (1-5)**  
FALL/WINTER/SPRING/SUMMER

*Prerequisite: permission of the instructor, department chair and college dean.*

Directed student participation in the communication processes or problems of an industry, a political campaign or a non-profit organization.

### CMST 396

**Experimental Course in Communication Studies (1-15)**  
FALL/WINTER/SPRING/SUMMER

### CMST 397

**Workshop in Communication Studies (1-5)**  
FALL/WINTER/SPRING/SUMMER

Training programs or workshops emphasizing practical knowledge and skills. Topics vary.

### CMST 399

**Special Studies (1-5)**  
FALL/WINTER/SPRING/SUMMER

*Prerequisite: permission of the instructor, department chair and college dean.*

Subjects reflect recent developments in the field of human communication.

### CMST 400

**Message Design (5)**

An investigation of message construction for large, public audiences. Stress on invention, organization and style. Includes speech writing and written message design.

### CMST 410

**Language and Social Interaction (5)**

A study of language and communication from two aspects: form and strategy. The formal study entails the examination of patterns, rules and structures of language, conversation and discourse. The strategy study focuses on the use of language and communication for accomplishing identity goals, relational goals and instrumental goals.

### CMST 411

**Negotiation Skills and Strategies (5)**

The basic premise of this course is that one needs strong negotiation and analytical skills for effective communication. Hence, the goal of this course is to help the student to understand the theory of negotiation and to master its main strategies. The course will allow the student to develop negotiation skills experientially and to appreciate the nature and role of effective negotiation. The course is relevant to any student pursuing a career in a social science field since, as a working professional, the student will face many conflict problems that can be best resolved through effective negotiation.

### CMST 413

**Communication and Personal Relationships (5)**

An advanced examination of the verbal and nonverbal communication processes in the development, maintenance, breakdown and repair of personal relationships, including romantic, friendship and family relationships.

### CMST 414

**Gender and Communication (5)**

*[satisfies cultural and gender diversity university graduation requirement.]*

*Prerequisite: one 300-level course in Communication or Women's Studies or permission of the instructor.*

This course examines current research on the interactions among language, gender and communication in contemporary social and cultural contexts. (Cross-listed WMST 414)

### CMST 418

**Topics in Semiotics (5)**

The basic premise of this course is that communication is a process whereby meanings are generated and interpreted through signs. Hence, the overall goal of the course is to show how the process of generation and interpretation of meaning can be studied from the perspective of semiotics, i.e., the discipline that studies signs and their meanings. The course provides a general introduction to the nature, role and kinds of signs in communication. The subject matter of semiotics, or sign theory, is illustrated in such areas as language, myth, media, etc.



## CMST 419

### Sex, Sexuality and Communication (5)

*Prerequisite: one WMST course or CMST course.*

This seminar examines the construction of sexuality and sexual identity through communication, with a focus on the relationship between public policy and private sexuality. (Cross-listed WMST 419)

## CMST 430

### Communication in Organizations (5)

FALL/WINTER

The study of communication systems, channels, networks and barriers; the role of communication in organizational assessment and change; the relationship between communication practices and organizational effectiveness, corporate image and credibility.

## CMST 431

### Communication Law and Ethics (5)

This course examines the legal limitations on human communication, as well as the rights and responsibilities of professional communicators.

## CMST 432

### Media Systems and Communication Technology (5)

This course is designed to allow students to explore mass media systems and technology and their interaction with and upon society. Students will learn the historical perspective of media systems and technology along with issues of media convergence upon our lives, specifically upon our communication.

## CMST 438

### Topics in Leadership and Strategic Communication (5)

WINTER

This course is a variable topic course focusing on leadership and/or strategic communication. Areas which might be covered include skills training, readings in the knowledge and techniques of leadership and the effective use of strategic communication. This course is designed to be both a theory and application course.

## CMST 440

### International Communication (5)

[satisfies international studies university graduation requirement.]

A study of culturally conditioned communication behavior as it affects intercultural relationships between people from different nations. Includes value and belief orientations, language and thought, speech styles, world views, nonverbal codes, communication breakdowns and acculturation.

## CMST 450

### Rhetorical Theory and Criticism (5)

This course will survey contemporary theories of rhetorical communication and analyze areas of methodological controversy. We will discuss topics such as communication's role in defining humanity, power and communication, marginal groups and public discourse, gender/sex and rhetoric, evidence and public policy argument and the impact of emerging communication technologies on methodological applications. We will operate from the assumption that language reflects, selects and deflects reality in its construction of how we perceive the world.

## CMST 451

### Argumentation and Persuasion (5)

This course is designed to introduce students to a variety of theoretical perspectives and views of argumentation and persuasion, with a particular focus on both logical development and support of arguments and effective persuasion in today's world. Students examine current texts and images to see how to create powerful persuasive messages. Students create and critique arguments and persuasive messages necessary for effective performance as a producer and consumer of persuasive communication.

## CMST 452

### Cultural Studies (5)

This course is designed as an introduction to theoretical, historical developments and current issues of cultural studies as an interdisciplinary subject. In this course key topics in culture and communication will be discussed, such as language, representation, subjectivity, power, ideology, identity, modernity and post-modernity and globalization.

## CMST 458

### Topics in Image, Messages and Meaning (5)

This course allows students to learn effective visual and written communication in the creation of meaning. Students will be offered the opportunity to gain knowledge and build on this information by evaluating others' efforts at message design and then by creating their own effective image and/or message to convey meaning.

## CMST 471

### Applied Qualitative Research Methods (5)

This is an applied qualitative research methods course designed for seniors. This course will allow students to understand and apply knowledge in two or three qualitative methodologies (e.g. focus groups, in-depth interviews, ethnography, discourse analysis, historical critical analysis and rhetorical analysis). Students will conduct research and data analysis.

## CMST 475

### Electronic Surveillance and Privacy (5)

The course examines the social implications of a world in which everyday life is increasingly subject to electronic surveillance. The course begins with a survey of the theoretical and policy approaches to understanding the growth of electronic surveillance and its consequences. As the course progresses, students will conduct in-depth analyses of various modes of surveillance. The course concludes with a critical assessment of regulatory approaches to surveillance.

## CMST 480

### Pre-Internship Workshop (2)

Must be taken at least one quarter before internship. May be taken as early as the first quarter of the junior year.

## CMST 481

### Internship Workshop (2)

FALL/WINTER/SPRING/SUMMER

Must be taken at the same time as the internship, CMST 495.

## CMST 490

### Senior Capstone Seminar: Communications Studies (5)

[satisfies senior capstone university graduation requirement.]

Senior Capstone is a required course for all students graduating with degrees in Communication Studies. Communication topics integrated into course content will include audiences, codes, interaction, power and influence, strategy, ethics, messages and contexts. In a seminar format and focused on contemporary issues relating to communication, the course will focus on the professional development of communication studies students. Students will also prepare and defend a portfolio.

## CMST 495

### Internship (3-15)

FALL/WINTER/SPRING/SUMMER

*Prerequisite: CMST 480. Must be taken concurrently with CMST 481; permission of the instructor, department chair and college dean.*

Directly supervised student practicum in the internal and/or external communication processes of a business or professional organization.

## CMST 496

### Experimental Course in Communication Studies (1-5)

FALL/WINTER/SPRING/SUMMER

See EagleNET for current listings.

## CMST 497

### Workshop in Communication Studies (1-5)

FALL/WINTER/SPRING/SUMMER

Training programs or workshops designed to give you practical knowledge and skills in specific areas of communication.

## CMST 498

### Seminar in Communication Studies (1-5)

FALL/WINTER/SPRING/SUMMER

*May be repeated for credit.*

Major speech communication issues in the areas of public address, group communication, rhetorical theory, speech education, speech criticism, argumentation, persuasion or intercultural communication.

## CMST 499

### Special Studies in Communication Studies (1-5)

FALL/WINTER/SPRING/SUMMER

*Prerequisites: junior standing, permission of the instructor, department chair and college dean.*

Individual study projects in a selected area of human communication.

## CMST 501

### Advanced Communication Theory (5)

This advanced course emphasizes the role of theory in the process of communication inquiry. The course covers a variety of communication theories, reflecting the diverse aspects of the field. In the course communication is analyzed from several theoretical standpoints: as message transfer, as practical art, as mediation by signs, as sharing of experiences, as socio-cultural order and as arrangement of power. The course shows how advanced theory can be used in the analysis of traditional and emerging communication contexts.

## CMST 502

### Contemporary Trends in Communication Studies (5)

*Prerequisite: CMST 501.*

A survey of the progress of research in communication theory and the exploration of the directions the research will take in the 21<sup>st</sup> century.

## CMST 504

### Communication Systems (4)

The course consolidates and extends existing knowledge of media and mass communications as institutions and sets of practices. The interlinkage of media forms, institutional constraints, ideologies, law and economics are explored as these affect the construction and interpretation of specific media messages.

## CMST 520

### Communication Inquiry (3)

This course is designed to provide students with knowledge of the history and philosophy of science. This course is the first in a three part sequence on research methods. This course provides the theoretical basis of research methodology.

## CMST 521

### Research Design and Analysis I (5)

*Prerequisites: completion of a statistics course (undergraduate or graduate level) and CMST 520.*

This course is designed to present experimental and survey methodologies, with a special emphasis upon knowing when to choose which method, how to apply the method and how to interpret the results. Computer statistical analyses are a requirement of this course. Information on how to write quantitative research reports will also be presented and students will be expected to write a quantitative research report.

## CMST 522

### Research Design and Analysis II (5)

*Prerequisites: completion of a statistics course (undergraduate or graduate level) and CMST 520.*

This course is designed to present a minimum of three qualitative methods, with a special focus upon acquiring the ability to apply and understand the results from these methods. Computer programs and basic statistical analysis may be a requirement of this course. Information on how to write qualitative research reports will also be presented and students will be expected to write a qualitative research report.

## CMST 530

### Communication in Organizations (5)

The focus is on communication systems, channels, networks and barriers. Also included is a consideration of the role of communication in organizational change, auditing organizational communications, the relationship between communication and organizational effectiveness and communication training programs.

## CMST 539

### Special Topics (1-5)

## CMST 550

### Problems in Contemporary Public Communication (5)

Problems inherent in adjusting ideas to people in the United States primarily during the last 15 years. Discussion of rhetorical strategy and tactics included in public apologia, demagoguery, conflict, public argument and persuasion.

## CMST 568

### Introduction to Graduate Studies (2)

*Prerequisite: graduate standing or permission of the instructor.*

The course is designed to introduce new students to the expectations of our graduate program. Students will learn to write a review of the literature, meet faculty members and learn of the various interdisciplinary concepts of study available in the program.

## CMST 570

### Communication and Cultural Studies (5)

*Prerequisite: admission to a graduate program or the instructor's permission.*

This course examines the post-structuralist and interdisciplinary roots of cultural studies and explores the theoretical and methodological problems and issues central to cultural studies scholarship, including the construct of subcultures and the relationship of power to the cultural formations of identity and difference, institutions, ideologies, artifacts, consumption and production. Skills and methods covered include: social change advocacy, critical analysis, writing, presentation and the synthesis, conceptualization and evaluation of how we theorize about, interpret and critique cultural artifacts and practices.

## CMST 578

### Seminar in Consulting Processes (2)

This course is designed to present the types of professional consulting and general approaches to consulting methodology. It outlines the basic knowledge, skills and resources that are tools for consulting; introduces the nature and role of change; and helps students to evaluate their own consulting skills and to design a program to improve them.

## CMST 596

### Experimental Course (1-5)

## CMST 597

### Workshops (1-5)

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## CMST 598

### Seminar (1-5)

## CMST 599

### Independent Study (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

Individual study projects in a selected area of human communication.

## CMST 600

### Thesis (1-6)

*Prerequisite: admission to Master of Science in Communications.; permission of the instructor, department chair and college dean.*

Independent research study under the direction of a graduate advisory committee.

## CMST 601

### Graduate Research in Communication Studies (1-6)

*Prerequisite: permission of the instructor, department chair and college dean.*



## COMPUTER SCIENCE

College of Science, Health and Engineering  
 School of Computing & Engineering Sciences  
 319 F Computing & Engineering Building Cheney, WA 99004-2493

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<i>BA</i>	<i>BS</i>	<i>Minors</i>	<i>MS</i>

Faculty: D. Bickerstaff, T. Capaul, R. W. Clark, R. Hamel, K. Imamura, A. Inoue, B. Kamp, L. Kieffer, R. Lemelin, C. Peters, R. Pickett, J. Putnam, T. Rolfe, P. Schimpf, S. Simmons, R. Steele, S. Steiner, C. Taylor

## UNDERGRADUATE PROGRAMS

Computer Science is a rapidly evolving and exciting discipline involving the study of computing systems and computation. Computing systems provide a critical component in almost every field. As computer applications have increased in number and complexity, so has the need for specialists in computer systems and software. Research in computer science continues to broaden and extend our knowledge and provide new opportunities.

The study of computer science is a challenging and satisfying intellectual activity that can be carried forward into graduate school and throughout one's life. Our graduates achieve a high degree of success in building careers in both public and private sectors.

### Research Facilities and Equipment:

**Center for Network Computing and Cyber Security:** This highly secure state of the art lab contains support materials and hardware for computer science courses in secure client/server network programming, web server security, network intrusion and computer forensics. In addition, the lab also houses a Linux-based parallel computing cluster for students pursuing studies in distributed computing.

**Multimedia Lab:** Equipped with professional grade software and hardware, this lab offers students an excellent environment for creating and developing quality multimedia products and services.

**Classroom Labs:** These teaching labs provide hands-on instructional capabilities for Computer Science and Computer Literacy courses.

**Lower Division Computer Science Lab:** A lab that supports lower division students, staffed by peer tutors.

**Upper Division Computer Science Lab:** Designed to support junior and senior level Computer Science and Computer Information Systems courses, this lab is equipped with powerful Unix/Linux/Windows workstations and servers made available for course projects in software design; client/server application development; relational database design and administration; and signal processing.

**Computer Architecture Lab:** A lab that supports studies of computer architecture, embedded systems and real-time programming.

**Opportunities for Students:** Upper-division majors may check with the department operations manager concerning the possibility of applying for work-study and departmental positions as course assistants, paper graders, tutors, or computer consultants.

Many of our students are able to obtain internships where the theory and skills learned in the academic setting are put to the test. Internships allow students to gain new knowledge and understanding of current practices. These students find the internship experience an excellent opportunity to refine their own career aspirations and to make valuable contacts for future employment.

All students in our programs are encouraged to join the student chapter of the Association for Computing Machinery (ACM). This group sponsors colloquia, field trips, programming contests and social events.

**Preparation:** High school students wanting to pursue a major in this department are advised to take as much mathematics as possible, including a course or courses in their senior year. Students will benefit from computer science courses available in their high school but should not use them at the expense of mathematics courses. High school students are encouraged to take laboratory science courses, four years of English and a keyboarding course.

Community college transfer students interested in Computer Science should pursue mathematics courses pertinent to the degree of choice, as well as an advanced sophomore level composition course. Washington and North Idaho students can consult transfer guides at [www.ewu.edu/transferguide](http://www.ewu.edu/transferguide) to determine which courses are equivalent for both general education requirements and courses that may apply to the major. All transfer students are encouraged to contact the department for advice on selecting their preparatory coursework. Courses taken to apply to the major should be taken late in the community college experience, just prior to transferring to EWU.

All prospective department majors should contact the Computer Science Department to obtain the latest information to aid in planning a program of study. See the requirements for advancement and grades below.

### Major Declaration

Freshman and transfer students entering Eastern with an interest in the computing sciences are encouraged to declare their major as soon as practical. The prospective student is asked to bring official or unofficial copies of all college-level work. At that advising session the student will have the opportunity to review course requirements, ask questions, prepare a quarterly schedule and declare the major. Declaring a major requires agreeing to abide by the Department's Code of Ethics and Professional Conduct, which is available on the department's website, [www.ewu.edu/compsci](http://www.ewu.edu/compsci).

### Special Advanced Status Policy

Formal application for advancement in the major is encouraged when the student enters CSCD 211, and required by the time the student completes CSCD 300. Advancement in the major will be provided to those who, in the judgment of the faculty, are most likely to succeed in the program.

**Application for Advancement:** The student will submit a completed application form, along with a formal letter requesting advancement. This letter is addressed to the chair of the department and addresses the student's career goals, the elements of his or her background that he or she feels demonstrate the potential for success in computer science, and explanatory remarks concerning his or her experiences and academic career to date. This cover letter must include an affirmation that the student has read, understood and will comply with the Code of Ethics and Professional Conduct of both the Computer Science Department and the ACM, [www.acm.org/constitution/code.html](http://www.acm.org/constitution/code.html).

**Advancement Programming Exam (APE):** Prior to advancement students are required to pass an examination that demonstrates programming ability, based on the material in CSCD 210 *Programming Principles I* and CSCD 211 *Programming Principles II*.

## Advancement Prerequisite Guidelines

In order to advance, a student must achieve:

1. An overall university GPA of at least 2.5
2. A grade of 2.5 or better in each computer science (CSCD) course
3. A grade of 2.0 or better in each supporting course required in the major
4. Successful completion of the Advancement Programming Exam

## Selection Process

The student will submit the application materials to his/her advisor for review and editing. When the advisor and student are satisfied that the application is complete, the student will submit it to the chair of the department, who will review the materials, and may meet with the student prior to making a decision. Factors in the decision include:

- Advancement Programming Exam results
- Grades in required and elective courses
- Overall and departmental GPA
- Work experience
- Communication skills
- Evidence of dedication and purpose
- Well-roundedness and involvement as demonstrated by membership in a computer professional society (ACM, IEEE), a service club, ASEWU or as a community volunteer
- Affirmed commitment to the Code of Ethics and Professional Conduct

The decision may be to a. admit the student to advanced status in the degree program of choice, b. recommend advancement in a different degree program, c. require the student to complete additional preparation before advancement or d. recommend transfer to a program in another department. The department is committed to guiding every student to an appropriate bachelor's degree.

Grade Requirements: A student must maintain a 2.5 overall university GPA. Each computer science course must be completed with a minimum 2.5 grade. All supporting courses required by the department must be completed with a minimum 2.0 grade.

## **BACHELOR OF ARTS (BA)**

### **3D ANIMATION/GAME DEVELOPMENT OPTION (113–120 CREDITS)**

#### *STUDENT LEARNING OUTCOMES*

*The learning outcomes for the Bachelor of Arts in Computer Science, 3D Animation/Game Development Option may be found at [www.ewu.edu/x47076](http://www.ewu.edu/x47076)*

The 3D Animation/Game Development Option focuses on the use of typical tools for developing 3D computer animations and games. Like all of our degrees, it builds on substantial core material in general-purpose programming. Careers in the Animation and Game Development industries are highly competitive. Job seekers in these industries should have a strong work ethic and may require artistic/story-telling skills beyond what the degree requires.

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

#### **Required Courses**

##### **Computer Science**

- CSCD 110 Introduction to Programming (5) (or placement in CSCD 210)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 216 3D Modeling and Animation I (4)
- CSCD 240 C and Unix Programming (4)
- CSCD 260 Architecture I (4)
- CSCD 300 Data Structures (4)
- CSCD 350 Software Engineering (4)
- CSCD 402 Computing Ethics (4)
- CSCD 416 3D Modeling and Animation II (4)
- CSCD 417 3D Modeling and Animation III (4)
- CSCD 425 Database Management Systems (4)
- CSCD 470 3D Computer Graphics Principles (4)
- CSCD 471 Advanced 3D Computer Graphics Programming (4)
- CSCD 488 Senior Project (4)
- CSCD 490 Senior Capstone (4)

##### **Select one class from the following list:**

- CSCD 320 Algorithms (4)
- CSCD 418 3D Modeling and Animation IV (4)

## Required Supporting Courses

### **Art**

- ART 300 Drawing (5)

### **Communications**

- CMST 200 Introduction to Speech Communication (4)

### **Engineering & Design**

- DESN 216 Computer Graphics (4)
- DESN 263 Visual Communication Design I (4)
- ENGR 160 Digital Circuits (4)
- Students are encouraged to choose TECH 393 (4) to fulfill their international studies requirement.

### **English**

- ENGL 201 College Composition: Analysis, Research and Documentation (5)

### **Mathematics**

- MATH 301 Discrete Mathematics (5)

### **Electives**

Select four courses for a total of 16–18 credits: at least two from Group A. No course may be used as an elective if used as a requirement above (e.g., CSCD 320, CSCD 418). Check prerequisites for elective choices. Students must be aware of the 60 credit upper division requirement and select courses accordingly.

### **Group A—select at least two classes**

- CSCD 305 C++ Programming (4)
- CSCD 306 .NET Programming (4)
- CSCD 310 Discrete Structures (4)
- CSCD 320 Algorithms (4)
- CSCD 330 Network Programming (4)
- CSCD 360 Architecture and Organization II (4)
- CSCD 370 Graphical User Interface Programming (4)
- CSCD 418 3D Modeling and Animation IV (4)
- CSCD 420 Automata (4)
- CSCD 421 Automata and Languages (4)
- CSCD 422 Compiler Design (4)
- CSCD 427 Database Programming (4)
- CSCD 429 Data Mining (4)
- CSCD 433 Advanced Network Concepts (4)
- CSCD 434 Network Security (4)
- CSCD 435 Principles of Programming Languages (4)
- CSCD 437 Secure Coding (4)
- CSCD 441 Operating Systems II (4)
- CSCD 442 Operating Systems III (4)
- CSCD 443 Distributed Multiprocessing Environments (4)
- CSCD 461 Embedded Systems (4)
- CSCD 467 Concurrent Systems (4)
- CSCD 474 Computer Games Development (4)
- CSCD 476 Advanced 3D Modeling and Animation Topics (4)
- CSCD 479 Web Programming Security (4)
- CSCD 480 Computational Intelligence and Informatics (4)
- CSCD 481 Advanced Computational Intelligence (4)
- CSCD 482 Advanced Intelligent Informatics (4)
- CSCD 487 Human Computer Interface (4)
- CSCD 495 Internship (two 4 credit internships are allowed)
- CSCD 3xx, 396, 398, 399, 4xx, 439, 496, 498, 499 (3–4) prior departmental approval of topic content is required.

### **Group B**

- ART 107 Basic Design (5)
- ART 207 Color Design (5)
- ART 365 Sculpture (5)
- ART 401 Life Drawing (5)
- DESN 350 Digital Imaging and Photography (4)
- DESN 363 Visual Communication Design II (4)
- DESN 375 Introduction to Digital Video (4)
- DESN 463 Visual Communications Design III (4)
- FILM 214 Film and the Humanities (5)
- FILM 221 Narrative Writing Film (5)
- FILM 321 Writing Film I (5)
- Other Course (4) (prior approval of the department required)

**Total required computer science credits:**

**66–71 credits**

**Required art credits:**

**5 credits**

**Required communications credits:**

**4 credits**

**Required engineering & design credits:**

**12 credits**

**Required English credits:**

**5 credits**

**Required math credits:**

**5 credits**

**Required other elective credits:**

**16–18 credits**

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

**113 credits**

## MULTIMEDIA AND WEB PROGRAMMING OPTION (104–112 CREDITS)

### STUDENT LEARNING OUTCOMES

*The learning outcomes for the Bachelor of Arts in Computer Science, Multimedia and Web Programming Option may be found at [www.ewu.edu/x20958](http://www.ewu.edu/x20958)*

The Multimedia and Web Programming Option focuses on the use of typical tools that manipulate the text, sound, graphics and video content of multimedia presentations such as DVDs and websites. Like all of our degrees it builds on substantial core material in general-purpose programming. Careers in the multimedia and Web Programming industries are highly competitive. Job seekers in these industries should have a strong work ethic and may require artistic skills beyond what the degree requires.

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

### Required Computer Science Courses

- CSCD 110 Introduction to Programming (5) (or placement into CSCD 210)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 240 C and UNIX Programming (4)
- CSCD 260 Architecture I (4)
- CSCD 300 Data Structures (4)
- CSCD 350 Software Engineering (4)
- CSCD 378 Web Programming I (4)
- CSCD 379 Web Programming II (4)
- CSCD 402 Computing Ethics (4)
- CSCD 411 Multimedia Techniques (4)
- CSCD 414 Multimedia Programming (4)
- CSCD 419 Multimedia Development (4)
- CSCD 425 Database Management Systems (4)
- CSCD 488 Senior Project (4)
- CSCD 490 Senior Capstone (4)

### Required Supporting Courses

#### Communications

- CMST 200 Introduction to Speech Communication (4)

#### Engineering & Design

- DESN 368 Introduction to Web Design (4)
- DESN 369 Advanced Web Design (4)
- ENGR 160 Digital Circuits (4)

Students are encouraged to choose TECH 393 (4) to fulfill their international studies requirement.

#### English

- ENGL 201 College Composition: Analysis, Research and Documentation (5)

#### Mathematics

- MATH 301 Discrete Mathematics (5)

#### Elective Courses

Select four courses for a total of 16–19 credits; select at least one from each group. Students must be aware of the 60 credit upper division requirement and select courses accordingly.

#### Group A

- CSCD 305 C++ Programming (4)
- CSCD 306 .NET Programming (4)
- CSCD 310 Discrete Structures (4)
- CSCD 320 Algorithms (4)
- CSCD 330 Network Programming (4)
- CSCD 340 Operating Systems (4)
- CSCD 360 Architecture and Organization II (4)
- CSCD 370 Graphical User Interface Programming (4)
- CSCD 416 3D Modeling and Animation II (4) <sup>1</sup>
- CSCD 417 3D Modeling and Animation III (4)
- CSCD 418 3D Modeling and Animation IV (4)
- CSCD 420 Automata (4)
- CSCD 421 Automata and Languages (4)
- CSCD 422 Compiler Design (4)
- CSCD 427 Database Programming (4)
- CSCD 429 Data Mining (4)
- CSCD 433 Advanced Network Concepts (4)
- CSCD 434 Network Security (4)
- CSCD 435 Principles of Programming Languages (4)
- CSCD 437 Secure Coding (4)
- CSCD 441 Operating Systems II (4)
- CSCD 442 Operating Systems III (4)
- CSCD 443 Distributed Multiprocessing Environments (4)
- CSCD 461 Embedded Systems (4)
- CSCD 467 Concurrent Systems (4)
- CSCD 470 3D Computer Graphics Principles (4)
- CSCD 471 Advanced 3D Computer Graphics Programming (4)

- CSCD 474 Computer Games Development (4)
- CSCD 476 Advanced 3D Modeling and Animation Topics (4)
- CSCD 479 Web Programming-Security (4)
- CSCD 480 Computational Intelligence and Informatics (4)
- CSCD 481 Advanced Computational Intelligence (4)
- CSCD 482 Advanced Intelligent Informatics (4)
- CSCD 487 Human Computer Interface (4)
- CSCD 495 Internship (two 4 credit internships are allowed)
- CSCD 3xx, 396, 398, 399, 4xx, 439, 496, 498, 499 (3–4) prior departmental approval of topic content is required.

#### Group B

- CMST 309 Communication and Information (5)
- CMST 340 Intercultural Communication (5)
- CMST 400 Message Design (5)
- CRWR 210 Introduction to Creative Writing (5)
- CRWR 417 Creative Writing Workshop (5) <sup>2</sup>
- DESN 216 Computer Graphics (4)
- DESN 263 Visual Communications Design I (4)
- DESN 343 Typography (4) <sup>3</sup>
- DESN 350 Digital Imaging and Photography (4)
- DESN 360 Publishing for Print and the World Wide Web (4)
- DESN 363 Visual Communications Design II (4) <sup>3</sup>
- DESN 375 Introduction to Digital Video (4) <sup>4</sup>
- DESN 463 Visual Communications Design III (4) <sup>5</sup>
- ENGL 404 Software Documentation (5)
- FILM 110 Introduction to Electronic Media Production (5)
- MKTG 310 Principles of Marketing (4)
- Other Course (4) (prior approval of the department required)

<b>Required computer science:</b>	<b>62–67 credits</b>
<b>Required communications:</b>	<b>4 credits</b>
<b>Required engineering &amp; design:</b>	<b>12 credits</b>
<b>Required English:</b>	<b>5 credits</b>
<b>Required mathematics:</b>	<b>5 credits</b>
<b>Required other elective credits:</b>	<b>16–19 credits</b>
<b>Minimum total required credits for above major:</b>	<b>104 credits</b>

**Notes:** <sup>1</sup> CSCD 216 required prerequisite for CSCD 416. <sup>2</sup> CRWR 210 required prerequisite for CRWR 417. <sup>3</sup> DESN 263 required prerequisite for DESN 343. <sup>4</sup> DESN 216 and 263 require prerequisites for DESN 363 and DESN 375. <sup>5</sup> DESN 263/363 required prerequisites for DESN 463.

## COMPUTER SCIENCE FOUNDATIONS OPTION (103–115 CREDITS)

### STUDENT LEARNING OUTCOMES

*The learning outcomes for the Bachelor of Arts in Computer Science, Foundations Option, may be found at [www.ewu.edu/x20957](http://www.ewu.edu/x20957)*

The Bachelor of Arts degree in Computer Science–Foundations Option provides a solid foundation in the practice of computing, while allowing you to expand your education with coursework in other disciplines. The program will prepare you for a career in software development, and is of particular interest if you wish to pursue interdisciplinary applications of computing that are not covered by any of our other degrees.

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

### Required Computer Science Courses

- CSCD 110 Introduction to Programming (5) (or placement into CSCD 210)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 240 C and UNIX Programming (4)
- CSCD 260 Architecture I (4)
- CSCD 300 Data Structures (4)
- CSCD 320 Algorithms (4)
- CSCD 340 Operating Systems (4)
- CSCD 350 Software Engineering (4)
- CSCD 402 Computing Ethics (4)
- CSCD 425 Database Management Systems (4)
- CSCD 488 Senior Project (4)
- CSCD 490 Senior Capstone (4)

### Required Supporting Courses

#### Communications

- CMST 200 Introduction to Speech Communication (4)

#### Engineering & Design

- ENGR 160 Digital Circuits (4)

Students are encouraged to choose TECH 393 (4) to fulfill their international studies requirement.

#### English

- ENGL 201 College Composition: Analysis, Research and Documentation (5)

## Mathematics

MATH 301 Discrete Mathematics (5)

## Electives

Develop a plan with the assistance and approval of your advisor that (1) includes two additional Computer Science courses from Group A below and (2) an additional 29–34 hours of elective credits from other departments. The plan must satisfy the 60 credit hour upper division requirement.

### Group A:

CSCD 305 C++ Programming (4)  
 CSCD 306 .NET Programming (4)  
 CSCD 310 Discrete Structures (4)  
 CSCD 330 Network Programming (4)  
 CSCD 360 Architecture and Organization II (4)  
 CSCD 370 Graphical User Interface Programming (4)  
 CSCD 378 Web Programming (4)  
 CSCD 379 Advanced Web Programming (4)  
 CSCD 416 3D Modeling and Animation II (4) <sup>1</sup>  
 CSCD 417 3D Modeling and Animation III (4)  
 CSCD 418 3D Modeling and Animation IV (4)  
 CSCD 420 Automata (4)  
 CSCD 421 Automata and Languages (4)  
 CSCD 422 Compiler Design (4)  
 CSCD 427 Database Programming (4)  
 CSCD 429 Data Mining (4)  
 CSCD 433 Advanced Network Concepts (4)  
 CSCD 434 Network Security (4)  
 CSCD 435 Principles of Programming Languages (4)  
 CSCD 437 Secure Coding (4)  
 CSCD 441 Operating Systems II (4)  
 CSCD 442 Operating Systems III (4)  
 CSCD 443 Distributed Multiprocessing Environments (4)  
 CSCD 461 Embedded Systems (4)  
 CSCD 467 Concurrent Systems (4)  
 CSCD 470 3D Computer Graphics Principles (4)  
 CSCD 471 Advanced 3D Computer Graphics Programming (4)  
 CSCD 474 Computer Games Development (4)  
 CSCD 476 Advanced 3D Modeling and Animation Topics (4)  
 CSCD 479 Web Programming-Security (4)  
 CSCD 480 Computational Intelligence and Informatics (4)  
 CSCD 481 Advanced Computational Intelligence (4)  
 CSCD 482 Advanced Intelligent Informatics (4)  
 CSCD 487 Human Computer Interface (4)  
 CSCD 495 Internship (two 4 credit internships are allowed)  
 CSCD 3xx, 396, 398, 399, 4xx, 439, 496, 498, 499 (3–4) prior departmental approval of topic content is required.

**Additional electives 29–34 hours of department approved coursework outside computer science.**

<b>Required computer science:</b>	<b>50–55 credits</b>
<b>Required communications:</b>	<b>4 credits</b>
<b>Required engineering &amp; design:</b>	<b>4 credits</b>
<b>Required English:</b>	<b>5 credits</b>
<b>Required mathematics:</b>	<b>5 credits</b>
<b>Required Computer Science elective credits:</b>	<b>6–8 credits</b>
<b>Required other elective credits:</b>	<b>29–34 credits</b>
<b>Minimum total required credits for above major:</b>	<b>103 credits</b>

*Note:* <sup>1</sup> CSCD 216 required prerequisite for CSCD 416.

## BACHELOR OF SCIENCE (BS)

### STUDENT LEARNING OUTCOMES

*Student Learning Outcomes for the Bachelor of Science in Computer Information Systems may be found at [www.ewu.edu/x20956](http://www.ewu.edu/x20956)*

### COMPUTER INFORMATION SYSTEMS MAJOR (119–130 CREDITS)

Our Computer Information Systems program provides significant formal training in database and web programming, unique internship opportunities and team development of client-sponsored projects. The program is designed to help prepare you to realize the potential of information systems. You can enjoy a career as a systems analyst, database administrator, web developer or software engineer. Opportunities abound!

The four-year program is designed for the computer literate freshman who is qualified to begin a math proficiency course and the writing proficiency course. To finish in four years the student must be prepared to take full loads averaging sixteen credits. Many students will require more than twelve quarters, necessitating part of a fifth year or summer sessions.

### Required Computer Science Courses

CSCD 110 Introduction to Programming (5) (or placement into CSCD 210)  
 CSCD 210 Programming Principles I (5)  
 CSCD 211 Programming Principles II (5)  
 CSCD 240 C and Unix Programming (4)  
 CSCD 260 Architecture and Organization I (4)  
 CSCD 300 Data Structures (4)  
 CSCD 320 Algorithms (4)  
 CSCD 330 Network Programming (4)  
 CSCD 340 Operating Systems (4)  
 CSCD 350 Software Engineering (4)  
 CSCD 370 Graphical User Interface Programming (4)  
 CSCD 378 Web Programming I (4)  
 CSCD 402 Computing Ethics (4)  
 CSCD 425 Database Management Systems (4)  
 CSCD 427 Database Programming (4)  
 CSCD 488 Senior Project (4)  
 CSCD 490 Senior Capstone (4)

### Required Supporting Courses

#### Communication Studies

CMST 200 Introduction to Speech Communication (4)

#### Engineering & Design

ENGR 160 Digital Circuits (4)

#### English

ENGL 201 College Composition: Analysis, Research and Documentation (5)

#### Mathematics

MATH 301 Discrete Mathematics (5)

#### and either

MATH 380 Elementary Probability and Statistics (5)

#### or both

DSCI 245 Data Analysis for Business (4) and

DSCI 346 Advanced Data Analysis for Business (4)

#### Accounting

ACCT 251 Principles of Financial Accounting (5)

#### Economics

ECON 100 General Education Economics (5)

or ECON 200 Introduction to Microeconomics (5)

or ECON 201 Introduction to Macroeconomics (5)

or ECON 300 Microeconomics (5)

or ECON 301 Macroeconomics (5)

#### Marketing

MKTG 310 Principles of Marketing (4)

#### Elective Courses

Four additional electives for a total of 16–19 credits: select at least one from each group.

#### Group A

CSCD 305 C++ Programming (4)  
 CSCD 306 .NET Programming (4)  
 CSCD 310 Discrete Structures (4)  
 CSCD 379 Advanced Web Programming (4)  
 CSCD 416 3D Modeling and Animation II (4) <sup>1</sup>  
 CSCD 417 3D Modeling and Animation III (4)  
 CSCD 418 3D Modeling and Animation IV (4)  
 CSCD 420 Automata (4)  
 CSCD 421 Automata and Languages (4)  
 CSCD 422 Compiler Design (4)  
 CSCD 429 Data Mining (4)  
 CSCD 433 Advanced Network Concepts (4)  
 CSCD 434 Network Security (4)  
 CSCD 435 Principles of Programming Languages (4)

- CSCD 437 Secure Coding (4)
- CSCD 441 Operating Systems II (4)
- CSCD 442 Operating Systems III (4)
- CSCD 443 Distributed Multiprocessing Environments (4)
- CSCD 461 Embedded Systems (4)
- CSCD 467 Concurrent Systems (4)
- CSCD 470 3D Computer Graphics Principles (4)
- CSCD 471 Advanced 3D Computer Graphics Programming (4)
- CSCD 474 Computer Games Development (4)
- CSCD 476 Advanced 3D Modeling and Animation Topics (4)
- CSCD 479 Web Programming-Security (4)
- CSCD 480 Computational Intelligence and Informatics(4)
- CSCD 481 Advanced Computational Intelligence(4)
- CSCD 482 Advanced Intelligent Informatics (4)
- CSCD 487 Human Computer Interface (4)
- CSCD 495 Internship (two 4–5 credit internships are allowed)
- CSCD 396, 398, 399, 3xx, 439, 496, 498, 499, 4xx (3–5) prior departmental approval of topic content is required.

## Group B

- ACCT 252 Managerial Accounting (4)
- FINC 335 Financial Management (4) <sup>2</sup>
- GEOG 328 Geographical Information Systems (5)
- MGMT 326 Organization Theory and Behavior (4)
- MGMT 470 International Business Management (4)
- MISC 371 Business Applications Program Design (4)
- MISC 373 Business Database Application (4)
- MISC 374 Spreadsheet Modeling Business Applications (4)
- MISC 481 Systems Analysis and Design (4)
- MISC 487 E-Commerce Applications (4)
- OPSM 330 Operations Management (4) <sup>3</sup>
- Other course (4) (prior approval of the department required)

<b>Required computer science:</b>	<b>66–71 credits</b>
<b>Required communications credits:</b>	<b>4 credits</b>
<b>Required engineering &amp; design credits:</b>	<b>4 credits</b>
<b>Required English credits:</b>	<b>5 credits</b>
<b>Required mathematics credits:</b>	<b>10–13 credits</b>
<b>Required accounting credits:</b>	<b>5 credits</b>
<b>Required economics credits:</b>	<b>5 credits</b>
<b>Required marketing credits:</b>	<b>4 credits</b>
<b>Required elective credits:</b>	<b>16–19 credits</b>
<b>Minimum total required credits for above major:</b>	<b>119 credits</b>

*Notes:* <sup>1</sup> CSCD 216 required prerequisite for CSCD 416. <sup>2</sup> ECON 200 and DSCI 245 required prerequisite for FINC 335. <sup>3</sup> DSCI 245 required prerequisite for OPSM 330.

## **BACHELOR OF SCIENCE (BS)**

### *STUDENT LEARNING OUTCOMES*

*Student learning Objectives for the Bachelor of Science in Computer Science may be found at [www.ewu.edu/x20953](http://www.ewu.edu/x20953)*

### **COMPUTER SCIENCE MAJOR (140–148 CREDITS)**

The Bachelor of Science degree in Computer Science is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202, 410.347.7700.

Our traditional computer science degree provides extensive preparation in both the theoretical and practical aspects of computer science. It will prepare you for a variety of careers in computing or for additional study at the graduate level. In this program you will study both general purpose programming and programming for specific purposes and environments. In addition, you will learn about algorithms, performance analysis, networks, computer architectures, information systems and software engineering. You will also work on a realistic project in a team environment. The program includes a variety of advanced courses that allow you to tailor your degree to your specific interests.

This four-year program is designed for the computer literate freshman who is qualified to begin calculus and the writing proficiency course. To finish in four years you must be prepared to take full loads averaging sixteen credits each quarter. Many students will require more than twelve quarters, necessitating part of a fifth year or summer sessions.

### **Required Computer Science Courses**

- CSCD 110 Introduction to Programming (5) (or placement into CSCD 210)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 240 C and Unix Programming (4)
- CSCD 260 Architecture and Organization I (4)
- CSCD 300 Data Structures (4)
- CSCD 320 Algorithms (4)
- CSCD 330 Network Programming (4)
- CSCD 340 Operating Systems (4)
- CSCD 350 Software Engineering (4)
- CSCD 360 Architecture and Organization II (4)
- CSCD 370 Graphical User Interface Programming (4)
- CSCD 402 Computing Ethics (4)
- CSCD 425 Database Management Systems (4)
- CSCD 488 Senior Project (4)
- CSCD 490 Senior Capstone (4)

### **Advanced Coursework—select two from the following list of courses**

- CSCD 420 Automata (4)
- CSCD 421 Automata and Languages (4) <sup>1</sup>
- CSCD 422 Compiler Design (4) <sup>2</sup>
- CSCD 427 Database Programming (4)
- CSCD 429 Data Mining (4)
- CSCD 433 Advanced Network Concepts (4)
- CSCD 434 Network Security (4)
- CSCD 441 Operating Systems II (4)
- CSCD 442 Operating Systems III (4) <sup>3</sup>
- CSCD 443 Distributed Multiprocessing Environments (4) <sup>3</sup>
- CSCD 461 Embedded Systems (4)
- CSCD 467 Concurrent Systems (4)
- CSCD 470 3D Computer Graphics Principles (4)
- CSCD 471 Advanced 3D Computer Graphics Programming (4) <sup>4</sup>
- CSCD 480 Computational Intelligence and Informatics (4)
- CSCD 481 Advanced Computational Intelligence (4)
- CSCD 482 Advanced Intelligent Informatics (4)

### **Required Supporting Courses**

#### **Communication Studies**

- CMST 200 Introduction to Speech Communication (4)

#### **Engineering & Design**

- ENGR 160 Digital Circuits (4)

#### **English**

- ENGL 201 College Composition: Analysis, Research and Documentation (5)

#### **Mathematics**

- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 231 Linear Algebra (5)
- MATH 301 Discrete Math (5)
- MATH 380 Elementary Probability and Statistics (5)

**Required Laboratory Science Courses**  
Choose one of the following sequences

<p><b>Biology</b> BIOL 171 Biology I (4) BIOL 172 Biology II (4) BIOL 270 Biological Investigation (3)</p>	<p><b>Chemistry</b> CHEM 151 General Chemistry I (5) CHEM 152 General Chemistry II (5)</p>
<p><b>Geology</b> GEOL 120 Physical Geology – The Solid Earth (5) GEOL 121 Physical Geology – Surficial Processes (5)</p>	
<p><b>Physics</b> PHYS 151 Physics I (4) PHYS 152 Physics II (4)</p>	<p><b>And two of the following:</b> PHYS 161 Mechanics Laboratory (1) PHYS 162 Heat and Optics Laboratory (1) PHYS 163 Instrumentation Lab I (1) PHYS 164 Instrumentation Lab II (1)</p>

**Electives Courses**

Five additional elective courses (or elective courses plus labs—see note in Group B).  
Select at least one course from Group A and at least two courses or sets from Group B.

**Group A**

- CSCD 305 C++ Programming (4)
  - CSCD 306 .NET Programming (4)
  - CSCD 378 Web Programming (4)
  - CSCD 379 Advanced Web Programming (4)
  - CSCD 416 3D Modeling and Animation II (4)
  - CSCD 417 3D Modeling and Animation III (4)
  - CSCD 418 3D Modeling and Animation IV (4)
  - CSCD 435 Principles of Programming Languages (4)
  - CSCD 437 Secure Coding (4)
  - CSCD 443 Distributed Multiprocessing Environments (4)
  - CSCD 474 Computer Game Development (4)
  - CSCD 476 Advanced 3D Modeling and Animation Topics (4)
  - CSCD 479 Web Programming-Security (4)
  - CSCD 487 Human Computer Interface (4)
  - CSCD 495 Internship (two 4–5 credit internships are allowed)
- Any course from the advanced coursework list not used to satisfy the advanced coursework requirement.
- CSCD 396, 398, 399, 3xx, 439, 496, 498, 499, 4xx (3–5) prior departmental approval of topic content is required.

**Group B**

Must choose at least 10 credits from the following list: two 4 or 5 credit classes plus labs.

Any 5 credit course or set that satisfies a natural science GEGR.

- CSCD 309 Scientific Computing (4)
- CSCD 310 Discrete Structures (4)
- CSCD 409 Systems Modeling (4)
- GEOL 122 Historical Geology (5)
- MATH 163 Calculus III (5)
- MATH 241 Calculus IV (5)
- MATH 345 Numerical Analysis I (4)
- MATH 347 Introductory Differential Equations (4)
- MATH 360 Continuous Functions (4)
- MATH 386 Applied Statistics (4)
- MATH 431 Introduction to Modern Algebra (4)
- PHIL 301 Introduction to Formal Logic (5)

Other course with prior approval of the department required.

**Labs to combine with 4 credit class for the 5 required credits.**

- MATH 107 (1) can be used only once
- MATH 207 (1) can be used only once
- MATH 307 (1) can be used only once
- MATH 407 (1) can be used only once

*Note: When choosing your Group B electives: In order to satisfy general education requirements you must take natural sciences in two different subject areas. The required sequence plus one other science (in a different subject) will satisfy three GEGRs.*

- Required computer science credits:** 62–67 credits
- Required advanced computer science credits:** 8 credits
- Required communication studies credits:** 4 credits
- Required engineering credits:** 4 credits
- Required English credits:** 5 credits
- Required mathematics credits:** 25 credits
- Required lab science credits:** 10–11 credits
- Required electives:** 22–24 credits
- Minimum total required credits for above major:** 140 credits

*Note:* The above major will require more than 12 terms (or four years) to complete at an average of 15 credits per term. <sup>1</sup> CSCD 420 required prerequisite for CSCD 421. <sup>2</sup> CSCD 421 required prerequisite for CSCD 422. <sup>3</sup> CSCD 441 required prerequisite for CSCD 442. <sup>4</sup> CSCD 470 required prerequisite for CSCD 471. <sup>5</sup> CSCD 216 required prerequisite for CSCD 416.

**MINORS**

Students in nearly any major may wish to choose one of the minors below, which provide basic instruction in computing that is useful in a wide variety of fields.

*Note: students must earn at least a 2.5 in each required computer science course and at least a 2.0 in each supporting course in the minors.*

**3D ANIMATION MINOR (16 CREDITS)**

The minor provides the skills necessary to meet an increasing demand for 3D modeling and animation developers. Included is the study of 3D modeling, 3D animation, character animation, animation scripting and advanced animation tools.

**Required Courses**

- CSCD 216 3D Modeling and Animation I (4)
- CSCD 416 3D Modeling and Animation II (4)
- CSCD 417 3D Modeling and Animation III (4)
- DESN 216 Computer Graphics (4)

**Minimum total credits for above minor**

**16 credits**

**COMPUTER APPLICATIONS MINOR (28–30 CREDITS)**

The Minor in Computer will give you knowledge of a variety of computer applications. After completion of the core computer literacy courses, you select additional elective courses covering computer applications. Through choice of elective courses you can explore a variety of topics such as educational software, web page development, art, business, mathematics and technology applications.

**Required Courses (12 credits)**

- CPLA 120 Computer Applications Literacy (5)
- CPLA 121 Intermediate Computer Applications Literacy (5)
- CPLA 215 Internet and WWW Basics (2)

**Electives—Choose from the following courses (16–18 credits)**

- ART 303 Digital Art I (5)
  - ART 403 Digital Art II (5)
  - CPLA 339 Presentation Software (4)
  - CSCD 411 Multimedia Techniques (4)
  - CSCD 419 Multimedia Development (4)
  - CSED 311 Computers in the Classroom (4)
  - DESN 263 Visual Communication Design I (4)
  - DESN 360 Publishing for Print and the World Wide Web (4)
  - DESN 368 Introduction to Web Page Design (4)
  - MISC 311 Information Technology in Business (4)
  - MISC 374 Spreadsheet Modeling for Business Applications (4)
  - TECH 317 Computer Aided Drafting (4)
- Additional 3–5 credit upper division courses approved by the advisor for this minor

**Required program credits**

**12 credits**

**Elective credits**

**16–18 credits**

**Minimum total credits for above minor**

**28 credits**

**COMPUTER INFORMATION SYSTEMS MINOR (22–30 CREDITS)**

Demand for computer skills, including database management and design, make this minor a good choice in support of a variety of majors.

*Note: advancement programming exam clearance is required for CSCD 425 and CSCD 427.*

**Required Courses**

- CSCD 110 Introduction to Programming (5)  
(or CSCD 255 or placement in CSCD 210)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 300 Data Structures (4)
- CSCD 425 Database Management Systems (4)
- CSCD 427 Database Programming (4)

**Minimum total credits required for above minor**

**22 credits**



## COMPUTER SCIENCE PROGRAMMING MINOR (22-28 CREDITS)

This minor provides a solid core of computer science knowledge in support of other fields of inquiry and employment.

### Required Courses (18-23 credits)

- CSCD 110 Introduction to Programming (5)  
(or CSCD 255 or placement into CSCD 210)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 300 Data Structures (4)
- ENGR 160 Digital Circuits (4)

### Electives (4-5 credits)

Select one course from approved CSCD courses (at least 4 credits). Prior departmental approval required. Advancement Programming Exam clearance may be required.

<b>Required program credits</b>	<b>18-23 credits</b>
<b>Elective credits</b>	<b>4-5 credits</b>
<b>Minimum total credits required for above minor</b>	<b>22 credits</b>

## MULTIMEDIA PROGRAMMING MINOR (26-31 CREDITS)

This minor provides a strong computer programming foundation followed by courses designed to provide the knowledge and skills needed in the fast growing area of multimedia.

### Required Courses

- CSCD 110 Introduction to Programming (5)  
(or CSCD 255 or placement into CSCD 210)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 300 Data Structures (4)
- CSCD 411 Multimedia Techniques (4)
- CSCD 414 Multimedia Programming (4)
- CSCD 419 Multimedia Development (4)

<b>Minimum total credits for above minor</b>	<b>26 credits</b>
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## WEB PROGRAMMING MINOR (26-31 CREDITS)

This minor provides a strong computer programming foundation followed by courses which emphasize design and programming skills needed to create and maintain web sites.

### Required Courses

- CSCD 110 Introduction to Programming (5)  
(or CSCD 255 or placement into CSCD 210)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 378 Web Programming (4)
- CSCD 379 Advanced Web Programming (4)
- DESN 216 Computer Graphics (4)
- DESN 368 Introduction to Web Design (4)

<b>Minimum total credits required for above minor</b>	<b>26 credits</b>
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## GRADUATE PROGRAMS

### MASTER OF SCIENCE IN COMPUTER SCIENCE

<b>Timothy Rolfe, Program Advisor</b>	<b>313 Computing and Engineering Building</b>	<b>509.359.6162 trolfe@ewu.edu</b>
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#### STUDENT LEARNING OUTCOMES

*Student Learning Outcomes for the Master's in Computer Science may be found at [www.ewu.edu/x20959](http://www.ewu.edu/x20959)*

The Master's Program in Computer Science has been designed to provide opportunities for professional growth in this rapidly changing field. The program provides a balance between practical, up-to-date applications-oriented content and a strong theoretical framework for continued learning. There is also flexibility in choice of electives that allows individual students to emphasize areas of particular interest.

#### Admission Requirements/Preparation

The petitioner must (a) complete the Computer Science departmental questionnaire, (b) meet all Eastern Washington University requirements for admission to graduate study, (c) supply transcripts showing the entrance courses below or their equivalent and (d) International students must provide a TOEFL score of 580 or greater (237 CBT, 92 IBT).

All applications for admission must be accompanied by a statement of purpose, a self-evaluation of the potential for completion and two letters of recommendation. At least one of the letters must be from a computer science instructor or equivalent. The letters of recommendation will be waived for students receiving a bachelor's degree from this department.

Individuals not having completed the entrance requirements may petition for probationary admission.

#### General Entrance Requirements:

- Fundamental programming courses—10 quarter hours (see CSCD 210 and 211)
- C programming and the Unix operating system—4 quarter hours (see CSCD 240)
- Data structures and algorithms—8 quarter hours (see CSCD 300 and 320)
- Operating systems—4 quarter hours (see CSCD 340)
- Discrete math (see MATH 225 or 301)

**Note:** elective graduate courses often have prerequisites beyond the above requirements, and the student is responsible for mastering that material before taking such courses. If the prerequisite course is not at the senior level, it cannot be counted towards the graduate degree.

#### Core Requirements (24 credits)

- CSCD 500 Colloquium in Computer Science (1) Must be taken twice, once in the first year of the program.
- CSCD 501 Design and Analysis of Algorithms (4)
- CSCD 524 Software Engineering (4)
- CSCD 540 Advanced Topics in Modern Operating Systems (4)
- CSCD 555 Research Methods in Computer Science (2) Must be taken in the first year of the program
- CSCD 600 or CSCD 601 (8)

#### Electives (24 credits)

Elective courses: Any 400-level or any non CS course must be approved by the Computer Science Department Graduate Advisor. CSCD 695 credits cannot be used to satisfy any portion of these Elective requirements.

**Note:** the courses CSCD 538 Topics in Computer Hardware and CSCD 539 Topics in Computer Science may each apply more than once, provided distinct topics are studied.

<b>Required core credits</b>	<b>24 credits</b>
<b>Elective credits</b>	<b>24 credits</b>
<b>Total credits for above master's degree</b>	<b>48 credits</b>

**Interdisciplinary:** In addition to the Master of Science in computer science the department offers numerous customized interdisciplinary master's degree programs in cooperation with other departments. Call the department office for further information.

## Computer Literacy Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### CPLA 100

#### Computer Literacy I (1)

*Graded Pass/No Credit. Does not count toward the 180 credit requirement.*

[satisfies the pre-university basic skills, computer literacy.]

*Course fee. Passing this course gives clearance of Computer Literacy Part I.*

This course is an introduction to computer concepts. Hardware, software and operating systems are presented on both Windows and Mac platforms. An introduction to word processing, presentation software and an introduction to basic Internet use are provided.

### CPLA 101

#### Computer Literacy II (1)

[satisfies the university competencies, computer literacy.]

*Course fee. Passing the literacy exam at the end of this course gives clearance of Computer Literacy Part II.*

*Prerequisite: CPLA 100 or Computer Literacy Part I clearance.*

Students will be introduced to and develop skills in spreadsheets, databases and the process of locating informational and reference materials using simple and refined Internet searches. Students will explore societal issues of security, privacy, viruses and computer crime.

### CPLA 120

#### Computer Applications Literacy (5)

*Course fee. This course includes preparation for and testing of Computer Literacy I and II so that students may satisfy computer literacy requirements by taking this course and passing the literacy tests.*

This course introduces students to fundamental computer concepts designed to give an overview of computers, the Internet and The World Wide Web. Students will develop knowledge and skills in word processing, presentation software, spreadsheets, databases, web page creation and locating informational and reference materials using simple and refined Internet searches. No previous computer background is assumed.

### CPLA 121

#### Intermediate Computer Applications Literacy (5)

*Prerequisites: CPLA 100 and 101 or CPLA 120.*

A study of popular microcomputer software including, but not limited to word processing, electronic spreadsheet, database, desktop publishing, presentation graphics, Internet and Web tools. Course uses the Windows environment.

### CPLA 199

#### Directed Study (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

### CPLA 215

#### Internet and WWW Basics (2)

*Prerequisite: Computer Literacy II clearance.*

Investigation of the Internet and The World Wide Web (WWW). Web searching and research techniques on the Web are presented. Each student will create a home page. Use of electronic mail, mailing lists, news readers and FTP will be explored. Issues associated with the Internet and WWW will be discussed including privacy and social impact. Projects utilizing the Internet and WWW are major parts of the course.

### CPLA 339

#### Presentation Software (4)

*Prerequisite: Computer Literacy II clearance.*

Explore several presentation software packages. Examples including education, business and personal uses of presentation software packages will be used for context as the abilities and techniques of presentation software is presented.

### CPLA 396

#### Experimental Course (1-5)

### CPLA 398

#### Seminar (2-5)

### CPLA 496

#### Experimental Course (1-5)

### CPLA 499

#### Directed Study (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

### CPLA 601

#### Project Report (2-16)

A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

## Computer Science Courses

### CSCD 110

#### Introduction to Programming (5)

*Prerequisites: concurrent enrollment in CPLA 100 or 120 or concurrent completion of the CPLA 1 test is highly recommended.*

Students learn fundamental programming concepts, programming environment topics and current technologies in computing. Programming concepts include structure and design using pseudo-code, basic syntax, variables, arithmetic, decisions, repetition, input and output. Programming environment topics include editor use, saving, compiling, running and debugging. Programming projects are required.

### CSCD 132

#### Programming in Basic (3)

*Prerequisite: computer literacy.*

The standard BASIC language with emphasis on modular program development through user-defined subprograms and functions.

### CSCD 196

#### Experimental Course (1-5)

### CSCD 199

#### Directed Study (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

### CSCD 210

#### Programming Principles I (5)

*Prerequisites: CSCD 110 with a minimum of 2.5 or previous programming experience and [CPLA 100 with a minimum grade of (P) or CPLA 120 with a minimum grade of 2.0 or CPLA 1 test with score of 80 or better].*

This course covers the concepts and practices of information representation, computer algorithms, hardware organization and computer program design and implementation. Students write, run, debug, analyze and evaluate computer programs. Topics include primitive data types, number systems, file I/O classes, control structures, method design and usage, array-sorting and searching algorithms. Programming projects are required.

### CSCD 211

#### Programming Principles II (5)

*Prerequisites: CSCD 210 with a minimum grade of 2.5 and [CPLA 101 with a minimum grade of 2.0 or CPLA 120 with a minimum grade of 2.0 or CPLA 2 test with score of 80 or above].*

This course continues coverage of concepts introduced in Programming Principles I. Topics include basic sorting and searching, 2D arrays, recursion, data abstraction, polymorphism, inheritance, interfaces, inner classes, abstract classes, object cloning, file I/O, basic GUI design, exception handling and threads. Programming projects are required.

### CSCD 216

#### 3D Modeling and Animation I (4)

*Prerequisites: concurrent enrollment in CPLA 100 or 120 or concurrent completion of the CPLA 1 test is highly recommended.*

This course includes the fundamental concepts and implementation of 3D animation using current 3D modeling and animation software. Topics include basics of modeling, texturing and animation. This course requires 3D projects.

### CSCD 240

#### C and Unix Programming (4)

*Prerequisites: CSCD 211 with a minimum grade of 2.5 or CSCD 255 with a minimum grade of 2.5.*

This course includes program development tools of the UNIX operating system and syntax and programming techniques of the C language in that environment. UNIX topics include interactive shells, common text editors, utility programs, file system structure, library and operating system calls and system programming. C topics include data types, structures, pointers and pointer arithmetic, arrays, linked lists and function design and use. Programming projects are required.

### CSCD 255

#### C Programming for Engineers (5)

*Prerequisite: MATH 105 or math proficiency.*

This course is an introduction to the C language in the context of beginning computer science concepts and engineering practices. Students will write, run, debug, analyze and evaluate C programs. Topics include primitive data types, number systems, file I/O, control structures, function design and usage, 1D arrays, sorting, searching and pointers. Programming projects are required.

### CSCD 260

#### Architecture and Organization I (4)

*Prerequisites: CSCD 211 with a minimum grade of 2.5, ENGR 160 with a minimum grade of 2.0.*

This course covers fundamentals of digital computer design and microcomputer systems. Topics include number systems, Boolean algebra, basic digital circuits and an instruction set for a microprocessor. Homework assignments will include use of current software for the design, analysis and simulation of digital circuits, assembly language programming emphasizing I/O device access and features that support high level languages. Programming projects are required.

### CSCD 298

#### Seminar (1-5)

### CSCD 299

#### Special Studies (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

Subjects studied vary according to student and faculty interest.

### CSCD 300

#### Data Structures (4)

*Prerequisites: CSCD 211 with a minimum grade of 2.5, MATH 105 or MATH 115 with a minimum grade of 2.0.*

This course teaches the C++ programming language. Topics include basic syntax, pointers, memory management, classes, inheritance and polymorphism, exception handling, standard template library usage, name spaces, memory management and graphical user interface (GUI) programming. Programming projects are required.

### CSCD 305

#### C++ Programming (4)

*Prerequisite: CSCD 240 with a minimum grade of 2.5 or CSCD 255 with a minimum grade of 2.5.*

This course teaches the C++ programming language. Topics include basic syntax, pointers, memory management, classes, inheritance and polymorphism, exception handling, standard template library usage, name spaces, memory management and graphical user interface (GUI) programming. Programming projects are required.

## CSCD 306

### .NET Programming (4)

*Prerequisite: CSCD 300 with a minimum grade of 2.5.*

This course introduces .NET Programming and the .NET framework. Emphasis will be placed on understanding the syntactical features of the language, as well as how to effectively use the design of the language in conjunction with the .NET Framework. Topics include .NET fundamentals, .NET assemblies, language fundamentals, object-oriented design and programming, delegates and events, threading, serialization and database connectivity. Programming projects are required.

## CSCD 307

### Information Systems Development (4)

*Prerequisites: CSCD 211 with a minimum grade of 2.7 and math proficiency with a minimum grade of 2.5.*

This course covers the fundamental concepts associated with the design, development and use of information systems. Topics include information technology, characteristics of IS professionals and IS career paths, information assurance, privacy, ethics and globalization. Practical exercises corresponding to both IS professionals and end-users are required.

## CSCD 309

### Introduction to Scientific Computing (4)

*Prerequisites: MATH 200 or MATH 231 or MATH 301.*

This course provides an introduction to scientific computing in a programmable mathematics-oriented environment such as Matlab or Octave. Topics include programming constructs, data visualization, solutions to linear systems of equations and algebraic approaches to root-finding, interpolation and optimization.

## CSCD 310

### Discrete Structures (4)

*Prerequisites: CSCD 300 with a minimum grade of 2.5, ENGR 160 with a minimum grade of 2.0, MATH 301 with a minimum grade of 2.0, advancement programming exam clearance.*

This course studies mathematical aspects of computer science with emphasis on data structures and algorithmic implementation. Topics include logic, methods of proof, set theory, relations and functions, numerical representations, cardinality, computability, combinatorics, discrete probability, computational complexity and graph theory.

## CSCD 316

### Contest Problems (1-5)

*Prerequisite: CSCD 211 or concurrent enrollment.*

Students participate in solving problems with computer programming. This is preparation for periodic local and regional programming contests.

## CSCD 320

### Algorithms (4)

*Prerequisites: CSCD 300 with a minimum grade of 2.5, MATH 301 with a minimum grade of 2.0, advancement programming exam clearance.*

This course studies data structures and algorithms, with emphasis on algorithmic strategies such as dynamic programming and emphasis on non-linear data structures such as trees and graphs. Programming projects are required.

## CSCD 330

### Network Programming (4)

*Prerequisites: CSCD 300 with a minimum grade of 2.5, advancement programming exam clearance.*

This course covers fundamental concepts, protocol mechanisms and programming skills for computer networks. Included is a technical overview of telecommunication media and fundamental protocols for the Internet such as ISO/OSI layers, Ethernet, collision detection and channel allocation. In addition, there will be a comprehensive and in-depth study of working architectures and protocols such as addressing, fragmentation and reassembly, error reporting and routing. Programming skills for network specific system development such as client-server computing and API will also be introduced. Programming projects are required.

## CSCD 340

### Operating Systems (4)

*Prerequisites: CSCD 240 with a minimum grade of 2.5, CSCD 260 with a minimum grade of 2.5, advancement programming exam clearance.*

This course covers major concepts in the design and modeling of operating systems for digital computers. Topics include historical development of operating systems, methods used in simulations, memory management, system protection mechanisms, I/O management, CPU scheduling, process management and file systems. Programming assignments, program analyses and written reports are required.

## CSCD 350

### Software Engineering (4)

*Prerequisites: CSCD 300 with a minimum grade of 2.5 and advancement programming exam clearance.*

This course covers software engineering paradigms, principles and techniques. Topics include software life cycle models, requirements specification, classical and object-oriented analysis and design, verification and validation, reuse, tools, metrics and project management. Team and individual programming projects, oral presentations and written reports are required.

## CSCD 360

### Architecture and Organization II (4)

*Prerequisites: CSCD 260 with a minimum grade of 2.5, advancement programming exam clearance.*

This course addresses computer processor design at the levels of the instruction set, the system architecture and logical gates. Knowledge of Boolean algebra and digital circuits are combined with a viewpoint of computers at the machine language level to build a complete understanding of how modern computer processors actually work, with some techniques and trade-offs that go into their design. The simulation of systems using a high-level programming language is also covered. Programming projects are required.

## CSCD 370

### Graphical User Interface Programming (4)

*Prerequisites: CSCD 300 with a minimum grade of 2.5, advancement programming exam clearance.*

This course explores programming techniques for the production of graphical user interfaces. Event driven programming is covered in detail. Topics include event handling, windows and dialogs, GUI widgets such as menus, toolbars, buttons, sliders, combo boxes, lists and scrolling. Multi-threading as it applies to GUI programming is also introduced. Programming projects are required.

## CSCD 378

### Web Programming (4)

*Prerequisites: CSCD 210 with a minimum grade of 2.5 or CSCD 255 with a minimum grade of 2.5 [DESN 368 or XHTML/HTML knowledge highly recommended].*

This course examines the fundamental principles and techniques associated with the development of web applications. Particular emphasis is on client-side web programming. Topics include designing for web standards, portability and usability, open source tools and techniques and elementary dynamic content. Programming projects are required.

## CSCD 379

### Advanced Web Programming (4)

*Prerequisites: CSCD 378 with a minimum grade of 2.5.*

This course is an in-depth introduction to the development of web applications with particular emphasis on server-side web programming. Topics will include designing for accessibility, internationalization and scalability, proprietary and open source tools and techniques and web services. Programming projects are required.

## CSCD 380

### Information and Knowledge Management (4)

*Prerequisites: CSCD 320 with a minimum grade of 2.7 and advancement programming exam clearance.*

This course covers modern information and knowledge management from aspects of computer science in general and database and computational intelligence specifically. Computational paradigms and fundamental methodologies are covered in a comprehensive problem-solving manner and are demonstrated in highly abstracted programming languages. Topics include database models (e.g. relational and object-oriented), knowledge representation and reasoning, search strategies (e.g. brute-force, heuristic, probabilistic) logic programming and functional programming. Programming projects are required.

## CSCD 395

### Internship (1-10)

*Prerequisite: permission of the instructor, department chair and college dean.*

## CSCD 396

### Experimental Course (1-5)

## CSCD 397

### Workshops, Short Courses, Conferences (1-5)

## CSCD 398

### Seminar (2-5)

## CSCD 399

### Directed Study (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

## CSCD 402

### Computing Ethics (4)

*Prerequisite: senior standing.*

This course explores the uses of computing technologies from a socio-cultural perspective, including the impacts of information systems on individuals, organizations, and society and future directions in which the forces of technology and computing are tending to move us.

## CSCD 409

### Introduction to Systems Modeling (4)

*Prerequisites: MATH 161.*

This course examines the modeling and analysis of systems in programmable environments such as Matlab or Octave. Topics include programming constructs, data visualization, numeric differentiation and integration, closed-loop systems and optimization. A small project is required and students are encouraged to choose a project relating to their field of study.

## CSCD 411

### Multimedia Techniques (4)

*Prerequisites: CSCD 300 with a minimum grade of 2.5 and advancement programming exam clearance or permission of instructor.*

The theory and creation of multimedia using professional software is covered. This course stresses the appropriate development of a user interface. Several programming projects and research will be required.

## CSCD 414

### Multimedia Programming (4)

*Prerequisites: CSCD 411 with a minimum grade of 2.5 or permission of instructor.*

This course studies object-oriented programming for multimedia. Students will write object-oriented programs that work with web servers and databases to create rich internet applications. Programming projects are required.

## CSCD 416

### 3D Modeling and Animation II (4)

*Prerequisites: CSCD 216 with a minimum grade of 2.5 [Previous or concurrent registration in DESN 216 is highly recommended].*

This course covers intermediate 3D modeling and animation, including creation of aesthetic and technical work by manipulating light, surface materials, soft body dynamics and other features. Topics include photorealism, spline surface modeling, character development, lighting and camera techniques. This course requires projects.

**CSCD 417**
**3D Modeling and Animation III (4)**

*Prerequisite: CSCD 416 with a minimum grade of 2.5, DESN 216 with a minimum grade of 2.0.*

This course studies advanced 3D modeling, animation theory and application including creation of characters and creatures that come alive. Topics include organic modeling of character forms, analysis of character movement and 3D scripting. This course requires projects.

**CSCD 418**
**3D Modeling and Animation IV (4)**

*Prerequisite: CSCD 417 with a minimum grade of 2.5.*

This course studies extensions of advanced 3D modeling, animation theory and application including further advanced 3D animation concepts. Topics addressed will include lip synchronization, facial expressions and 3D scripting. This course requires 3D projects.

**CSCD 419**
**Multimedia Development (4)**

*Prerequisite: CSCD 411 with a minimum grade of 2.5.*

This is a course in multimedia project development. Using theory and research as a foundation, groups will work on real world projects. A group project is required.

**CSCD 420**
**Automata (4)**

*Prerequisites: MATH 301 with a minimum grade of 2.0 or MATH 225 with a minimum grade of 2.0 or permission of instructor. Some prior programming experience is recommended.*

This course is a study of the algebraic, structural and logical properties of sequential machines.

**CSCD 421**
**Automata and Languages (4)**

*Prerequisites: CSCD 240 with a minimum grade of 2.5, CSCD 320 with a minimum grade of 2.5, CSCD 420 with a minimum grade of 2.5, advancement programming exam clearance.*

This course examines the correspondence between automata, languages and logic with an emphasis on the relationships between Turing machines, computability and transducers as algebraic systems. Automata theory is applied to the first phase of compiler design. Programming assignments are required.

**CSCD 422**
**Compiler Design (4)**

*Prerequisite: CSCD 421 with a minimum grade of 2.5, advancement programming exam clearance.*

This course analyzes syntactic structures as applied to context free and type three grammars. It examines theoretical development of parsing schema as well as practical applications in implementing such strategies. Programming assignments, oral presentations and written reports are required.

**CSCD 425**
**Database Management Systems (4)**

*Prerequisites: CSCD 300 with a minimum grade of 2.5, advancement programming exam clearance.*

Fundamental concepts associated with the design, implementation and use of database systems with particular emphasis on relational database management systems are studied in this course. Topics include database modeling and design techniques, languages and facilities provided by database management systems and representative implementations. Students will use a state-of-the-art DBMS to design, load, query, maintain and administer a relational database. Individual client/server programming projects, including oral presentations and written reports are required.

**CSCD 427**
**Database Programming (4)**

*Prerequisite: CSCD 425 with a minimum grade of 2.5, advancement programming exam clearance.*

This course offers an in-depth introduction to fundamental concepts associated with the design, implementation and maintenance of n-tier applications with particular emphasis on web-based database applications. Topics include scripting languages, application servers and web services. Students will use a state-of-the-art development tool to design, implement and deploy a 3-tier application against a relational database. Individual and/or team programming projects, oral presentations and written reports are required.

**CSCD 429**
**Data Mining (4)**

*Prerequisite: CSCD 425 with a minimum grade of 2.5 and [MATH 380 with a minimum grade of 2.0 or both DSCI 245 with a minimum grade of 2.0 and DSCI 346 with a minimum grade of 2.0], advancement programming exam clearance or permission of instructor.*

This course introduces fundamental concepts, principles, and strategies for extracting knowledge from data. Students will use a variety of open source and proprietary data mining tools to develop understanding of the practical application of fundamental strategies and techniques. Programming projects involving the application of relational DBMS tools to case study datasets will be required.

**CSCD 433**
**Advanced Network Concepts (4)**

*Prerequisites: CSCD 330 with a minimum grade of 2.5, advancement programming exam clearance.*

This course will cover the design, implementation, analysis and evaluation of networks. Topics include protocol mechanisms, advanced network architecture, network algorithms, network control, network simulation and performance analysis. Programming assignments are required.

**CSCD 434**
**Network Security (4)**

*Prerequisites: CSCD 330 with a minimum grade of 2.5, advancement programming exam clearance.*

This course explores practical topics in network security. Topics include policy and mechanism; malicious code; intrusion detection, prevention, response; cryptographic and protocols for privacy and integrity. This course emphasizes the trade-offs among risks of misuse, cost of prevention and social issues. Concepts are implemented in programming assignments and comprehensive projects.

**CSCD 435**
**Principles of Programming Languages (4)**

*Prerequisites: CSCD 300 with a minimum grade of 2.5, advancement programming exam clearance.*

This course is a study and comparison of programming languages by evolution, formal specifications, structures, features and application domains. Implementation of syntax and semantics and program run-time behavior for several languages will be considered. Programming projects required and presentations may be required.

**CSCD 437**
**Secure Coding (4)**

*Prerequisites: CSCD 300 with a minimum grade of 2.5, CSCD 240 with a minimum grade of 2.5, advancement programming exam clearance.*

This course will introduce a variety of topics of concern to programmers when writing code. It will examine concepts that apply to programming "in the large" as well as specific aspects such as buffer overflow. C and C++ code will be examined. Written assignments, coding assignments and a team project are required.

**CSCD 439**
**Topics in Computer Science (2-5)**

*Prerequisites will be applied as required by the topic.*

This course is a variable topics course dealing with current trends in computer science. Possible topics include compiler design, advanced operating systems, computational complexity, computer graphics, software testing and verification, artificial intelligence, pattern recognition, computer simulation and modeling, graph algorithms.

**CSCD 441**
**Operating Systems II (4)**

*Prerequisite: CSCD 320 with a minimum grade of 2.5, CSCD 340 with a minimum grade of 2.5, advancement programming exam clearance.*

This course covers a specific operating system involving installation, kernel configuration and kernel modification. The interaction between kernel space and user space will be studied and the student will design, implement and test programs communicating across that programming interface. Interprocess communication using the available system's user level capabilities will be explored. Programming projects are required.

**CSCD 442**
**Operating Systems III (4)**

*Prerequisite: CSCD 441 with a minimum grade of 2.5, advancement programming exam clearance.*

This course continues the study of the specific operating system used in CSCD 441. Emphasis will be on the interaction between the operating system and hardware devices. The students will learn the device driver programming interface and then design and implement driver programs of their own. Related topics will include interrupt handlers, scheduling, security and various kernel functions and data structures.

**CSCD 443**
**Distributed Multiprocessing Environments (4)**

*Prerequisite: CSCD 340 with a minimum grade of 2.5, advancement programming exam clearance.*

This course explores parallel processing concepts and history, including the study and comparison of several multi-processing environments (such as Java threads, PVM and MPI). Programming projects will be required in the Unix environment and the C and Java languages.

**CSCD 461**
**Embedded Systems (4)**

*Prerequisites: CSCD 240 with a minimum grade of 2.5 or CSCD 255 with a minimum grade of 2.5, CSCD 260 with a minimum grade of 2.5 or ENGR 260 with a minimum grade of 2.5.*

This course introduces embedded systems with emphasis on software development. Topics includes surveys on digital systems design, software/hardware interface, communication protocols, interrupt service routines and applications programming in an embedded controller.

**CSCD 467**
**Concurrent Systems (4)**

*Prerequisites: CSCD 260 and CSCD 300 with a minimum grade of 2.5 and advancement programming exam.*

This course introduces concurrent systems. Topics include latent problems in concurrent computing, deadlock, starvation and process synchronization. The course emphasizes system simulation techniques. Projects are required.

**CSCD 470**
**3D Computer Graphics Principles (4)**

*Prerequisites: CSCD 300 with a minimum grade of 2.5, MATH 301 with a minimum grade of 2.0, advancement programming exam clearance [CSCD 216 highly recommended].*

This course introduces the basic theoretical concepts involved in 3D computer graphics. Concepts will be illustrated using 3D animation and modeling software allowing students to understand the practical application of the theory. Programming projects will be required.

## CSCD 471

### Advanced 3D Computer Graphics Programming (4)

*Prerequisites:* CSCD 470 with a minimum grade of 2.5, advancement programming exam clearance.

This course involves program implementation of 3D computer graphics theory elements from previous graphics courses using a commonly available cross platform 3D graphics application program interface. Programming assignments include implementation of topics from CSCD 470 such as generation of graphics primitives, the virtual camera, perspective projection, modeling and representation of three-dimensional objects and basic lighting. Additional topics include the theory and implementation of realistic object rendering using Phong and Gouraud shading techniques, texture mapping and other advanced rendering techniques such as the production of shadows and reflections and the use of advanced rendering techniques in 3D games. Programming projects are required.

## CSCD 474

### Computer Games Development (4)

*Prerequisites:* CSCD 300 with a minimum grade of 2.5, advancement programming exam clearance.

This course is an in-depth analysis of the source code of a commercial 3D game leading to a major modification of the code and related elements to produce a new 3D game. Topics may include techniques for modification of game graphics, game artificial intelligence and game physics, as well as exploration of external applications for model production, animation and skinning and game level production. Programming projects and game modifications are required.

## CSCD 476

### Advanced 3D Modeling and Animation Topics (4)

*Prerequisite:* CSCD 110 with a minimum grade of 2.5, CSCD 416 with minimum grade of 2.5.

This course involves compositing with complex animation software plug-ins. Topics include reassembling 3D animations in 2D compositing space, color depth, advanced 3D scripting and integration, 3D animations and live-action footage. Professional-level 3D projects are required.

## CSCD 479

### Web Programming-Security (4)

*Prerequisites:* CSCD 379 with a minimum grade of 2.5.

This course will explore different aspects of information security as it pertains to the Internet and web programming. Topics covered may include the human element of security, data encryption, Secure Socket Layer programming, acquiring and installing Server Certificates, web attack types and how to defend against them, Intrusion Detection Systems, SQL Injection principles and their defense strategies and attack mitigation. Programming assignments, oral presentations and/or written reports will be required.

## CSCD 480

### Computational Intelligence and Informatics (4)

*Prerequisites:* CSCD 380 with a minimum grade of 2.7, advancement programming exam clearance, advancement in the major.

Computational frameworks and methodologies of modern computational intelligence and intelligent informatics are studied in a comprehensive problem-solving manner. Topics may include multi-agent systems, expert systems, robotics, optimization, system identification, knowledge and data discovery, OLAP, game playing, vision, cognitive modeling, natural language processing, information retrieval, neural networks, planning and scheduling, pattern recognition and classification, computational logic, knowledge representation and reasoning, uncertainty management and learning. Programming projects are required.

## CSCD 481

### Advanced Computational Intelligence (4)

*Prerequisite:* CSCD 480 with a minimum grade of 2.7, advancement programming exam clearance, advancement in the major.

Frameworks and methodologies of modern computational intelligence are explored. Topics include cutting edge research from globally recognized academic societies. Programming projects are required.

## CSCD 482

### Advanced Intelligent Informatics (4)

*Prerequisites:* CSCD 480 with a minimum grade of 2.7, advancement programming exam clearance, advancement in the major.

Frameworks and methodologies of modern intelligent informatics are explored in this course. Topics include cutting edge research from globally recognized academic societies. Programming projects are required.

## CSCD 487

### Human Computer Interface (4)

*Prerequisites:* CSCD 300 with a minimum grade of 2.5 or permission of instructor.

This course will begin with a brief historical overview of human-computer user interfaces with an eye to identifying the key steps in their conceptual development. Students will read in the field of classical human factors, focusing on findings of a particular relevance to user interface design and operation. They will explore the domain of interaction design and testing and intellectual property protection as it relates to human-computer interfaces, investigating what constitutes (or does not constitute) a patentable method and how patent protections are pursued. Written projects and team projects are required.

## CSCD 488 EFFECTIVE BEGINNING 201040

### Senior Project (4)

*Prerequisites:* CSCD 350 with a minimum grade of 2.5, advancement programming exam clearance.

This course is the first of a two-quarter project sequence. Students will take CSCD 490 Senior Capstone the quarter following successful completion of Senior Project. Student teams apply computer science principles to client-sponsored projects. Based on requirements provided by the client, each team will use appropriate tools, digital systems, and management skills in support of project development.

## CSCD 490 EFFECTIVE THROUGH 201030

### Computer Ethics Senior Capstone (4)

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* ENGL 201 and senior standing.

This course explores computers as tools from a societal-cultural perspective. It studies the impacts of information systems within an organizational environment, on society and on the individual and the future directions in which the forces of technology and computing are tending to move us. Written assignments and group oral presentations are required.

## CSCD 490 EFFECTIVE BEGINNING 201040

### Senior Capstone (4)

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* CSCD 488 with a minimum grade of 2.5, ENGL 201, advancement programming exam clearance.

This course is the second course of a two-quarter project sequence. This course must be taken the quarter following successful completion of the Senior Project course. During this course the client specified project will be completed. The project will use appropriate tools and digital systems development methodologies to additionally specify, design, implement, install and test a systems solution that meets the client's needs. Milestone reports, including a final oral report and complete final project documentation (in printed and electronic form) are required.

## CSCD 494 EFFECTIVE THROUGH 201030

### Senior Project (4)

*Prerequisites:* a minimum grade of 2.7 in CSCD 300 and in CSCD 350 and [CS majors need the first course in a senior sequence, CIS majors need CSCD 425, CS Theory majors need CSCD 420, 3D majors need CSCD 417 and MM majors need CSCD 414], advancement programming exam clearance, advancement in major.

Students apply principles and techniques learned in other courses through team development of client-sponsored projects. Based on a requirements document provided by the team's client each team will use appropriate tools and management skills to specify, design, implement, test, install and document a solution that meets the client's needs. Project management, quality assurance and configuration management plans are required. Written documents and oral presentations are required of all teams and team members.

## CSCD 495

### Internship (1-10)

*Prerequisites:* CSCD 300 with minimum 2.5; permission of the instructor, department chair and college dean.

## CSCD 496

### Experimental (1-5)

## CSCD 497

### Workshops, Short Courses, Conferences (1-5)

Selected topics to be arranged in consultation with the requesting organization.

## CSCD 498

### Seminar (1-5)

*Prerequisite:* permission of the instructor.

## CSCD 499

### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## CSCD 500

### Colloquium in Computer Science (1)

*Prerequisite:* graduate standing

This course presents a speaker-based seminar for graduate students intended as an introduction to research currently conducted by CS faculty and graduate students with some outside presenters from other institutions and corporations. Students will gain knowledge of current faculty research, which will aid them with their own research in CS sub-disciplines and with selecting a graduate advisor.

## CSCD 501

### Design and Analysis of Algorithms (4)

*Prerequisites:* CSCD 320 and MATH 301 or CSCD 310 or equivalent.

The study of algorithms: asymptotic analysis of computing time and space requirements. Strategies for designing algorithms: divide-and-conquer, greedy method, backtracking and others. Analysis of graph algorithms. Introduction to parallel algorithms and their analysis. Further topics may be covered, as time permits, such as techniques for algebraic manipulations, lower bound theory and NP-complete problems.

## CSCD 505

### Cryptography (4)

*Prerequisite:* MATH 225 or MATH 301 or equivalent.

This course covers the general principles of modern cryptography, including symmetric cryptosystems, asymmetric cryptosystems, secure hash functions and cryptographic level randomness. Other topics may include historic cryptosystems and their cryptanalysis, information entropy, zero knowledge proofs, trusted computing architectures and information theory as it relates to cryptography. Programming assignments will be required. Writing and class presentations may be required.

## CSCD 524

### Software Engineering (4)

*Prerequisites:* CSCD 350 or equivalent software development experience.

A variable-content course. A study of methods and techniques available to develop reliable and maintainable software at minimal cost and selected software development topics. Possible topics include software metrics, object-oriented design, rapid prototyping, graphical user interface design and CASE tools. Individual research projects are required.

## CSCD 525

### Advanced Database Management Systems (4)

*Prerequisite:* CSCD 425 or approved equivalent.

A variable-content course. An in-depth study of a commercial relational DBMS and selected database systems topics. Possible topics include data access patterns, data mining, distributed databases, multimedia databases, query optimization, object-oriented DBMS, knowledge-based systems, design and programming of 2 and 3 Tier Applications using web services and XML. Individual research projects are required.

## CSCD 533

**Computer Networks (4)**

*Prerequisites:* CSCD 330 or equivalent.

Advanced topics in computer networks is the primary focus of this course. Design and performance of networks are studied in depth. Some hardware concepts such as routers, switches and physical connection media are covered. Protocol analysis and design is covered using existing protocol common in today's networks. Performance of networks is also studied including TCP/IP protocols, Ipv6, possibly ATM or other circuit switched technologies. Programming assignments and hands-on labs will be expected.

## CSCD 538

**Topics in Computer Hardware (4)**

*May be taken more than once, provided distinct topics are studied.*

*Prerequisite:* graduate standing in computer science or permission of the instructor.

A variable content course dealing with some aspect of computer hardware. Possible topics include network theory, VLSI design, control systems, digital systems design, switching and automata theory, computer-aided engineering.

## CSCD 539

**Topics in Computer Science (4)**

*May be taken more than once, provided distinct topics are studied.*

*Prerequisite:* graduate standing in computer science or permission of the instructor.

A variable content course dealing with an area of computer science other than hardware. Possible topics include compiler design, advanced operating systems, computational complexity, computer graphics, software testing and verification, artificial intelligence, pattern recognition, computer simulation and modeling, graph algorithms.

## CSCD 540

**Advanced Topics in Modern Operating Systems (4)**

*Prerequisites:* CSCD 340 or equivalent.

The study of advanced topics from modern operating systems. Topics may include but are not limited to device drivers, embedded operating systems, real-time operating systems, modern operating system security designs and mechanism and performance measurement and evaluation.

## CSCD 543

**Distributed Multiprocessing Environments (4)**

*Prerequisites:* CSCD 340 or equivalent.

This course explores parallel processing concepts and history, including the study and comparison of several multi-processing environments (such as Java threads, PVM and MPI). Programming projects will be required in the Unix environment and the C and Java languages.

## CSCD 544

**Time-Critical Networking (4)**

*Prerequisites:* CSCD 330 or equivalent.

This course studies multimedia networking concepts and history, including the study of current practices in multimedia networking technologies and protocols for multimedia signal transport. Selected contemporary multimedia networking application areas are studied as examples. Special emphasis is placed on challenges to multimedia signal transport involving quality of service such as signal latency and jitter. Research projects are required.

## CSCD 555

**Research Methods in Computer Science (2)**

*Prerequisite:* graduate standing

This course covers current research methods used in the computer science discipline. Topics covered include literature review, hypothesis formation, quantitative methods, paper and thesis writing and presentation skills. Other topics that may be included are research-related grant writing and professional service organizations. Writing assignments will be required. Class presentations may be required.

## CSCD 570

**Photo-Realistic Computer Graphics (4)**

*Prerequisite:* CSCD 471 or equivalent.

Theory and programming techniques of global illumination for photorealistic rendering in computer graphics. Included topics: basics of ray tracing, advanced ray tracing topics including stochastic ray tracing, incorporation of other global illumination techniques including radiosity and photon tracing. Requires programming assignments.

## CSCD 575

**Computer Systems Design (4)**

*Prerequisite:* CSCD 360 or equivalent.

A survey of computer system architecture including levels of machine description, instruction sets, interrupt handling, memory hierarchies, I/O subsystems and buses.

## CSCD 580

**Brain, Cognition and Computing (4)**

*Prerequisites:* complete admission to MSCS.

Students in this course will explore current topics in computational intelligence, intelligent informatics and computational aspects of brain and cognitive sciences. Fundamental topics to be discussed include, but are not limited to, search, logic, uncertainty, learning, human-computer interaction, language, brain and cognition. Popular applications such as game playing, expert systems, agents, robotics and information management are also discussed. Students are required to conduct extensive surveys and may be required to develop a well-specified research proposal.

## CSCD 581

**Computational Intelligence (4)**

*Prerequisites:* complete admission to MSCS.

Students in this course will explore current topics in computational intelligence, with an emphasis on approaches that go beyond classic artificial intelligence. Topics are typically selected from current activities in reputable academic societies and include, but are not limited to, fuzzy logic, neural networks, evolutionary computing, swarm intelligence, cybernetics, soft computing, symbiotic computing, computational theory of perception, granular computing, brain and cognitive computing, image and vision understanding, uncertainty management, computational logic and computational linguistics. Students are required to generate research results as specified in proposals and are expected to report their progress and insightful thought in the research practicum.

## CSCD 582

**Intelligent Informatics (4)**

*Prerequisites:* complete admission to MSCS.

Students in this course will explore current topics on the use of computational intelligence in informatics. Topics are typically selected from current activities in reputable academic societies and include, but are not limited to, intelligent data analysis, risk analysis, decision supports, knowledge management, information exploitation, bioinformatics, cheminformatics, business informatics, ecoinformatics, education informatics, health informatics, laboratory informatics, neuroinformatics, geoinformatics, knowledge-based engineering and security informatics. Students are required to generate research results as specified in proposals and are expected to report their progress and insightful thought in the research practicum.

## CSCD 587

**Human-Computer Interface (4)**

*Prerequisite:* CSCD 210, 225, 234 or 305 or equivalent.

This course will begin with a brief overview of human-computer user interfaces historically, with an eye to identifying the key steps in their development conceptually. Students will read in the field of classical human factors, focusing on finding a particular relevance to user interface design and operation. Exploration of the domain of interaction design and testing and intellectual property protection as it relates to human-computer interfaces, investigating what constitutes (or does not constitute) a patentable method and how patent protections are pursued will be discussed. Written projects and team projects are required.

## CSCD 595

**Professional Internship (2-16)**

*Prerequisite:* permission of the instructor, department chair and college dean.

## CSCD 596

**Experimental Course (2-5)**

## CSCD 597

**Workshops (1-5)**

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## CSCD 598

**Seminar (1-5)**

## CSCD 599

**Independent Study (1-6)**

*Prerequisite:* permission of the instructor, department chair and college dean.

## CSCD 600

**Thesis (2-16)**

*Graded Pass/No Credit.*

*Prerequisite:* permission of the instructor, department chair and college dean.

A research thesis under the direction of a graduate committee.

## CSCD 601

**Research Report (2-16)**

*Graded Pass/No Credit.*

*Prerequisite:* permission of the instructor, department chair and college dean.

A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

## CSCD 695

**Departmental Internship (2-12)**

*Graded Pass/No Credit.*

*Prerequisite:* graduate standing; permission of the instructor, department chair and college dean.

Support work for the department relating to Computer Science. Activities will take place under the supervision of a department faculty or staff member. May involve experiences such as teaching lower-division coursework, systems administration activities and assisting with research activities.

## Computer Science Education Courses

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### CSED 311

#### Computers in the Classroom (4)

*Prerequisites: Computer Literacy I and Computer Literacy II clearance and admission to the Education Department or current teaching certificate.*

An introduction to educational applications of integrated productivity software, utility programs, Computer-Assisted Instruction (CAI) software, telecommunications, Internet and World Wide Web, the process of software and hardware selection for educational purposes and methods of effectively integrating technology into the classroom. Assignments will include computer projects using productivity software, utility software and construction of CAI software using high level authoring systems. Ethical and equity issues for educational computing will be discussed.

### CSED 396

#### Experimental Course in Computers and Education (1-5)

*Prerequisite: Vary according to topic.*

Selected topics to be arranged in response to identified needs in the field.

### CSED 399

#### Directed Study (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

### CSED 492

#### Computer Networking Laboratory (2)

*Prerequisite: CSCD 333 or CPLA 592.*

A hands-on, practical experience in installing, maintaining and using a computer network.

### CSED 496

#### Experimental Course (1-5)

*Prerequisite: vary according to topic.*

Course content varies.

### CSED 497

#### Workshops, Short Courses, Conferences (1-5)

*Prerequisite: vary according to topic.*

Selected topics to be arranged in consultation with the requesting organization.

### CSED 498

#### Seminar (1-5)

*Prerequisite: vary according to topic.*

Selected topics to be arranged in response to identified needs in the field.

### CSED 499

#### Directed Study (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

## COUNSELING, EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY

### College of Education and Human Development

Charalambos Cleanthous, Chair	135 Martin Hall	509.359.2816
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BAE	BS	Minors	MEd	MS	Graduate Certificate
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Faculty: C. Cleanthous, D. Crews, R. Guillory, N. Jackson, N. Marchand-Martella, R. Martella, M. Moore, D. Munson, T. Rainwater, M. Rebar, R. Sain; F. Simonsen, M. Slyter, K. Waldron-Soler, M. Young  
 Special Faculty: A. Basham, S. Chapman, B. Leonard, V. Mehlert, A. Przychodzin, L. Warner

### UNDERGRADUATE PROGRAMS

The rapid changes of society demand that all persons have a better understanding of the human condition and professionals be trained to deal with increasingly complex problems. The outstanding faculty members of the Department of Counseling, Educational and Developmental Psychology prepare students to meet the challenges of personal, family, community and social issues.

Using the processes and principles of human development as a foundation, students learn to think critically and work skillfully in settings such as mental health agencies, day care centers, special education classrooms, support agencies for persons with developmental delays, convalescent hospitals and many other social service settings. They will be able to use psychological and developmental principles to understand conflict, to generate alternate responses, to act on educated judgment, to modify contexts to bring about desired changes while recognizing the dignity of persons, to promote human welfare and to maintain scholarly integrity. The department integrates a solid theoretical base with applied experiences in all programs.

The department's special equipment and rooms enable students to improve the quality of their academic preparation. Students can video record, review and critique their performance in rooms with interactive video capability. Computer and space resources are made available for individual and group research projects. Faculty members regularly make themselves available to students who engage in research. Study carrels are available for use by students.

The Department of Counseling, Educational and Developmental Psychology has the following undergraduate programs: Bachelor of Science in Applied Developmental Psychology, Bachelor of Arts in Education in Child Development/Elementary and Bachelor of Arts in Education in Special Education.

**General Admission Requirements for Counseling, Educational and Developmental Psychology:** Students wishing to study applied developmental psychology or child development are encouraged to take general psychology and other psychology courses and complete their lower division general requirements. Transfer students should see an advisor to arrange for an evaluation of their transfer courses to receive appropriate credit for major courses and electives.

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

### BACHELOR OF ARTS IN EDUCATION (BAE)

#### CHILD DEVELOPMENT/ELEMENTARY MAJOR (45 CREDITS)

The Bachelor of Arts in Education for Child Development/Elementary prepares teachers for preschool, kindergarten and the elementary grades. Program focus is on developmental processes and principles applied to preschool and elementary school-aged children. This major does not meet a State of Washington endorsement.

#### Required Courses

- CEDP 313 Child and Adolescent Development (4)
- CEDP 315 Psychology of Human Relations (4)
- CEDP 320 Developmental Theories and Applications (4)
- CEDP 321 Introduction to Developmental Methods (4)

- CEDP 322 Lab in Developmental Methods (1)
- CEDP 324 Human Learning (4)
- CEDP 363 Introduction to Special Education (4)
- CEDP 402 Behavior Modification (4)
- CEDP 431 Pediatric and Adolescent Health Psychology (4)
- CEDP 460 Special Education Methods (4)
- CEDP 476 Child and Family Guidance (4)
- CEDP 490 Senior Capstone: Developmental Psychology Senior Seminar (4)

**Total credits for above major** **45 credits**

**Professional Education Requirements/Elementary Education:** **73-74 credits**

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

**Minimum total credits for above major and professional education** **118 credits**

*Note: The above major requires the completion of a minor.*

### DUAL PRIMARY ENDORSEMENT PROGRAM IN SPECIAL EDUCATION AND ELEMENTARY EDUCATION (144 CREDITS)

The Dual Primary Endorsement Program in Special Education and Elementary Education prepares students for teaching in the elementary grades (kindergarten to grade 8) as well as in special education classes (kindergarten to grade 12). Students in this program complete the Washington State requirements for an endorsement in special education and in elementary education. Students who complete this program select special education as their major.

**Prerequisites to EDUC 200 for students in the Dual Primary Endorsement Program in Special Education and Elementary Education:**

#### GPA Requirement:

A minimum 2.50 GPA calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.

#### Computer Literacy Requirement:

CPLA 100 Computer Literacy I (1) and CPLA 101 Computer Literacy II (1) or a computer literacy test clearance.

#### Speech Requirement:

CMST 200 Introduction to Speech Communication (4) or an approved equivalent.

#### English Requirement:

ENGL 101 College Composition: Exposition and Argumentation (5) and ENGL 201 (5) or equivalent.

#### Mathematics Requirement:

MATH 211 Structure of Elementary Mathematics I (5) or an approved equivalent for elementary education students.

*Note:* effective 9/1/05 all candidates for certification must pass the WEST-E Praxis II subject matter test to receive an endorsement for certification purposes.

Washington Educator Skills Test-Basic (WEST-B): Refer to [www.west.nesinc.com](http://www.west.nesinc.com) for information on this Reading, Mathematics and Writing basic skills test.

*Disclaimer:*—The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

**Prerequisites for Dual Endorsement Program in Special Education and Elementary Education**

- CEDP 321 Introduction to Developmental Methods (4)
- CEDP 322 Lab in Developmental Methods (1)

#### Major Courses in Special Education

- CEDP 363 Introduction to Special Education (4)
- CEDP 410 Teaching Students with Severe Disabilities (4)
- CEDP 412 Introduction to Early Childhood Special Education (4)
- CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)
- CEDP 421 Classroom Management in Special Education Settings (4)
- CEDP 460 Special Education Methods (4)
- CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)
- CEDP 470 Special Education Assessment (4)
- CEDP 480 Inclusionary Practices and Collaboration (4)
- CEDP 481 Professionalism in Special Education (4)
- CEDP 487 Assistive Technology and Related Services in Special Education (4)
- CEDP 488 Special Education Practicum (3+3)
- CEDP 489 Special Education Student Teaching (16)
- EDUC 303 Evaluation in Education (3)

#### Choose One:

- CEDP 462 Methods for Teaching Students with Severe Disabilities (4)
- CEDP 463 Methods for Teaching Infants and Young Children with Disabilities (4)

#### Additional requirements for Elementary Education

**There are science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.**

- ART 390 Art in the Elementary School (3)
- CEDP 302 Educational Psychology (5)
- EDUC 200 Admission to the Teacher Education Program (1)
- EDUC 201 Introduction to Education (3)



- EDUC 304 Introduction to Elementary Reading (3)
- EDUC 310 Reading Methods in the Elementary School (3)
- EDUC 338 Language Arts Methods, Management and Assessment in the Elementary School (4)\*
- EDUC 339 Social Studies and Science Methods, Management and Assessment in the Elementary School (5)\*
- EDUC 418 Foundations of Elementary Classroom Management (3)
- EDUC 420 Admission to Professional Candidacy (1)
- EDUC 423 Elementary Student Teaching K–8 (15)
- MATH 212 Structure of Elementary Mathematics II (5)
- MATH 390 Methods of Teaching Elementary School Mathematics (5)
- MUSC 390 Music Methods for Elementary Classroom Teacher (3)
- PHED 390 Health and Physical Education in the Elementary School (3)
- 30-hour multi-cultural education field requirement

\* Must be taken concurrently.

### Cultural/Diversity Requirement:

One of the following cultural/diversity courses must be taken for the elementary education endorsement and may also fulfill a General Education Core Requirement (GECR):

- AAST/HUMN 214 Introduction to African American Culture (5)
- CHST 101/ANTH 161 Introduction to Chicano Culture (5)
- CMST 340 Intercultural Communication (5)
- EDUC 325 Inequalities and Impacts on Educational Equity (4)
- HIST 313 Asian American History (5)
- IDST 101 Introduction to Indian Studies (4)
- SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
- SOCI 321 Sex and Gender (5)

<i>Special Education prerequisite credits</i>	<i>5 credits</i>
<i>Required Special Education credits</i>	<i>73 credits</i>
<i>Required Elementary Education credits</i>	<i>62 credits</i>
<i>Required Diversity Course</i>	<i>4–5 credits</i>
<i>Minimum total credits for above major</i>	<i>144 credits</i>

### SPECIAL EDUCATION MAJOR (101 CREDITS)

The Bachelor of Arts in Education for Special Education prepares teachers for working with students with disabilities in kindergarten through twelfth grade. Program focus is on effective teaching practices used in special education for elementary and secondary school settings. Students in this major complete the Washington State requirements for an endorsement in special education. A minor is not required with this major.

Other courses are required as part of the Teacher Education Program and must be completed before beginning this program. Please see an advisor.

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate special education competencies by passing the WEST-E Praxis Exam;
- apply special education knowledge and skills by passing special education field experiences.

#### Prerequisites to EDUC 200 for students in the Special Education Program:

##### GPA Requirement:

A minimum 2.50 GPA calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.

##### Computer Literacy Requirement:

CPLA 100 Computer Literacy I (1) and CPLA 101 Computer Literacy II (1) or a computer literacy test clearance.

##### Speech Requirement:

CMST 200 Introduction to Speech Communication (4) or an approved equivalent.

##### English Requirement:

ENGL 101 College Composition: Exposition and Argumentation (5) and ENGL 201 (5) or equivalent.

##### Mathematics Requirement:

MATH 211 Structure of Elementary Mathematics I (5) or an approved equivalent for elementary education students.

##### Cultural/Diversity Requirement:

One of the following cultural/diversity courses must be taken for the elementary education endorsement and may also fulfill a General Education Core Requirement (GECR):

- AAST/HUMN 214 Introduction to African American Culture (5)
- CHST 101/ANTH 161 Introduction to Chicano Culture (5)
- CMST 340 Intercultural Communication (5)
- EDUC 325 Inequalities and Impacts on Educational Equity (4)
- HIST 313 Asian American History (5)
- IDST 101 Introduction to Indian Studies (4)
- SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
- SOCI 321 Sex and Gender (5)

*Note: effective 9/1/05 all candidates for certification must pass the WEST-E Praxis II subject matter test to receive an endorsement for certification purposes.*

Washington Educator Skills Test-Basic (WEST-B): Refer to [www.west.nesinc.com](http://www.west.nesinc.com) for information on this Reading, Mathematics and Writing basic skills test.

**Disclaimer** - The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

### Prerequisites for Special Education Major

- CEDP 313 Child and Adolescent Development (4)
- CEDP 321 Introduction to Developmental Methods (4)
- CEDP 322 Lab in Developmental Methods (1)

### Major Courses in Special Education

- CEDP 363 Introduction to Special Education (4)
- CEDP 410 Teaching Students with Severe Disabilities (4)
- CEDP 412 Introduction to Early Childhood Special Education (4)
- CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)
- CEDP 421 Classroom Management in Special Education Settings (4)
- CEDP 460 Special Education Methods (4)
- CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)
- CEDP 470 Special Education Assessment (4)
- CEDP 480 Inclusionary Practices and Collaboration (4)
- CEDP 481 Professionalism in Special Education (4)
- CEDP 487 Assistive Technology and Related Services in Special Education (4)
- CEDP 488 Special Education Practicum (3+3)
- CEDP 489 Special Education Student Teaching (16)
- EDUC 303 Evaluation in Education (3)

### Choose one:

- CEDP 462 Methods for Teaching Students with Severe Disabilities (4)
- CEDP 463 Methods for Teaching Infants and Young Children with Disabilities (4)

<i>EDUC 200 prerequisite credits</i>	<i>19–21 credits</i>
<i>Prerequisites for special education credits</i>	<i>9 credits</i>
<i>Major courses for special education credits</i>	<i>73 credits</i>
<i>Minimum total credits for above major</i>	<i>101 credits</i>

### SPECIAL EDUCATION MAJOR WITH EARLY CHILDHOOD SPECIAL EDUCATION OPTION (101 CREDITS)

The Bachelor of Arts in Education: Special Education Major with Early Childhood Special Education option prepares teachers for working with infants and young children with disabilities and their families (birth to grade 3). Program focus is on effective intervention practices used in early childhood special education for home and school settings. Students in this major complete the Washington State requirements for an endorsement in Early Childhood Special Education.

Other courses are required as part of the Teacher Education Program and must be completed before beginning this program. Please see an advisor.

### Prerequisites to EDUC 200 for students in the Special Education Program:

#### GPA Requirement:

A minimum 2.50 GPA calculated on most recent 45 quarter credits is required. A minimum of 2.0 in all courses is required.

#### Computer Literacy Requirement:

CPLA 100 Computer Literacy I (1) and CPLA 101 Computer Literacy II (1) or a computer literacy test clearance.

#### Speech Requirement:

CMST 200 Introduction to Speech Communication (4) or an approved equivalent.

#### English Requirement:

ENGL 101 College Composition: Exposition and Argumentation (5) and ENGL 201 (5) or equivalent.

#### Mathematics Requirement:

MATH 211 Structure of Elementary Mathematics I (5) or an approved equivalent for elementary education students.

#### Cultural/Diversity Requirement:

One of the following cultural/diversity courses must be taken for the elementary education endorsement and may also fulfill a General Education Core Requirement (GECR):

- AAST/HUMN 214 Introduction to African American Culture (5)
- CHST 101/ANTH 161 Introduction to Chicano Culture (5)
- CMST 340 Intercultural Communication (5)
- EDUC 325 Inequalities and Impacts on Educational Equity (4)
- HIST 313 Asian American History (5)
- IDST 101 Introduction to Indian Studies (4)
- SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
- SOCI 321 Sex and Gender (5)

*Note: effective 9/1/05 all candidates for certification must pass the WEST-E Praxis II subject matter test to receive an endorsement for certification purposes.*

Washington Educator Skills Test-Basic (WEST-B): Refer to [www.west.nesinc.com](http://www.west.nesinc.com) for information on this Reading, Mathematics and Writing basic skills test.

**Disclaimer**—The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the student must adhere to the new requirements.

## Prerequisites for Early Childhood Special Education Option

CEDP 313 Child and Adolescent Development (4)  
 CEDP 321 Introduction to Developmental Methods (4)  
 CEDP 322 Lab in Developmental Methods (1)

## Major Courses for Special Education

CEDP 363 Introduction to Special Education (4)  
 CEDP 410 Teaching Students with Severe Disabilities (4)  
 CEDP 412 Introduction to Early Childhood Special Education (4)  
 CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)  
 CEDP 421 Classroom Management in Special Education Settings (4)  
 CEDP 460 Special Education Methods (4)  
 CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)  
 CEDP 463 Methods for Teaching Infants and Young Children with Disabilities (4)  
 CEDP 472 Assessment of Infants and Young Children with Disabilities (4)  
 CEDP 480 Inclusionary Practices and Collaboration (4)  
 CEDP 481 Professionalism in Special Education (4)  
 CEDP 487 Assistive Technology and Related Services in Special Education (4)  
 CEDP 488 Special Education Practicum (3+3)  
 CEDP 489 Special Education Student Teaching (16)  
 EDUC 303 Evaluation in Education (3)

<b>Minimum total EDUC 200 prerequisite credits</b>	<b>19-21 credits</b>
<b>Total required special education prerequisite credits</b>	<b>9 credits</b>
<b>Total required special education credits</b>	<b>73 credits</b>
<b>Minimum total credits for above major</b>	<b>101 credits</b>

## BACHELOR OF SCIENCE (BS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- complete two quarters of field work in a community setting that provides human service;
- participate in a community service project as a group in CEDP 490, Capstone in Developmental Psychology.

The Bachelor of Science in Applied Developmental Psychology prepares students for entry-level work and graduate study in a variety of developmental and human service careers. The program covers basic areas of human developmental psychology across the life span with a special focus on processes and principles of developmental change. Elective packages may be chosen to focus preparation toward attainment of individual student objectives such as child development interventions, pre-counseling, graduate study and others.

## **APPLIED DEVELOPMENTAL PSYCHOLOGY MAJOR (66-69 CREDITS)**

### Required Courses

CEDP 313 Child and Adolescent Development (4)  
 CEDP 314 Adult Development (4)  
 CEDP 315 Psychology of Human Relations (4)  
 CEDP 316 Psychology of Adjustment (5)  
 CEDP 319 Psychological and Behavioral Assessment (4)  
 CEDP 320 Developmental Theories and Applications (4)  
 CEDP 321 Introduction to Developmental Methods (4)  
 CEDP 322 Lab in Developmental Methods (1)  
 CEDP 324 Human Learning (4)  
 CEDP 402 Behavior Modification (4)

### Take 4 credits of Field Study each quarter for two quarters in a row (8 credits)

CEDP 492 Field Study in Child Issues and Problems (4)  
 CEDP 493 Field Study in Adolescent Issues and Problems (4)  
 CEDP 494 Field Study in Adult Issues and Problems (4)

### Senior Capstone: Choose one (4 credits)

ITGS 400 Interdisciplinary Senior Capstone (4)  
 CEDP 490 Senior Capstone: Developmental Psychology Senior Seminar (4)  
 CEDP 491 Senior Thesis (4) (By faculty invitation only.)

### Electives: Choose four courses or the Pre-Counseling Track:

CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)  
 CEDP 444 Introduction to the Counseling Profession (4)  
 CEDP 460 Special Education Methods (4)  
 CEDP 468 Tests, Measurements and Evaluation (5)  
 CEDP 476 Child and Family Guidance (4)  
 CEDP 483 Group Dynamics (5)  
 PSYC 302 Abnormal Psychology (5)

### Pre-Counseling Track: (four courses)

CEDP 444 Introduction to the Counseling Profession (4)  
 CEDP 468 Tests, Measurements and Evaluation (5)  
 CEDP 483 Group Dynamics (5)  
 (Plus 1 course from the list of electives)

<b>Required program credits</b>	<b>50 credits</b>
<b>Elective credits</b>	<b>16-19 credits</b>
<b>Minimum total credits for above major</b>	<b>66 credits</b>

## MINORS

### **COUNSELING, EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY MINOR (15 CREDITS)**

Choice of 15 upper-division credits in Counseling, Educational and Developmental Psychology in consultation with an advisor. (CEDP 302 *cannot* be included.)

<b>Total credits for above minor</b>	<b>15 credits</b>
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### **EARLY CHILDHOOD SPECIAL EDUCATION MINOR (16 CREDITS)**

The minor in Early Childhood Special Education is designed to assist general education teachers and other related services personnel to work more effectively with children with special needs from birth to grade 3. This minor does not meet an endorsement.

#### Required Courses

CEDP 363 Introduction to Special Education (4)  
 CEDP 412 Introduction to Early Childhood Special Education (4)  
 CEDP 460 Special Education Methods (4)  
 CEDP 463 Methods for Teaching Infants and Young Children with Disabilities (4)

<b>Total credits for above minor</b>	<b>16 credits</b>
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### **SPECIAL EDUCATION MINOR (16 CREDITS)**

The minor in special education is designed to assist general education teachers and other related services personnel to work more effectively with students with special needs. This minor does not meet an endorsement.

#### Required Courses (12 credits)

CEDP 363 Introduction to Special Education (4)  
 CEDP 420 Principles of Behavior for Students with Exceptional Needs (4)  
 CEDP 460 Special Education Methods (4)

#### Choose one of the following (4 credits)

CEDP 410 Teaching Students with Severe Disabilities (4)  
 CEDP 412 Introduction to Early Childhood Special Education (4)  
 CEDP 421 Classroom Management in Special Education Settings (4)  
 CEDP 461 Methods for Teaching Students with High Incidence Disabilities (4)  
 CEDP 470 Special Education Assessment (4)  
 CEDP 480 Inclusionary Practices and Collaboration (4)  
 CEDP 487 Assistive Technology and Related Services in Special Education (4)

<b>Required program credits</b>	<b>12 credits</b>
<b>Elective credits</b>	<b>4 credits</b>
<b>Total credits for above minor</b>	<b>16 credits</b>

## GRADUATE PROGRAMS

The degree programs available through the Department of Counseling, Educational and Developmental Psychology are: Master of Science in Applied Psychology with emphases in Mental Health Counseling and School Counseling, Master of Science in School Psychology and a Master of Education in Special Education. Each degree program addresses the changing nature of society and professional requirements.

Projections for the next decade regularly point to the changing nature of our society and the need for human service occupations to help people adjust and adapt to change. Although the rate of population growth will remain fairly stable, the composition of the population will change. The number of senior citizens will increase. More preschool children nationally will be enrolled in day care programs. Universal health care including mental health care and illness prevention will be in place. Increased urbanization and a diverse work force means people will be in physical and psychological contact with a greater number of people; consequently, intra- and interpersonal skills will become even more important.

A trend in human service occupations dealing with specific personal problems has already become evident. Public and private agencies must provide services to people who may need help with specific problems. Teachers and school counselors are challenged to provide services to students who vary widely in age, abilities and adjustment. The faculty of the department are actively engaged in research and participation on national boards and professional organizations. Faculty members consistently receive excellent evaluations from students.

### Admission Requirements/Preparation

Students applying should follow the procedures for general admission to the graduate school. In addition, the following special requirements should be met:

1. A student is eligible for consideration for admission to the Department of Counseling, Educational and Developmental Psychology programs by having obtained a 3.0 GPA for the last 90 quarter or 60 semester graded credits.
2. Completion and submission of the Graduate Record Examination (GRE) must be accomplished in time for scores to reach the department by the deadline: February 1 for Mental Health Counseling and School Counseling, and March 1 for School Psychology. The department accepts scores on tests taken within five years of application. The GRE exam is not required for the Special Education applicant.
3. The Graduate Studies Office application must be submitted and can be obtained from that office or their website. However, if applying to any of the graduate programs in the Department of Counseling, Educational and Developmental Psychology, the applicant must obtain a supplemental application packet from the department. This application packet may be obtained online from the website, [www.ewu.edu/x8945.xml](http://www.ewu.edu/x8945.xml)
4. Applicants who have submitted all requested application materials, postmarked by the deadline date (see information for each program below) may be invited for a personal interview or a telephone interview once the admissions committee has reviewed the application.
5. Notes Regarding Application Deadlines:
  - When applying to a graduate program, please request that materials be sent in time for them to arrive by the deadline date.
  - Scores from any required exams, e.g., GRE, WEST-B, etc., must reach the University by the application deadline date.
  - Completed applications, with all application materials submitted will be given priority review after the deadline date.
  - Individuals whose application materials are not postmarked by the application deadline will be reviewed only at the discretion of the admissions committee.
6. Application Requirements/Deadlines:

<b>Mental Health Counseling/School Counseling: February 1</b>	(2) Graduate Studies Office Applications (2) Official Transcripts (1) Department Application	(2) Letters of Recommendation (1) Cover Letter (1) Personal Statement GRE Scores (within 5 years. of application)
<b>School Psychology: early consideration Jan. 15, deadline Mar. 1</b>	(2) Graduate Studies Office Applications (2) Official Transcripts (1) Department Application (3) Letters of Recommendation	(1) Cover Letter (1) Personal statement (1) Resume GRE Scores (within 5 years. of application)

<b>Special Education: May 1</b>	(2) Graduate Studies Office Applications (2) Official Transcripts (1) Department Application (2) Letters of Recommendation	(1) Cover Letter (1) Personal statement (1) Resume Pass WEST-B or currently certified in Washington State
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### Financial Aid

- A limited number of graduate assistantships are awarded to students of outstanding promise. Duties assigned graduate assistants involve 20 hours per week in tasks which meet the needs of the school and the student.
- Loans, work-study jobs and scholarships are available to eligible students through the University's Office of Financial Aid.
- Some fellowships and financial assistance may be available through the College of Education and Human Development.
- Apply for financial aid no later than February 15<sup>th</sup>. Application and financial files should be completed as soon after January 1<sup>st</sup> as possible for the following year. Do not wait until admission is granted.

**Inquiries and application materials should be directed to:**

<b>Financial Aid and Scholarship Office Eastern Washington University</b>	<b>102 Sutton Hall Cheney WA 99004-2447</b>
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## MASTER OF EDUCATION IN SPECIAL EDUCATION

<b>N. Marchand-Martella</b>	<b>Suite 425, Riverpoint One</b>	<b>509.359.2824</b>
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### STUDENT LEARNING OUTCOMES

#### Students will:

- complete a research project on a topic of interest in the field of special education and defend this project at the end of their program;
- complete three quarters of practica and internship work in public school classrooms involving students with special needs; thus, over 500 hours of experience with diverse populations will be achieved.

The Master of Education in Special Education is designed for students wishing preparation as teachers or professionals in the field of special education. Classes and experiences are organized to provide a grounding in the knowledge and skills generally recognized by the special education profession and specifically meeting or exceeding the Washington State requirements for an endorsement in special education. The program is organized around a cohort field-based model that is either one calendar year or two calendar years with courses offered primarily during the day or courses offered primarily in the evenings at EWU Riverpoint. Practical application is stressed and students are provided early and continuous skill practice with personalized feedback and coaching by university faculty and other professionals in the field of special education.

**Note:** Students admitted to the Special Education Program will be required to have on file a completed, current FBI fingerprint check. Presently the cost is \$60-\$70 (Cost includes processing through the public school system.)

**Prerequisites:** Applicants who have not yet completed a teacher education program must receive a passing score on the Washington Educator Skills Test-Basic (WEST-B) prior to being admitted to this graduate program.

Applicants who have not yet completed a teacher education program may need to complete additional certification requirements.

### Course Requirements and Credit Hours (62 credits)

Students entering the program should have undergraduate preparation in education, psychology or closely-related areas. These course requirements assume appropriate undergraduate preparation and will require additional coursework to remedy deficiencies.

- CEDP 515 Advanced Educational Psychology (4)
- CEDP 520 Tactics of Psychological Research (4)
- CEDP 521 Foundations of Special Education (4)
- CEDP 522 Teaching Exceptional Students I (4)
- CEDP 523 Assessing Exceptional Students (4)
- CEDP 531 Designing Management Programs (4)
- CEDP 532 Teaching Exceptional Students II (4)
- CEDP 533 Collaborative Program Development For Exceptional Students (4)
- CEDP 534 Teaching Exceptional Students III (4)
- CEDP 538 Journal Reading in Special Education (3)
- CEDP 601 Research Project (6)
- CEDP 695 Practicum in Special Education (5)
- CEDP 697 Internship in Special Education (12)

### Choice of one (4 credits)

Historical, Philosophical and Social Foundations of Education: EDUC 505, 506 or 507 (4)

Successful completion of an oral examination which reviews the research project and content areas is required.

*Minimum total credits for above master's degree*

**66 credits**

## MASTER'S DEGREE PROGRAM IN COUNSELING

### STUDENT LEARNING OUTCOMES

#### Students will:

- assess community needs, design, implement and evaluate mental health programs and systems-Mental Health Counseling Emphasis;
- provide accurate assessment, diagnosis (where appropriate) and treatment planning for a diverse client population-Mental Health Counseling Emphasis;
- describe the ethical and legal considerations that govern the practice of mental health counseling-Mental Health Counseling Emphasis;
- utilize the American School counseling Association's National Model (a framework for school counseling programs) to develop an individual school's comprehensive program -School Counseling Emphasis;
- describe and apply the counseling theories and techniques that have proven to be the most applicable to the K-12 school population-School Counseling Emphasis;
- describe and utilize the laws and ethics that govern the school counseling profession -School Counseling Emphasis.

The Department of Counseling, Educational and Developmental Psychology offers a nationally recognized program of studies in counselor education. The program is made up of a theoretical, applied and research-based core curriculum aimed at developing professional counselors who meet national, regional and state certification standards. The program offers two emphases: Master of Science in Applied Psychology: Mental Health Counseling emphasis; and Master of Science in Applied Psychology: School Counseling emphasis. The Council for Accreditation in Counseling and Related Educational Programs (CACREP), a nationally-recognized specialized accrediting body, has conferred accreditation on the Master of Science in Applied Psychology: Mental Health Counseling emphasis and Master of Science in Applied Psychology: School Counseling emphasis.

#### Selection Criteria

In addition to general university and departmental requirements, it is desirable to have a BA or BS degree in a behavioral science or human services area. It is not necessary to have a teaching certificate to enter the School Counseling track. Coursework in adjustment, counseling techniques, evaluation, group dynamics, personality theory and abnormal psychology is recommended.

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas are identified in the CACREP accreditation standards as follows:

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1. Professional Identity        | 2. Social and Cultural Diversity   |
| 3. Human Growth and Development | 4. Career Development              |
| 5. Helping Relationships        | 6. Group Work                      |
| 7. Assessment                   | 8. Research and Program Evaluation |

The precise course titles vary from time to time.

A FBI fingerprint check will be required of all counseling students at the beginning of their first quarter in the program. The fee for this check is presently \$30-\$40 for students admitted to the Mental Health Counseling track and \$60-\$70 for students admitted to the School Counseling track. (School Counseling students pay a higher fee because of processing through the public school system.) The results will be assessed before advancing students to candidacy. Students will be required to apply for professional affiliations with the American Counseling Association (ACA) for Mental Health Counseling and the National Education Association (NEA) for School Counseling with affiliation insurance liability coverage required within the first quarter of study in the graduate program. Membership applications for the affiliation and insurance programs will be made available in the professional classes offered fall quarter.

#### Prerequisites:

Students should complete the equivalent of the following courses: CEDP 444 *Introduction to the Counseling Profession*; CEDP 468 *Tests, Measurements and Evaluation* and CEDP 483 *Group Dynamics*.

## MASTER OF SCIENCE IN APPLIED PSYCHOLOGY:

### MENTAL HEALTH COUNSELING EMPHASIS

Marty Slyter, Program Director	Suite 425, Riverpoint One	509.359.7439
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The Master of Science in Applied Psychology: Mental Health Counseling emphasis is designed for students wishing preparation as counselors or therapists in settings such as: mental health centers, hospitals, residential treatment centers, employment services and vocational rehabilitation services. Mental health counselors are also frequently found in the juvenile correction facilities, community colleges, pastoral services and business and industry.

Classes and experiences are organized around four objectives: 1. a thorough preparation in foundation skills and principles; 2. a functional mastery of techniques in various therapy modes; e.g., cognitive, affective, behavioral; 3. coverage of principles, issues and trends in the psychology of counseling; and 4. self awareness as it relates to the counseling process. Practical application is stressed. Students are provided early and continuous skill practice with personalized feedback and coaching. Continuous opportunities for expanding awareness of the self of the counselor will be provided.

The program is both extensive and comprehensive. It is nationally accredited by CACREP and fulfills certification for mental health counselors. Graduates will complete the NBCC exam for National Counselor Certification.

Several other programs at EWU offer preparation for state counselor certification, including offerings by the Department of Psychology.

### MENTAL HEALTH COUNSELING

#### Course Requirements and Credit Hours

- CEDP 506 Counseling Development and Transition Across the Lifespan (4)
- CEDP 520 Tactics of Psychological Research (4)
- CEDP 535 Introduction to Mental Health Counseling (4)
- CEDP 539 Special Topics (1)
- CEDP 542 Career Counseling (4)
- CEDP 544 Counseling Theory and Techniques (4)
- CEDP 545 Appraisal in Mental Health Counseling (4)
- CEDP 548 Counseling Children and Adolescents (4)
- CEDP 569 Family Systems and Parent Education (4)
- CEDP 575 DSM Treatment Issues for Counselors (4)
- CEDP 576 Professional Issues in Mental Health Counseling (3)
- CEDP 581 Consultation in the Counseling Profession (2)
- CEDP 583 Group Experience (1)
- CEDP 584 Group Theory (1)
- CEDP 585 Group Process in Counseling (2)
- CEDP 586 Group Facilitation (1)
- CEDP 590 Diversity Counseling (3)
- CEDP 591 Addictive Behavior Counseling (3)
- CEDP 592 Crisis Intervention and Trauma Counseling (3)
- CEDP 595 Comprehensive Exam Review (2)
- CEDP 601 Research Project (3)
- CEDP 695 Practicum (12)
- CEDP 697 Internship Mental Health (20)

Successful completion of both a written comprehensive examination of conceptual attainments and an oral interview of practical applications is required.

**Minimum total credits for above master's degree**

**93 credits**

## SCHOOL COUNSELING EMPHASIS

Marty Slyter, Program Director	Suite 425, Riverpoint One	509.359.7439
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The Master of Science in Applied Psychology: School Counseling emphasis is designed for students wishing preparation as counselors in school settings, primarily public schools.

Classes and experiences are organized to provide thorough grounding in the skills and knowledge generally recognized by the counseling profession. The program is accredited by CACREP and exceeds the Washington State requirement for ESA-School Counselor Certification.

Practical application is stressed and students are provided early and continuous skill practice with personalized feedback and coaching. Continuous opportunities for expanding awareness of the self of the counselor will be provided.

## SCHOOL COUNSELING

### Course Requirements and Credit Hours

- CEDP 506 Counseling Development and Transition Across the Lifespan (4)
- CEDP 508 Classroom Management for the School Counselor (3)
- CEDP 520 Tactics of Psychological Research (4)
- CEDP 540 Professional School Counseling (4)
- CEDP 542 Career Counseling (4)
- CEDP 544 Counseling Theory and Techniques (4)
- CEDP 547 Assessment in School Counseling (4)
- CEDP 548 Counseling Children and Adolescents (4)
- CEDP 569 Family Systems and Parent Education (4)
- CEDP 575 DSM Treatment Issues for Counselors (4)
- CEDP 581 Consultation in the Counseling Profession (2)
- CEDP 582 The Law for School Counselors (3)
- CEDP 583 Group Experience (1)
- CEDP 584 Group Theory (1)
- CEDP 585 Group Process in Counseling (2)
- CEDP 586 Group Facilitation (1)
- CEDP 590 Diversity Counseling (3)
- CEDP 591 Addictive Behavior Counseling (3)
- CEDP 592 Crisis Intervention and Trauma Counseling (3)
- CEDP 595 Comprehensive Exam Review (2)
- CEDP 594 Advanced School Counseling (3)
- CEDP 601 Research Project (3)
- CEDP 695 Practicum (12)
- CEDP 697 Internship (15)

Successful completion of both a written comprehensive examination of conceptual attainments and an oral interview of practical applications is required.

*Minimum total credits for above master's degree* **93 credits**

## MASTER OF SCIENCE:

## SCHOOL PSYCHOLOGY

*(Joint Program between the Departments of Counseling, Educational and Developmental Psychology and Psychology)*

Susan Ruby, Program Director	152 D Martin Hall	509.359.6050
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### STUDENT LEARNING OUTCOMES

#### Students will:

- know the laws and procedures governing school psychology practice, know general principles of measurement, have skill in the precise administration of specific measurement instruments and understand educational systems and the role of the school psychologist within these systems;
- understand a problem-solving model and use the model effectively to gather information for the purpose of making decisions in a multi-dimensional matrix that includes the individual student and the student's interactions with environments that establish and maintain academic and social behaviors.

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration for fall admission. This program is a fully accredited National Association of School Psychologists (NASP) program. We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Coursework, practica and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social-behavioral intervention plans (i.e., instructional and behavioral analysis, consultation and counseling); and research (i.e., methods and statistics). Knowledge and skills are developed through integrated coursework, field experiences and internship. The program duration is three years.

**Note:** Students admitted to the School Psychology program will be required to have on file a completed, current FBI fingerprint check throughout their program.

### Prerequisites:

A bachelor's degree in psychology or its equivalent is required. Successful completion of undergraduate coursework in child or life-span development, learning, research, measurement and statistics is required. Faculty will evaluate each applicant on an individual basis to determine prerequisite needs.

### Course Requirements and Credit Hours

- CEDP 503 Applied Learning Theory and Behavior Modification (4)
- CEDP 504 Theories of Human Development (4)
- CEDP 510/PSYC 510 Professional School Psychology I (4)
- CEDP 511/PSYC 511 Professional School Psychology II (4)
- CEDP 512/PSYC 512 Professional School Psychology III (4)
- CEDP 520 Tactics of Psychological Research (4)
- CEDP 522 Teaching Exceptional Students I (4)
- CEDP 523 Assessing Exceptional Students (4)
- CEDP 524 Research and Statistics Lab (2)
- CEDP 554/PSYC 565 Developmental Psychopathology (4)
- CEDP 557 School Psychology Consultation (4)
- CEDP 569 Family Systems and Parent Education (4)
- CEDP 589 Multicultural Assessment: Issues in the Schools (4)
- CEDP 592 Crisis Intervention and Trauma Counseling (3)
- CEDP 600 or 601 Thesis or Research Project (6)  
or PSYC 600 or 601 Thesis or Research Project (6)
- CEDP 697 or PSYC 695 School Psychology Internship (15)
- PSYC 522 Advanced Statistics (5)
- PSYC 531 Psychoeducational Groups for Children and Adolescents (4)
- PSYC 534 Human Neuropsychology (4)
- PSYC 543/CEDP 543 School-Based Individual Intervention (4)
- PSYC 554 Cognitive Assessment (4)
- PSYC 556 Personality and Behavioral Assessment (4)
- PSYC 558/CEDP 695 Practicum: School Psychology (12)
- PSYC 559 Cognitive Assessment Lab (3)

Successful completion of the National School Psychology Certification Examination and an oral examination that reviews the thesis/research project and contents is required.

*Minimum total credits for above master's degree* **115 credits**

## SCHOOL PSYCHOLOGY POST MASTER'S — CERTIFICATE ONLY PROGRAM

Susan Ruby, Program Director	152 D Martin Hall	509.359.6050
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### STUDENT LEARNING OUTCOMES

#### Students will:

- will be competent in applying knowledge and skills of school psychological practices;
- will be competent in applying specific areas of knowledge of the field, such as assessment and diagnosis, behavioral intervention, counseling and interviewing, program development, consultation and program evaluation and school-based research;
- will become proficient in understanding special education legal and procedural processes utilized in schools;
- will be competent in serving diverse populations within the school, home and community;
- will be competent in applying knowledge and skill consistent with professional ethical practices and in accordance with National Association of School Psychology (NASP) professional codes of conduct.

This collaborative program is designed for educators, counselors and mental health professionals who currently hold a master's degree in their respective field and who aspire to obtain a State of Washington Educational Staff Associate (ESA) Certification to become a school psychologist. This program is designed to reflect the scientist-practitioner model emphasizing comprehensive school psychological services that apply developmental, social, cognitive and behavioral orientations.

Classes are offered during the summer session and during evenings and/or weekends throughout the regular academic year. Students are admitted as cohorts at the beginning of summer session and continue through following summer. After the coursework is a 1200-hour (full school year) internship in the public schools. The program of study is determined by evaluation of previous master's-level academic coursework as it compares to the course requirements for Washington Administrative Code (WAS) training standards and National Association of School Psychologist (NASP) accreditation standards for school psychologist training.

The number of total credits for each student will vary depending upon the candidate's previous graduate coursework from an accredited university. Because the student has already earned a master's degree in a related field such as counseling, psychology or education, he or she will have already have some of the classes similar to what the EWU school psychology student takes in the three-year School Psychology Program. Prior courses will be evaluated according to EWU, WAC and NASP standards for the School Psychology Program. These courses should include such areas as social basis for behavior (e.g. multicultural or social psychology), foundations of education and educational intervention, statistics, research methods, child and adolescent development, assessment, counseling/psychotherapy and human learning. In addition to coursework and the 1200-hour internship, passing a comprehensive exam or PRAXIS is required.

## Counseling, Educational and Developmental Psychology Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### CEDP 190

#### Risky Behavior (2)

The course will explore, discuss and teach skills that are alternatives for managing risky behavior. Topics that will be covered include decision-making, sexually transmitted infections, sexual assault, alcohol and other drug use, and ways of combating risky behavior including birth control and abstinence, assertiveness and self-management techniques.

### CEDP 201

#### Life Span Development (4)

[satisfies the GEGR for social sciences, list 2, anthropology, geography, psychology and sociology.]

A broad overview of human development from birth to death. Topics covered include the biological, cognitive, learning, cultural and socio-emotional influences on development. Designed for the non-major.

### CEDP 210

#### Career Development (2)

A resource course designed to provide information and assistance with academic and career decision-making. Standardized interest inventories are used as part of the information-gathering process. Open to students of any level.

### CEDP 302

#### Educational Psychology (5)

*Prerequisites:* EDUC 201, CEDP 201 recommended.

Principles of learning and development as applied to improvements in classroom instruction.

### CEDP 313

#### Child and Adolescent Development (4)

*Prerequisites:* English proficiency required; math proficiency recommended.

Mental, physical, social and emotional development from infancy through adolescence.

### CEDP 314

#### Adult Development (4)

*Prerequisites:* English proficiency required; math proficiency recommended.

Covers the processes, evidence, theories and socio-cultural influences on adults.

### CEDP 315

#### Psychology of Human Relations (4)

*Prerequisites:* English proficiency required; math proficiency recommended.

Helps develop your understanding and skill in interpersonal relationships needed for professional consultation and/or counseling.

### CEDP 316

#### Psychology of Adjustment (5)

*Prerequisites:* English proficiency required; math proficiency recommended.

A psychological approach to human behavior, growth and change.

### CEDP 319

#### Psychological and Behavioral Assessment (4)

*Prerequisites:* CEDP 313, CEDP 314.

This course familiarizes students with basic methodologies for examining behavior change and status reports in various settings.

### CEDP 320

#### Developmental Theories and Applications (4)

*Prerequisites:* CEDP 313, 315 or permission of the instructor.

Covers principles and concepts of major theories of human development, evaluation of theories, appreciation of alternative views of development and alternative strategies for enhancing development.

### CEDP 321

#### Introduction to Developmental Methods (4)

*Prerequisites:* CEDP 313, 315, 319 or permission of the instructor. Must be taken concurrently with CEDP 322.

This course provides an introduction to research methods used by developmental psychologists.

### CEDP 322

#### Laboratory in Developmental Methods (1)

*Prerequisites:* CEDP 313, 315 or permission of the instructor. Must be taken concurrently with 321.

Direct and simulated experiences in methods pertinent to applied developmental research.

### CEDP 324

#### Human Learning (4)

*Prerequisites:* CEDP 313, 315 or permission of the instructor.

A study of human learning emphasizing conditions for acquisition, learning structures, learning sets, levels of learning and measurement.

### CEDP 363

#### Introduction to Special Education (4)

Overview of definitions, causes, characteristics and educational approaches concerning students with disabilities and exceptional students.

### CEDP 399

#### Special (Individual) Studies (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

Subjects vary according to faculty and student interest.

### CEDP 402

#### Behavior Modification (4)

*Prerequisites:* CEDP 313, 324 or permission of the instructor.

Behavior modification provides an in-depth exposure to the principles, concepts and procedures from both behavioral and cognitive theories as applied to individuals, couples and families, organizational groups and community settings.

### CEDP 404

#### Psychology of the Gifted/Talented Child (3)

*Prerequisite:* CEDP 302 or permission of the instructor.

Giftedness and talent from a psychological perspective. Seminar format covers issues of development, measurement, theories, prediction and special needs.

### CEDP 410

#### Teaching Students with Severe Disabilities (4)

*Prerequisite:* CEDP 363.

Overview of characteristics, educational and social issues related to working with students with severe disabilities.

### CEDP 412

#### Introduction to Early Childhood Special Education (4)

*Prerequisite:* CEDP 363.

Overview of trends and services related to providing intervention for young children with disabilities (ages 0-8) and their families.

### CEDP 420

#### Principles of Behavior for Students with Exceptional Needs (4)

*Prerequisite:* CEDP 363.

Overview of principles of behavior change and how they apply to students with exceptional needs.

### CEDP 421

#### Classroom Management in Special Education Settings (4)

*Prerequisites:* CEDP 363, 420.

Covers fundamental knowledge and experiences for assessing and developing effective management strategies in special education classrooms.

### CEDP 431

#### Pediatric and Adolescent Health Psychology (4)

*Prerequisite:* CEDP 402 or permission of the instructor.

An examination of health factors affecting developmental outcomes. There will be an emphasis on the health aspects of development and how to maintain and improve health-related behaviors in children and adolescents.

### CEDP 444

#### Introduction to the Counseling Profession (4)

*Prerequisite:* CEDP 315, 316, 320 or permission of the instructor.

This course provides students with an introduction to the counseling profession, its specializations, history and ethics issues. Content includes communication skills, blocks to personal effectiveness and sequential stage model of problem solving for helpers.

### CEDP 456

#### Teaching and Skills Training in the Management of Risky Behavior (3)

*Prerequisite:* CEDP 190.

The course provides guided experiences in developing skills to be a peer-facilitator for CEDP 190. Both knowledge and teaching skills will be explicitly taught and practiced. Such knowledge and skills are necessary in facilitating CEDP 190.

### CEDP 460

#### Special Education Methods (4)

*Prerequisite:* CEDP 420 or permission of the instructor.

Overview of the primary instructional and behavior management techniques needed to work successfully with persons with special needs.

### CEDP 461

#### Methods for Teaching Students with High Incidence

#### Disabilities (4)

*Prerequisites:* CEDP 363, 460.

Covers how to use Direct Instruction programs with students at-risk for school failure and those with special needs.

### CEDP 462

#### Methods for Teaching Students with Severe Disabilities (4)

*Prerequisites:* CEDP 363, 460.

Covers instructional techniques used to teach skills to students with severe disabilities.

### CEDP 463

#### Methods for Teaching Infants and Young Children with Disabilities (4)

*Prerequisites:* CEDP 363, 412, 460.

Covers intervention strategies for teaching infants and young children with disabilities skills in home-and center-based programs.

### CEDP 468

#### Tests, Measurements and Evaluation (5)

*Prerequisites:* CEDP 316, 319, 320 or permission of the instructor.

This course offers a survey of psychological testing and its use in the fields of counseling and education. Course content includes a review of relevant statistics principles, validity and reliability, a survey of widely used testing instruments and ethical issues related to testing, including confidentiality, test selection and testing bias.

### CEDP 470

#### Special Education Assessment (4)

*Prerequisites:* CEDP 363, 460.

Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for students with special needs.

### CEDP 472

#### Assessment of Infants and Young Children with Disabilities (4)

*Prerequisites:* CEDP 363, 412, 460.

Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for infants and young children with disabilities and their families.

## CEDP 476

### Child and Family Guidance (4)

*Prerequisites: CEDP 313, 324 or permission of the instructor.*

The interaction between parents and children, the development and socialization of the child within the family and the relationship of the family to the school and community from a developmental perspective. Approaches to child rearing, management, discipline and communication for parents, teachers and other child care personnel are presented. Also examines family social support functions and considers multicultural issues in child socialization and guidance. Appropriate for present and future parents, teachers and child care personnel.

## CEDP 480

### Inclusionary Practices and Collaboration (4)

*Prerequisites: CEDP 363, 460.*

Covers information and skills needed to collaborate effectively with students, educators, parents and agencies to implement appropriate special education programs.

## CEDP 481

### Professionalism in Special Education (4)

*Prerequisite: to be taken at the end of program.*

Covers professional issues and principles required to obtain a teaching certificate and position working with students with disabilities.

## CEDP 483

### Group Dynamics (5)

*Prerequisites: CEDP 315, 444 or permission of the instructor.*

Introduces the principles formed through the scientific study of small-group dynamics and considers the issues and problems arising in the study of groups.

## CEDP 484

### Child Abuse: Recognition and Intervention Strategies (3)

This course will focus on recognition of abuse in children and specific intervention strategies for their social/emotional needs. Physical, emotional and sexual abuse will be addressed along with factors of recognition for each of these areas of abuse. Specific common indicators of abuse will be looked at as it relates to the impact on the social, emotional, cognitive and behavioral realm of children.

## CEDP 485

### ADD/ADHD in the Schools (3)

This course will provide the skills needed to help minimize the everyday struggles encountered while working with difficult behaviors. Areas to be addressed include characteristics of AD/HD, common treatment approaches, myths about AD/HD and matching interventions to behaviors.

## CEDP 487

### Assistive Technology and Related Services in Special Education (4)

*Prerequisites: CEDP 363, 460.*

Covers the use of technology and assistive devices used to aid students with disabilities.

## CEDP 488

### Special Education Practicum (3)

*Graded Pass/No Credit.*

*Prerequisites: CEDP 363; 3 credits to be completed when taking CEDP 420 and 460 and 3 credits to be completed when taking CEDP 421 and 461/462/463.*

Students observe and demonstrate effective teaching practices in a special education setting.

## CEDP 489

### Special Education Student Teaching (16)

*Graded Pass/No Credit.*

*Prerequisites: CEDP 421, 461/462/463, 470/471/472, 480, 481, 487, 488.*

Provides the student with teaching experience in a special education setting.

## CEDP 490

### Senior Capstone: Developmental Psychology Senior Seminar (4)

[satisfies senior capstone university graduation requirement.]

The course is designed to help students make the transition from the academic world to the world of work and civic life or to a higher level of academic achievement. The primary goal for the student's successful transition will be accomplished via the process of application. The course is designed also as an end-of-program assessment tool. The basic assumption is that the developmental coursework has equipped the students with the knowledge of developmental theories, counseling strategies, research methods and assessment procedures. This capstone will test the student's ability to apply the coursework to real-world situations. The course objectives are organized to facilitate the process of application.

## CEDP 491

### Senior Thesis (4)

[satisfies senior capstone university graduation requirement.]

*Prerequisite: invitation of the instructor/advisor.*

Directed research resulting in a formal write-up. Limited to those students for whom research experience will be helpful in obtaining entrance to graduate school. This course replaces ITGS 400 as a senior capstone experience.

## CEDP 492

### Field Study in Child Issues and Problems (4)

*Prerequisites: CEDP 313, 324, some senior, major courses and faculty advisement.*

This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

## CEDP 493

### Field Study in Adolescent Issues and Problems (4)

*Prerequisites: CEDP 313, 324 some senior, major courses and faculty advisement.*

This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

## CEDP 494

### Field Study in Adult Issues and Problems (4)

*Prerequisites: CEDP 314, 324, some senior, major courses and faculty advisement.*

This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

## CEDP 495

### Experiential Learning (1–12)

*Graded Pass/No Credit.*

*Prerequisites: permission of the instructor, department chair and college dean (interview required).*

Individual learning and career development course with an off-campus internship contract coordinated through the Internship Program.

## CEDP 496

### Experimental Course (1–5)

## CEDP 497

### Workshops, Short Courses, Conferences (1–10)

## CEDP 498

### Seminar (1–5)

Subjects vary according to faculty and student interest.

## CEDP 499

### Directed Study (1–10)

*Graded Pass/No Credit.*

*Prerequisites: permission of the instructor, department chair and college dean.*

**Students who are admitted to a graduate program in the Department of Counseling, Educational and Developmental Psychology or with prior approval of the instructor may register for the following classes. For specific prerequisites see individual course descriptions.**

## CEDP 502

### Theories of Learning (4)

An objective and comprehensive study of the major theories of learning with an emphasis on lifespan development related to applied human services.

## CEDP 503

### Applied Learning Theory and Behavior Modification (4)

Applied learning theory, methodology and research paradigms will be defined and their inter-theory, inter-subject, inter-problem-solving relevance demonstrated.

## CEDP 504

### Theories of Human Development (4)

Major theories of human development in which developmental processes and issues emphasized by different theories are described and compared.

## CEDP 506

### Counseling Development and Transition Across the Lifespan (4)

*Prerequisite: admission to the graduate counseling program: mental health or school counseling emphasis or permission of the instructor.*

Major theories of human development, the nature and needs of individuals at all developmental levels and the counseling implications associated with developmental processes are covered.

## CEDP 508

### Classroom Management for the School Counselor (3)

*Prerequisite: admission to the graduate counseling program, school counseling emphasis.*

This course will provide an understanding of the role of the counselor in managing classroom behavior, including how to establish positive counselor-student relationships and peer relationships that help meet students' basic psychological needs while building a community of support within the classroom.

## CEDP 510

### Professional School Psychology I (4)

*Prerequisite: admission to the graduate program in school psychology.*

This course is the first in the series of professional school psychology and focuses on the history and principles of school psychology, the professional role of the school psychologist and current trends in education. The course includes various pre-practicum observations in applied settings. (Cross-listed PSYC 510)

## CEDP 511

### Professional School Psychology II (4)

*Prerequisite: admission to the graduate program in school psychology.*

This course focuses on the impact of legal issues on the role and functions of school psychologists in Washington. (Cross-listed PSYC 511)

## CEDP 512

### Professional School Psychology III (4)

*Prerequisite: CEDP 510 or PSYC 510, CEDP 511 or PSYC 511.*

This course is the third in the series of professional school psychology and focuses on professional practice and ethical issues in the field. Best practices in school psychology and considerations of NASP, AERA and APA ethical guidelines and codes of conduct will be covered. The course includes pre-practicum observations in applied settings. (Cross-listed PSYC 512)

## CEDP 515

### Advanced Educational Psychology (4)

The relevance of psychological theory to educational practice as applied to teaching, learning, development and evaluation.

## CEDP 518

### Problems in Child Development (4)

Special problems in child development.

## CEDP 519

### Problems of Adolescence (4)

Special problems of this development period.

## CEDP 520

### Tactics of Psychological Research (4)

*Prerequisite: admission to the graduate counseling program: mental health or school counseling emphasis or permission of the instructor.*

A critical analysis of research methodologies in mental health and school counseling research. Emphasis is placed on developing student skills in asking and answering sound research questions.

## CEDP 521

### Foundations of Special Education (4)

*Prerequisite: admission to the graduate program in special education.*

Overview of the historical and legal foundations of special education, as well as an in-depth study of the characteristics of exceptional individuals.

## CEDP 522

### Teaching Exceptional Students I (4)

*Prerequisite: admission to the graduate program in special education or school psychology.*

Instructional methods derived from the effective teaching research including management of time, instructional design, presentation of information, academic monitoring, error correction procedures and curricular modifications.

## CEDP 523

### Assessing Exceptional Students (4)

*Prerequisite: admission to the graduate program in special education.*

Overview of the pre-referral to placement process and an in-depth examination of the primary standardized assessment instruments and procedures for determining eligibility for special education.

## CEDP 524

### Research and Statistics Lab (2)

*Prerequisite: admission to the graduate program in school psychology.*

This course focuses on the collection and analysis of data typically used in school settings with particular emphasis on the data that is required for the implementation of a response to intervention model for the early identification of at-risk students, the design and implementation of appropriate interventions to address academic and behavioral problems and the evaluation of the effectiveness of interventions on a school-wide and individual basis.

## CEDP 531

### Designing Management Programs (4)

*Prerequisites: CEDP 520 and admission to the graduate program in special education.*

In-depth study of school-wide practices, classroom management techniques and individualized interventions for promoting positive social behavior.

## CEDP 532

### Teaching Exceptional Students II (4)

*Prerequisites: CEDP 522 and admission to the graduate program in special education.*

Instructional methods and strategies for teaching reading and language arts to students with exceptional needs.

## CEDP 533

### Collaborative Program Development for Exceptional Students (4)

*Prerequisites: CEDP 520 and admission to the graduate program in special education.*

Designing collaborative programs with focus on participation on multidisciplinary teams, development of instructional and transitional programs, supervision of support staff and consultation with parents and teachers.

## CEDP 534

### Teaching Exceptional Students III (4)

*Prerequisites: CEDP 522 and 532 and admission to the graduate program in special education.*

Instructional methods and strategies for teaching math and content areas to students with exceptional needs as well as consultation and coaching techniques.

## CEDP 535

### Introduction to Mental Health Counseling (4)

*Prerequisite: admission to the graduate counseling program: mental health counseling emphasis.*

An introduction to the profession of mental health counseling. The course will emphasize historical, philosophical, professional, ethical and public policy perspectives. The focus is on the role of the counselor with various clientele.

## CEDP 538

### Journal Reading in Special Education (3)

*Prerequisite: admission to the graduate program in special education.*

Provides students with skills in reading and analyzing research-based articles in special education journals.

## CEDP 539

### Special Topics (1-5)

Pass/No Credit grading allowed for program requirements.

## CEDP 540

### Professional School Counseling (4)

*Prerequisites: admission to the graduate counseling program: school counseling emphasis and a completed current FBI fingerprint check.*

The development of the school counseling profession; counseling functions within systems; the structure and management of school counseling programs.

## CEDP 542

### Career Counseling (4)

*Prerequisite: successful completion of one quarter of CEDP 695 and completed current FBI fingerprint check or permission of instructor.*

Career development theory; educational and vocational information; career decision-making processes; components of school or community career programs.

## CEDP 543

### School-based Individual Interventions (4)

*Prerequisite: admission to the graduate program in school psychology.*

A general introduction to the theory and process of providing individual psychotherapeutic services to children and adolescents in the schools. Particular attention will be paid to ethical issues and the importance of providing culturally sensitive interventions. (Cross-listed PSYC 543)

## CEDP 544

### Counseling Theory and Techniques (4)

An introduction to principles of counseling and a survey of contemporary theories and techniques.

## CEDP 545

### Appraisal in Mental Health Counseling (4)

*Prerequisites: admission to the graduate counseling program: mental health counseling emphasis or CEDP 323, CEDP 468 and permission of instructor.*

The administration, scoring and interpretation of standardized tests in the mental health counseling profession. Includes a focus on testing ethics, sources of testing bias and diversity issues in assessment, as well as the use of interview assessment/mental status exam and psychological testing for treatment planning.

## CEDP 547

### Assessment in School Counseling (4)

*Prerequisites: admission to the graduate counseling program: school counseling emphasis or CEDP 323, CEDP 468 and permission of instructor.*

The use of assessment techniques in the school counseling setting, including standardized instruments, sand play and observation. Includes a focus on testing ethics, sources of testing bias, diversity issues, implications of high stakes testing and effective use of assessment in counseling outcomes.

## CEDP 548

### Counseling Children and Adolescents (4)

*Prerequisites: admission to the school psychology graduate program or admission to the graduate counseling program: mental health or school counseling emphasis, a completed FBI fingerprint check or permission of the instructor.*

Counseling principles and techniques as applied to children and adolescents will be presented and analyzed.

## CEDP 549

### ESA Peer Review (1-5)

*Prerequisite: permission of the instructor.*

The major emphases of this course are on upgrading the knowledge and skills of practicing school counselors and providing a forum for peer review based on contemporary standards of practice. Required peer review course for continuing ESA Certification.

## CEDP 554

### Developmental Psychopathology (4)

This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical and educational intervention methods. (Cross-listed PSYC 565)

## CEDP 557

### School Psychology Consultation (4)

*Prerequisite: admission to the graduate program in school psychology.*

This course focuses on the history and principles of collaborative consultation and their application within the school setting. Behavioral consultation is discussed as an alternative system for delivering pre-referral, assessment and intervention services to students, families and school personnel.

## CEDP 569

### Family Systems and Parent Education (4)

*Prerequisite: appropriate undergraduate work in education or psychology or permission of the instructor.*

The foundations of family systems theory. Examines the interaction between parents, development of the child and the relationship of the family to the school and community. Approaches to child rearing, management and discipline will be considered. Special consideration is given to parent education classes and recent literature in parent counseling.

## CEDP 575

### DSM Treatment Issues for Counselors (4)

*Prerequisites: admission to the graduate counseling program: mental health or school counseling emphasis or permission of the instructor.*

The examination of current issues related to the classification and diagnosis of abnormal behavior and psychological states and their relationship to treatment. Dimensional, categorical and functional approaches to classification are reviewed, with emphasis on current forms of child and adult psychopathology found in the DSM-IV-TR. Diagnostic topics include historical influences, cultural variation, symptomology, etiology, developmental patterns and treatment approaches to various diagnostic categories.

## CEDP 576

### Professional Issues in Mental Health Counseling (3)

*Prerequisites: successful completion of two quarters of mental health counseling Internship in the graduate counseling program: mental health emphasis.*

This course provides students an opportunity to transition from the role of a counselor in training to a beginning professional in the field of mental health counseling. Topics will include advocacy, post graduate credentials, supervision, managed health care systems, agency and private practice and organizational change. An emphasis will be placed on professional identity and roles.



## CEDP 581

### Consultation in the Counseling Profession (2)

*Prerequisites: advanced standing (2<sup>nd</sup> year) in graduate counseling: mental health or school counseling emphasis, graduate social work, or graduate school psychology programs or permission of instructor.*  
Application of psychological skills to organizations and systems; systems analysis and interventions; case consultation; peer consultation and consultation with other human service professionals. Includes information on team building, conflict resolution and the counselor's role as a systems change agent.

## CEDP 582

### The Law for School Counselors (3)

FALL

*Prerequisite: admission to the graduate counseling program, school counseling emphasis.*

This course provides students with an understanding of the current issues, policies, laws, legislation, ethical and legal considerations related specifically to the practice of school counseling. Students will utilize current resources available to school counselors in order to recognize the most pertinent legal and ethical areas concerning school counselors today.

## CEDP 583

### Group Experience (1)

*Prerequisites: admission to the graduate counseling program: mental health or school counseling emphasis or permission of the instructor.*

This class will provide a group process experience for first year students in mental health and school counseling emphases.

## CEDP 584

### Group Theory (1)

*Prerequisite: successful completion of CEDP 583 or permission of instructor and a completed, current FBI check.*

Factors that lead to group change, membership, goals, productivity and organization.

## CEDP 585

### Group Process in Counseling (2)

*Prerequisite: successful completion of CEDP 584 or permission of instructor.*

Students will participate in and practice serving as facilitators of groups.

## CEDP 586

### Group Facilitation (1)

*Prerequisite: successful completion of CEDP 585 or permission of instructor.*

Students will serve as facilitators of groups.

## CEDP 589

### Multicultural Assessment: Issues in the Schools (4)

*Prerequisite: admission to the graduate program in school psychology or permission of instructor.*

This course prepares students for culturally competent practice particularly as it relates to the six domains of the delivery of psychological services in school settings. The focus of the course is on assessment as a means of informing interventions for academic or behavioral problems exhibited by students in schools.

## CEDP 590

### Diversity Counseling (3)

*Prerequisite: admission to the graduate counseling program: mental health or school counseling emphasis or permission of instructor.*

This course will introduce students to a broad spectrum of issues of diversity in counseling, including an examination of their own personal history/background and its impact on their perception of and response to diversity in clients. In this class, the term "diversity" includes differences in racial and ethnic origins, gender, ability, physicality, belief systems, socio-economic status, sexual orientation, developmental stage and variability of intellectual functioning.

## CEDP 591

### Addictive Behavior Counseling (3)

*Prerequisites: successful completion of one quarter of CEDP 695 or permission of instructor.*

Graduate course of theory and pragmatics in addictive behavior counseling that documents the personal, social and cultural impact of addiction. The course is designed for those with a specific interest in the nature and treatment of addictive behavior and students preparing for careers in the helping professions. The course presents an integrated overview of modern research and intervention approaches. A variety of viewpoints, theories and treatment approaches will be introduced.

## CEDP 592

### Crisis Intervention and Trauma Counseling (3)

*Prerequisites: successful completion of one quarter of CEDP 695 or permission of instructor.*

This course is designed to provide students with an overview of the theory, impact, issues and skills of crisis counseling due to traumatic events such as: violence, child abuse, mass casualty events and suicide ideation, as well as the nature, causes and symptoms of professional burnout for crisis workers. The course will examine models for working with children and adolescents, working with victims of violence, suicide prevention, issues of health-related school and mental health crises and the ethical, legal and diversity factors of crisis intervention.

## CEDP 594

### Advanced School Counseling (3)

*Prerequisites: admission to the graduate counseling program: school counseling emphasis.*

Students will learn about youth at risk in the K–12 school system. Students will learn effective strategies to deal with these youth as part of the school counselor role in promoting optimal development of students in the personal/social domain, which, in turn, will influence optimal development in the career and academic domains.

## CEDP 595

### Comprehensive Exam Review (2)

*Graded Pass/No Credit.*

*Prerequisites: admission to the graduate counseling program: mental health or school counseling emphasis; permission of the instructor, department chair and college dean.*

This course is designed to prepare students to pass the NCE (NBCC) exam and the required comprehensive written exam.

## CEDP 596

### Experimental Course (1–5)

## CEDP 597

### Workshops (1–15)

*Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.*

## CEDP 598

### Seminar (3)

*Advanced Counseling Seminar will be graded Pass/No Credit only.*

Current problems in applied psychology. The subject matter will vary according to the needs and interests of students.

## CEDP 599

### Independent Study (1–5)

*Prerequisites: permission of the instructor, department chair and college dean.*

## CEDP 600

### Thesis (1–15)

*Graded Pass/No Credit.*

*Prerequisites: permission of the instructor, department chair and college dean.*

A bound research study conducted as a partial fulfillment of a master's degree under the direction of a graduate committee.

## CEDP 601

### Research Project (1–15)

*Graded Pass/No Credit.*

*Prerequisites: permission of the instructor, department chair and college dean.*

A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

## CEDP 695

### Practicum (Specialized Areas) (1–9)

*Graded Pass/No Credit.*

*Prerequisites: Admission to a Department of Counseling, Educational and Developmental Psychology graduate program and a completed current FBI fingerprint check; permission of the instructor, department chair and college dean. Professional liability insurance is required for graduate counseling students: mental health or school counseling emphasis.*

Supervised experience in specialized areas.

## CEDP 696

### Internship: Community College Teaching (1–15)

*Graded Pass/No Credit.*

Teaching of a lower-division college course under supervision of a regular faculty member assigned by the department chair. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

## CEDP 697

### Internship (Specialized Areas) (1–15)

*Graded Pass/No Credit.*

*Prerequisite: admission to the graduate counseling program: mental health or school counseling emphasis; permission of the instructor, department chair and college dean.*

Internship experience of professionally supervised service in an approved agency or institution.

**CREATIVE WRITING**

See ENGLISH.

## CRIMINAL JUSTICE

College of Social and Behavioral Sciences

Pui-Yan Lam, Chair	314 Patterson Hall	509.359.2335
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<i>BA</i>	<i>Minor</i>
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Faculty: L. Schaible

### UNDERGRADUATE PROGRAMS

Within the bachelor of arts degree, the Department of Sociology and Justice Studies offers a program in Criminal Justice, blending career education and the liberal arts. Criminal Justice is an integrated major with required coursework in the core disciplines that provide the theoretical and methodological roots of contemporary criminological inquiry as well as applied coursework in Criminal Justice. The program is designed to provide an academic foundation appropriate for an educated citizen as well as particular specializations and certifications for career preparation.

The Department of Sociology and Justice Studies believes that a University must educate broadly to enrich both career and life. Accordingly, students in the Criminal Justice program will complete social science foundation courses as well as core disciplinary courses. In order to assist them as they move into a variety of career paths, students must also complete coursework in an approved area of specialization or an interdisciplinary certificate.

All 300 and 400 level CRIM courses have a prerequisite of sophomore standing or above.

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

#### **BACHELOR OF ARTS (BA)**

##### *STUDENT LEARNING OUTCOMES*

##### **Students will:**

- be able to understand and apply various methodological and theoretical approaches for conducting research and evaluation with regard to criminal justice practices and policies;
- be able to engage in critical inquiry of criminal justice institutions, practices and policies which explores their benefits and consequences for social justice and equity;
- demonstrate mastery of theories of criminology and deviance, a strong understanding of the correlates of crime and be able to make clear links between theoretical and applied contexts;
- demonstrate an awareness of the systems, processes and relationships between components which comprise the criminal justice system (Courts/Law, Law Enforcement and Corrections).

#### **CRIMINAL JUSTICE MAJOR (74-75 CREDITS)**

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

##### **Required Courses:**

##### **Introduction (5 credits)**

CRIM 300 Introduction to Criminal Justice (5)

##### **Foundation Courses (15 credits)**

CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)

CSBS 320 Introductory Statistics for the Social Sciences (5)

CSBS 330 Integrated Social Science Methods (5)

##### **Disciplinary Core Courses (35 credits)**

CRIM 382 Criminal Justice Organization and Administration (5)

CRIM 490 Criminal Justice Senior Capstone (5)

GOVT 306 Basic Concepts of Criminal Law (5)

PHIL 212 Introductory Ethics (5)

PSYC 302 Abnormal Psychology (5)

SOCI 301 Crime and Society (5)

SOCI 458 Sociology of Institutional Corrections (5)

#### *Specialty Tracks:*

##### *Law Enforcement*

##### **Required Courses (16 credits)**

CRIM 468 Police Systems and Practices (5)

CRIM 495 Internship in Criminal Justice (6)

GOVT 302 Criminal Procedure (5)

##### **Choose from below (4 credit minimum)**

ADST 300 Survey of Alcohol/Drug Problems (4)

CRIM 304 Forensic Inquiry (5)

CRIM 307 Forensic Photography (2)

CRIM 404 Forensic Identification (4)

SOCI 363 Sociology of Deviance (5)

##### *Pre-Graduate Criminology*

##### **Required Courses (10 credits)**

SOCI 363 Sociology of Deviance (5)

SOCI 455 Criminology (5)

##### **Choose from below (9 credits minimum)**

CRIM 302 Criminal Justice Systems and Development (4)

CRIM 416 Comparative Criminal Justice Systems (5)

CSBS 321 Computer Aided Data Analysis (4)

GEOG 328 Geographic Information Systems (5)

GOVT 305 Jurisprudence (5)

PSYC 425 Psychology and the Legal System (5)

##### *Corrections*

##### **Required Courses (11 credits)**

CRIM 495 Internship in Criminal Justice (6)

SOCI 459 Sociology of Community Corrections (5)

##### **Choose from below (9 credits minimum)**

CEDP 313 Child and Adolescent Development (4)

CRIM 485 Correctional Counseling: Group Methods (5)

PSYC 425 Psychology and the Legal System (5)

SOCI 452 Juvenile Delinquency (5)

##### *Introduction credits*

*5 credits*

##### *Foundation credits*

*15 credits*

##### *Disciplinary core credits*

*35 credits*

##### *Specialty track credits*

*19-20 credits*

##### *Minimum total credits for above major*

*74 credits*

**There may be courses taught at times that could be used as a substitute for courses listed under Specialty Tracks. Please consult your advisor to determine if a course is appropriate.**

ANTH 496 Experimental Course (1-5)

CRIM 299 Individual Study (1-5)

CRIM 307 Special Topics in Criminal Justice (1-5)

CRIM 399 Individual Study (1-5)

CRIM 496 Experimental Course (1-5)

CRIM 499 Individual/Independent Study (1-5)

*Note:* Students may incorporate one of the CSBS certificate options as one of the specialty tracks. CSBS Certificate Programs currently proposed include Children's Studies, Conflict Management, Geographic Information Systems and Gender Studies, Latin American and Iberian Studies, Leadership, Asia Studies and Public Policy and Wetlands Science and Management.

Students working with their advisor, may also craft their own specialization track with approved university courses and with the approval of the Department Chair.

### **MINOR**

#### **CRIMINAL JUSTICE MINOR (30 CREDITS)**

##### **Required Courses (20 credits)**

CRIM 300 Introduction to Criminal Justice (5)

CRIM 382 Criminal Justice Organization and Administration (5)

CSBS 330 Integrated Social Science Methods (5)

SOCI 301 Crime and Society (5)

##### **Electives (10 credits)**

Select courses from any other CRIM prefix courses.

##### *Required credits*

*20 credits*

##### *Elective credits*

*10 credits*

##### *Total credits for above minor*

*30 credits*

## Criminal Justice Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### CRIM 299

#### Individual Study (1–5)

*Prerequisite:* permission of the instructor, department chair and college dean.

Individual study in criminal justice. Topics are mutually agreed upon by the instructor and student.

### CRIM 300

#### Introduction to Criminal Justice (5)

This course is taught from the perspective of the criminologist and emphasizes the interaction within and between the systems of law enforcement, the courts and treatment.

### CRIM 302

#### Criminal Justice Systems and Development (4)

A survey and analysis of the origins and development of the contemporary criminal justice system in America.

### CRIM 304

#### Forensic Inquiry (5)

*For majors only.*

Scientific methods of inquiry used in forensic investigations. Includes methodologies from social science, natural science, law and criminal justice.

### CRIM 307

#### Special Topics in Criminal Justice (1–5)

An open topics course on contemporary criminal justice practice.

### CRIM 360

#### Women in Prison (5)

In this course, we examine the socio-structural relationships between women's lives and women's crimes and explore how race, class and gender assumptions shape the experiences of female correctional officers and female inmates. In addition, we analyze how the prison rules and regulations that girls and women have to abide by are deeply gendered. Since the 1980s, the number of women and girls incarcerated has increased drastically. Yet, we know very little about female criminality and women's lives inside prison. (Cross-listed with WMST 360)

### CRIM 382

#### Criminal Justice Organization and Administration (5)

Basic organization and management of criminal justice agencies. Discusses line, personnel and auxiliary functions.

### CRIM 399

#### Individual Study (1–5)

*Prerequisite:* permission of the instructor, department chair and college dean.

Individual study in criminal justice. Topics are mutually agreed upon by the instructor and student.

### CRIM 404

#### Forensic Identification (4)

*Limited to 15 students.*

This course is an advanced laboratory course in forensic facial reconstruction, forensic osteology and computer applications to forensic identification.

### CRIM 416

#### Comparative Criminal Justice Systems (5)

A comparative approach to understanding the different criminal justice systems found throughout the world.

### CRIM 460

#### Penology (5)

*Course fee. CJ majors have priority.*

*Prerequisite:* acceptable background security check.

A study of the contemporary practice of penology in the western world with special attention to the United States and Washington State. Lecture, laboratory and required field trips to Northwest Custodial Institutions.

### CRIM 468

#### Police Systems and Practices (5)

*Prerequisite:* CRIM 300 or permission of the instructor.

This course examines the profession of a police officer. Topics include criminal investigations, specialized operations, ethics, liability and the process, organization and management of policing in the United States.

### CRIM 485

#### Correctional Counseling: Group Methods (5)

Examines group methods used with criminal offenders, both juvenile and adult. Includes treatment programs, evaluation and therapeutic environments.

### CRIM 490

#### Criminal Justice Senior Capstone (5)

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* senior standing; must be taken prior to internship.

This course examines the relationship between the major subsystems of the criminal justice system, police, courts, corrections and juvenile justice. Each of these major components addresses issues of crime in society with the same constituents, but from a different perspective. Examination of issues that each component has in common and the manner in which they are differently addressed is the focus of this course. Criminal Justice students will gain an appreciation for the eclectic nature of the profession through in-depth analysis of current issues and designing a resolution mechanism. The characterization of a "criminal justice system" is discussed from the perspective of individual mission of each element of the "system" to identify the presence or absence of commonality—except for constituency. The distinctive division of labor between corrections, police administration and the courts are described in effort to identify the decision-making processes to further amplify their interdependence and interrelatedness. Through examination of dilemmas faced by the system students will develop an appreciation for and understanding of the system from the macro perspective. The purpose of this course is to bring together the different elements of the system through examining how each of these elements address common, relevant and timely issues.

### CRIM 495

#### Internship (6–12)

*Prerequisites:* 2.5 GPA, permission of internship instructor and CRIM 490; permission of the instructor, department chair and college dean.

The intern earns credits through participation in a full-time work experience. The length of time is determined by the amount of credit. Normally it will be 10 weeks. Requirements include an on site visit, detailed written report and additional assignments. Internships are limited to the state of Washington and some selected Idaho and Oregon locations. Applications and approval must be obtained prior to the internship experience. Credit for unapproved internship or life experience is not granted.

### CRIM 496

#### Experimental Course (1–5)

### CRIM 497

#### Workshops, Short Courses, Conferences (5)

### CRIM 498

#### Seminar (5)

*For majors only.*

*Prerequisites:* ENGL 205, 40 major credits and permission of the instructor.

### CRIM 499

#### Individual/Independent Study (1–5)

*Not open to students with a GPA below 3.0.*

*Prerequisite:* permission of the instructor, department chair and college dean.

For individual/independent study in criminal justice. Topics are mutually agreed upon by the instructor and the student.

## DENTAL HYGIENE

*College of Science, Health and Engineering*

Rebecca Stolberg, Chairperson, Dental Hygiene	Health Sciences Bld., 310 N. Riverpoint Blvd.	509.368.6510
BS		MS

Advisors: M. Heidel, L. Al-Tassan

Faculty: L. Bilich, A. DiMarco, S. Jackson, A. Nickerson, J. Nord, R. Stolberg,  
P. Mullasserill

### UNDERGRADUATE PROGRAM

The Department of Dental Hygiene functions within the University setting and offers a baccalaureate degree in dental hygiene which combines a strong liberal arts background with a professional education. General education courses, basic dental and dental hygiene science courses are integrated into the practice of dental hygiene.

Students interested in majoring in dental hygiene should request current information on application procedures and seek advising early in their university program. During the first year(s) of study, students complete dental hygiene prerequisite courses and some General Education Core Requirements. During the final year of prerequisites (either fall or winter quarter), students must declare Dental Hygiene as their major and formally apply for admission to the Dental Hygiene Department, which begins its session the following fall quarter. Applications are available from the department's website.

**General Admissions Requirements for Dental Hygiene:** All students enrolling in dental hygiene courses must hold a current Health Care Provider CPR Certification. In addition to the \$50.00 university admission fee, there is an additional \$42.00 student department application fee.

All students are urged to maintain contact with department advisors during their prerequisite year(s) because admission criteria are revised periodically. Since enrollment is limited and the admission process is competitive, no assurance can be given that all applicants admitted to the University and successfully completing the prerequisite coursework will be admitted to the dental hygiene department.

**Admissions Requirements for Transfer Students:** Students transferring from either four-year institutions or community colleges must first apply for admission to the University through the EWU Admissions Office, which will evaluate transfer coursework and, upon request, send a copy of the transcript evaluation to the Dental Hygiene Program.

Once admitted to EWU, transfer students should contact the Dental Hygiene Department and arrange to meet with a department advisor for curricular planning and to declare their major.

Applications to the dental hygiene department will not be processed until students have been formally admitted to the University and a copy of their transcript evaluation has been sent from Admissions to the Dental Hygiene Department.

**Attention High School Students:** Those students interested in dental hygiene should complete one year of high school chemistry, biology and algebra.

**Placement Record for EWU Dental Hygiene Graduates:** EWU dental hygiene graduates have an excellent placement record in Spokane and nationwide. The program has a 46-chair clinic located on the Riverpoint Campus in Spokane. The clinic provides dental services to the general public by students under direct faculty supervision.

**Mission:** The Department's mission is to educate baccalaureate dental hygienists to assume positions of responsibility in multiple settings. The faculty of the department are committed to creating a quality educational environment that will facilitate the development of responsible professionals who can function effectively in a constantly changing society.

**Department Goals for Dental Hygiene:** The following goals direct the design, purpose and philosophy of the Department of Dental Hygiene at Eastern Washington University.

1. The Dental Hygiene Department will provide all students the skills necessary to function in a constantly changing society, an obligation of Washington's only baccalaureate dental hygiene program.
2. The Dental Hygiene faculty are supported throughout their careers.
3. Dental Hygiene Students, faculty and staff impact the university, the region and the world.
4. The Dental Hygiene Department will grow resources to enhance the dental hygiene academic quality.

While the dental hygiene program consists of a minimum of one year of pre-dental hygiene courses followed by a three-year professional curriculum most students take two years to complete the pre-dental hygiene courses. The professional segment of the three-year curriculum includes emphasis on dental sciences, community dental health, health research theory and clinical practice in traditional and expanded functions. Dental clients are treated at the EWU clinic and at the Veterans' Administration Medical Center, Community Health Association of Spokane (CHAS) and Spokane Falls Family Clinic. The program is fully accredited by the Commission on Dental Accreditation of the American Dental Association and leads to a specialized Bachelor of Science in Dental Hygiene degree. It is the only traditional baccalaureate dental hygiene program in Washington State.

**Degree Completion:** Expanded degree possibilities are available in Seattle, Tacoma, Vancouver, Columbia Basin and Yakima, Washington for dental hygienists from two-year institutions who desire a baccalaureate degree. Transcripts and inquiries should be directed to the chair of the dental hygiene program, Eastern Washington University.

#### Dental Hygiene Prerequisites (49-50 credits)

- BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 335 Elementary Medical Microbiology (5)
- CHEM 161 General Chemistry for the Health Sciences (5)
- CHEM 162 Organic Chemistry for the Health Sciences (5)
- CHEM 163 Biochemistry for the Health Sciences (5)
- FNDT 356 Nutrition (5)
- PSYC 100 General Psychology (5)

#### Select one course from the following (4-5 credits)

- CMST 200 Introduction to Speech Communication (4)
- CMST 210 Interpersonal Communication (5)
- CMST 250 Small Group Communication (5)
- CMST 312 Nonverbal Communication (5)
- CMST 331 Interviewing (5)
- CMST 340 Intercultural Communication (5)
- CMST 440 International Communications (5)

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

## **BACHELOR OF SCIENCE (BS)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- initiate and assume responsibility for health promotion and disease prevention activities for diverse populations;
- acquire and synthesize information in a critical, scientific and effective manner;
- promote healthy lifestyles and provide planned educational services using appropriate interpersonal communication skills and educational strategies;
- assess, plan, implement and evaluate preventive, therapeutic and restorative treatment using methods consistent with medico/dentolegal principles, law and evidence;
- discern and manage the ethical issues of dental hygiene practice in a rapidly changing environment.

### **DENTAL HYGIENE MAJOR (102 CREDITS)**

#### **Required Courses**

- DNHY 300 Head and Neck Anatomy (3)
- DNHY 301 Dental Anatomy (3)
- DNHY 302 Histology/Embryology (3)
- DNHY 310 Radiography (3)
- DNHY 311 Radiography (2)
- DNHY 320 Pharmacology for the Dental Hygienist (3)
- DNHY 321 Pain Control (3)
- DNHY 330 Pre Clinical Dental Hygiene I (4)
- DNHY 331 Pre Clinical Dental Hygiene II (5)
- DNHY 332 Pre Clinical Dental Hygiene III (4)
- DNHY 341 Management of Medically Compromised Patients (3)
- DNHY 350 Clinical Dental Hygiene I (4)
- DNHY 351 Clinical Dental Hygiene II (5)
- DNHY 352 Clinical Dental Hygiene III (5)
- DNHY 360 Preventive Dentistry (2)
- DNHY 380 Introduction to Restorative Duties I (3)
- DNHY 381 Principles of Restorative Duties II (3)
- DNHY 421 Periodontology I (3)
- DNHY 422 Periodontology II (2)
- DNHY 430 Oral and General Pathology (3)
- DNHY 450 Clinical Dental Hygiene IV (3)
- DNHY 451 Clinical Dental Hygiene V (5)
- DNHY 452 Clinical Dental Hygiene VI (5)
- DNHY 453 Clinical Dental Hygiene VII (5)
- DNHY 460 Community Dental Health I (2)
- DNHY 461 Community Dental Health II (2)
- DNHY 470 Research Methods (3)
- DNHY 480 Restorative Clinic I (3)
- DNHY 481 Restorative Clinic II (2)
- DNHY 482 Restorative Clinic III (2)
- DNHY 490 Dental Hygiene Capstone (4)

#### **Suggested Elective Courses:**

- DNHY 423 Perio Track (2)
- DNHY 475 Teaching Practicum I (1)
- DNHY 476 Teaching Practicum II (1)
- DNHY 477 Teaching Practicum III (1)

#### **Minimum credits for above major**

**102 credits**

*Note: the above major will require more than 12 terms (or four years) to complete at an average of 15 credits per term.*

## **GRADUATE PROGRAM**

The philosophy of the MS in DH program is one of commitment to the education and development of oral health professionals who go beyond academic excellence, who are productive, self-sufficient citizens of society, who are responsive to the global community and who maintain high ethical standards in their personal and professional lives. In order to achieve these goals, our faculty demand of themselves excellence in academic endeavors, continuous education in teaching theory, knowledge of scientific advancements in dental care and advanced clinical skills. Our goal is to produce graduates who are prepared to meet the current and future health care demands of today's challenging health care system.

The Teaching/Administrative Emphasis will provide graduates with the necessary education to be a teacher, administrator or public health official and is a typical graduate program culminating in a final research project or thesis. In addition to the minimum university graduate admission requirements stated elsewhere in this catalog, these are the admission requirements for the graduate Dental Hygiene Program:

1. Cumulative undergraduate GPA of 3.0 or higher
2. BS in dental hygiene or related area from an accredited dental hygiene program in the U.S. or Canada
3. Successful completion of the Dental Hygiene National Board exam or its Canadian equivalent
4. A current dental hygiene license in the U.S. or Canada
5. Submission of GRE scores
6. Submission of an essay on a topic provided by the Department of Dental Hygiene
7. Clearance of a criminal background check
8. Current health care provider CPR certification.

In addition to the \$50 university graduate application fee, there is an additional \$50 departmental application fee. Applications to the Dental Hygiene Department will not be considered until they have been processed in the university Graduate Studies Office and a copy of the transcript evaluation has been sent from Graduate Studies to the Dental Hygiene Department.

#### **Mission Statement**

The mission of the Master of Science in Dental Hygiene Program is to educate and graduate dental hygienists who are technically, intellectually and ethically prepared for the upcoming challenges facing the dental profession. We are committed to excellence in dental hygiene education. Our purpose is to develop a program that encourages the development and use of critical thinking skills, the desire to participate in and contribute to life-long learning and translational research opportunities, the ability to be community leaders and outstanding citizens and the skills to be health care professionals who can provide comprehensive care to diverse population groups in a variety of settings. This program will strive to create in hygienists the perpetual self-learning capacity to live up to their full potential and to contribute to making our community, our profession and our world a better place to live.

#### **Goals**

1. To graduate educationally competent, culturally sensitive and ethically sound dental hygienists who will promote oral and general health and wellness to the public and other health care practitioners.
2. To provide a quality educational program that meets the needs of the students, is sensitive to the changing needs of dentistry and follows the guidelines of the educational community.
3. To graduate dental hygienists who are able to initiate and assume responsibility for health-promotion and disease-prevention activities for diverse populations in a variety of settings and who appreciate a multidisciplinary team function.
4. To graduate dental hygienists who possess transferable skills in communication, problem solving and critical thinking in order to encourage and take advantage of opportunities for professional growth and development in themselves, their profession and others.
5. To offer a master's degree program that is sufficient enough in scope and depth to provide graduates with a high quality professional education that fosters their ability to adapt to the future, to provide leadership in dental hygiene, to practice as an ADHP if the opportunity exists and to accept the challenge of doctoral education.
6. To enhance dental hygiene's body of evidence through support of faculty translational research programs that contribute to the art and science of dental hygiene, to dental hygiene practice and to the improvement of oral health delivery systems.

## MASTER OF SCIENCE (MS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- be technically, intellectually and ethically prepared for the upcoming challenges facing the dental profession;
- possess critical thinking skills, that help them to be community leaders and outstanding citizens;
- possess skills needed to be health care professionals who can provide comprehensive care to diverse population groups in a variety of settings;
- have the perpetual self-learning capacity to live up to their full potential and to contribute to making our community, our profession and our world a better place to live.

### DENTAL HYGIENE MAJOR (62-65 CREDITS)

#### Required Core Courses (35 credits)

- DNHY 501 Advanced Dental Hygiene Practice with Lab (2)
- DNHY 505 Healthcare Leadership (3)
- DNHY 520 Translational Research (5)
- DNHY 525 Theoretical Foundations of Advanced Dental Hygiene Practice (5)
- DNHY 530 Advanced Dental Hygiene Research/Technical Writing (5)
- DNHY 605 Components of Program Development (5)
- DNHY 635 Practicum I (5)
- DNHY 645 Practicum II (5)

#### Required Courses (21–26 credits)

- DNHY 600 Thesis or DNHY 601 Research Project (10–15)
- DNHY 610 Educational Methodology (3)
- DNHY 615 Advanced Educational Theory and Methods (5)
- DNHY 625 Clinical Administration and Teaching (3)

#### Required Electives, from the list below (6 credits minimum)

All electives must be approved by the program director.  
Suggested and approved courses include:

#### Health Services Administration Program:

- HSAD 500 U.S. Health Care Systems (4)
- HSAD 510 Health Law (4)
- HSAD 520 Healthcare Reimbursement (4)
- HSAD 530 Seminar on Business and Health (4)
- HSAD 598 Seminar in Health Services Administration (4)

#### Economics Department:

- ECON 424 Economics of Poverty and Discrimination (5)
- ECON 427 Economics of Women and Work (5)
- ECON 445 Insurance and Risk (5)
- ECON 452 Health Economics (5)

#### Education Department:

- COIN 571 Survey of Post-Secondary Education (4)
- COIN 572 Strategies for Teaching Adults (4)
- COIN 581 Workshop in College Teaching (3)
- EDUC 505 Current Issues in Education (4)
- EDUC 506 Educational Sociology (4)
- EDUC 530 Foundations of Educational Communication and Information Technology (4)

<b>Required core credits</b>	<b>35 credits</b>
<b>Emphasis credits</b>	<b>21–26 credits</b>
<b>Required electives</b>	<b>6 credits</b>
<b>Total credits for above master's degree</b>	<b>62 credits</b>

## Dental Hygiene Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### DNHY 300

#### Head and Neck Anatomy (3)

SPRING

*Prerequisite:* admission into dental hygiene program or waiver by instructor.

A detailed study of head and neck anatomy, including bones, musculature, blood, lymphatic and nerve supply.

### DNHY 301

#### Dental Anatomy (3)

FALL

*Prerequisite:* admission into dental hygiene program or waiver by instructor.

A detailed anatomical study of human teeth, their eruption, exfoliation and occlusion.

### DNHY 302

#### Histology/Embryology (3)

FALL

*Prerequisite:* admission into dental hygiene program or waiver by instructor.

A detailed study of oral histology and embryology. Development of the face and oral cavity; microscopic anatomy of the oral cavity.

### DNHY 310, 311

#### Radiography (3, 2)

FALL(310)/WINTER(311)

*Prerequisite:* admission into dental hygiene program or waiver by instructor.

Clinical and physical principles of x-ray production, hazards and safety procedures, with an orientation to oral anatomy and completion of acceptable full-mouth surveys on dental clients. Techniques for advanced skills and panoramic radiography emphasized in 311.

### DNHY 320

#### Pharmacology for the Dental Hygienist (3)

WINTER

*Prerequisite:* admission into dental hygiene program or waiver by instructor.

Principles of pharmacological and therapeutic action of drugs used in dentistry.

### DNHY 321

#### Pain Control (3)

FALL

*Prerequisite:* admission into dental hygiene program or waiver by instructor.

This course is designed to give the student an understanding of the history, theory and use of nitrous oxide sedation and dental local anesthetic agents.

### DNHY 330

#### Pre-Clinical Dental Hygiene I (4)

FALL

*Prerequisite:* admission into dental hygiene program or waiver by instructor.

This course is the first of three courses introducing clinical dental hygiene treatment. Material covered in the course emphasizes the importance of infection control and explanation of procedures to prevent infection. Also included is evaluating the oral and physical condition of the client.

### DNHY 331

#### Pre-Clinical Dental Hygiene II (5)

WINTER

*Prerequisite:* DNHY 330.

This course is the second of three courses introducing clinical dental hygiene treatment. Material covered emphasizes the importance of infection control and explanation of procedures to prevent infection. Also included is evaluating the oral and physical condition of the client.

## DNHY 332

### Pre-Clinical Dental Hygiene III (4)

SPRING

*Prerequisite: admission into dental hygiene program or waiver by instructor.*

The third of three courses focusing on the introduction to clinical dental hygiene treatment, continuing emphasis on those topics covered in 330 and 331 and introducing the removal of deposits from the dentition.

## DNHY 341

### Management of the Medically Compromised Patient (3)

FALL

*Prerequisite: admission into dental hygiene program or waiver by instructor.*

This course introduces dental hygiene management of the medically compromised patient. Emphasis will be placed on understanding the concept of total client care and management of the medically compromised patients that are either electing or requiring dental care for optimal health and function.

## DNHY 350

### Clinical Dental Hygiene I (4)

FALL

*Prerequisite: admission into dental hygiene program or waiver by instructor.*

This is the first course involving supervised experience in clinical procedures for dental hygiene.

## DNHY 351

### Clinical Dental Hygiene II (5)

WINTER

*Prerequisite: DNHY 350.*

This is the second course involving supervised experience in clinical procedures for dental hygiene.

## DNHY 352

### Clinical Dental Hygiene III (5)

SPRING

*Prerequisite: DNHY 351.*

This is the third course involving supervised experience in clinical procedures for dental hygiene.

## DNHY 360

### Preventive Dentistry (2)

SPRING

*Prerequisite: admission into dental hygiene program or waiver by instructor.*

Course emphasis is placed upon gaining a working knowledge of all aspects of preventive dentistry, including self care, fluorides, dental caries and soft deposits.

## DNHY 380

### Introduction to Restorative Duties I (3)

WINTER

*Prerequisite: admission into dental hygiene program or waiver by instructor.*

Introducing dental materials with technique, laboratory and clinical experience in the restorative duties that can legally be assumed by the dental hygienist.

## DNHY 381

### Principles of Restorative Duties II (3)

SPRING

*Prerequisite: admission into dental hygiene program or waiver by instructor.*

This course is a comprehensive lecture/lab course which provides the dental hygiene student an opportunity to acquire didactic and lab knowledge and the skills associated with dental materials and restorative expanded functions.

## DNHY 421

### Periodontology I (3)

WINTER

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

A detailed study of the various periodontal diseases, with emphasis on histological and clinical recognition as well as treatment of the diseases.

## DNHY 422

### Periodontology II (2)

FALL

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

Continued study of the recognition and treatment of periodontal diseases, especially as they relate to dental hygiene practice.

## DNHY 423

### Perio Track (2)

WINTER

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

This course explores advanced periodontal procedures beyond those required in the major. The student will explore periodontal treatment through a combination of clinical and didactic experiences.

## DNHY 430

### Oral and General Pathology (3)

SPRING

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

A histopathological study of oral lesions, pathogenic conditions of particular significance to dentistry and principles of general pathology.

## DNHY 450

### Clinical Dental Hygiene IV (3)

SUMMER

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

The fourth of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

## DNHY 451

### Clinical Dental Hygiene V (5)

FALL

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

The fifth of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

## DNHY 452

### Clinical Dental Hygiene VI (5)

WINTER

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

The sixth of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

## DNHY 453

### Clinical Dental Hygiene VII (5)

SPRING

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

The last of seven quarters of supervised experiences in clinical procedures of dental hygiene, increasing in scope of opportunity as skill is attained.

## DNHY 460

### Community Dental Health I (2)

FALL

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

A survey of various community dental health programs, with field experience in dental health instruction in schools, nursing homes, community centers and hospitals. Emphasis is placed on research methodology.

## DNHY 461

### Community Dental Health II (2)

WINTER

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

A survey of various community dental health programs, with field experience in dental health instruction in schools, nursing homes, community centers and hospitals.

## DNHY 467

### Career Strategies (1)

WINTER

*Prerequisite: admission into the dental hygiene program.*

This course is designed to prepare the dental hygiene graduate for employment in a variety of employment settings. Students will prepare a resume and learn how to engage in an employment interview. Panel discussions with dental hygienists from a variety of employment settings will give the student practice interviewing and first hand knowledge of the skills involved in these positions.

## DNHY 470

### Research Methods (3)

SPRING

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

Basic principles of research and the facilitation of the development of analytical skills for evaluation of professional research.

## DNHY 475

### Teaching Practicum I (1)

FALL

*Prerequisite: admission into the dental hygiene program.*

This course focuses on providing clinical teaching methodology, a learning styles inventory and teaching philosophy to a novice educator.

## DNHY 476

### Teaching Practicum II (1)

WINTER

*Prerequisites: admission into the dental hygiene program and completion of DNHY 475.*

The students are assigned student teaching opportunities in either pre-clinic or restorative laboratory under the direction of the course instructor.

## DNHY 477

### Teaching Practicum III (1)

SPRING

*Prerequisites: admission into the dental hygiene program and completion of DNHY 475 and 476.*

This is a continuation of DNHY 476 in which students are assigned student teaching opportunities in either pre-clinic or restorative laboratory under the direction of the course instructor.

## DNHY 480

### Restorative Clinic I (3)

FALL

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

The first of three quarters of clinical practice in restorative duties. For selected dental clients, insertion of silver amalgam and tooth-colored restorations in teeth prepared by dentist supervisors.

## DNHY 481, 482

### Restorative Clinic II, III (2, 2)

WINTER(481)/SPRING(482)

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

The second and third of three quarters of clinical practice in restorative duties. For selected dental clients, insertion of silver amalgam and tooth-colored restorations in teeth prepared by dentist supervisors.

## DNHY 485

### Oral Health Care Research Design Practicum (5)

FALL

*Prerequisite: enrolled in or graduate of an accredited dental hygiene program.*

This course is first in a series of three courses providing the student with background and practicum experience in the assessment, planning, implementation and evaluation of a dental health program. The assessment and planning phases are emphasized in this course.

## DNHY 486

### Oral Health Care Project Implementation Practicum (5) WINTER

*Prerequisite: DNHY 485 or permission of the instructor.*

This course is the second in a series and is directed toward implementation of a community dental health project in a practicum setting. The student will also learn to interpret and critically evaluate scientific reporting and continue to develop communication skills.

## DNHY 487

### Oral Health Care Project Evaluation and Report Writing Practicum (5) SPRING

*Prerequisite: DNHY 486 or permission of the instructor.*

This course is the last in a series of three courses and is directed toward implementation, evaluation and report writing of a community dental health project in a practicum setting.

## DNHY 490

### Dental Hygiene Capstone (4) SPRING

[satisfies senior capstone university graduation requirement.]

*Prerequisite: admission into the dental hygiene program or waiver by instructor.*

An integrative, theme-based capstone course which focuses on the ethical and legal issues facing the dental hygienist of the future.

## DNHY 491

### Field Practicum in Educational Theory and Application (5) FALL

*Prerequisite: enrolled in or graduate of an accredited dental hygiene program.*

This course is the first in a series of three and provides learning experiences that integrate educational theory and application. Students will be assigned actual teaching opportunities under the direction of the course instructor and with the assistance of teacher educators or others acting as resource persons.

## DNHY 492

### Field Practicum in Clinical and Laboratory Instruction (5) WINTER

*Prerequisite: DNHY 491 or permission of the instructor.*

This course is the second in a series and provides learning experiences integrating educational theory and application with a special emphasis on clinical and laboratory instruction.

## DNHY 493

### Field Practicum in Teaching Methods and Assessment (4) SPRING

*Prerequisite: DNHY 492 or permission of instructor.*

This course provides learning experiences utilizing a variety of teaching and assessment methods. The course design and materials provide considerable flexibility for planning and conducting performance-based training programs for student teachers, group/client educators, or business and industry trainers. Students will be assigned actual teaching opportunities under the direction of the course instructor and with the assistance of teacher educators or others acting as resource persons.

## DNHY 501

### Advanced Dental Hygiene Practice with Lab (2)

*Prerequisite: admission to the dental hygiene graduate program.*

This course focuses on the dental hygiene process of care related to advanced preventive and therapeutic interventions to various population groups, technology and outcomes. Application of advanced dental hygiene care in a clinical setting will be a portion of this course.

## DNHY 505

### Healthcare Leadership (5)

*Prerequisite: admission to the dental hygiene graduate program.*

This course actively teaches the relational, operational and analytical skills that are keys to success in health management. Included are the application of leadership and management theory related to professional issues, policy development, legal and ethical principles, professional associations, strategic planning, conflict resolution and professional advancement.

## DNHY 520

### Translational Research (3)

*Prerequisite: admission to the dental hygiene graduate program AND completion of an undergraduate statistics or biostatistics course.*

This course focuses on critical reading, understanding and evaluation of the professional literature. Students learn how to access information electronically in order to make evidence-based decisions that contribute to the development of best practices. Grant writing is included to prepare students for the various components of a thesis.

## DNHY 525

### Theoretical Foundations of Advanced Dental Hygiene

#### Practice (5)

*Prerequisite: admission to the dental hygiene graduate program.*

This course focuses on knowledge of primary dental care as the supporting framework for advanced professional practice. Emphasis is placed on the application of both dental and dental hygiene knowledge focusing on cultural competence with diverse patient populations and practice settings. Topics selected in this course are intended to provide dental hygienists with an understanding of the role of the dental hygiene practitioner in disease prevention, treatment and referral. This course will introduce the theory and research related to the concepts of health promotion and risk reduction, providing students the opportunity to incorporate strategies of risk analysis and reduction, screening, lifestyle change and disease detection and prevention in family oral health care.

## DNHY 530

### Advanced Dental Hygiene Research/Technical Writing (5)

*Prerequisite: admission to the dental hygiene graduate program.*

This course promotes the development of life-long learning skills through critical analysis of research findings and continuation of a grant proposal. Writing in this course will include structure and organization of documents, style, usage and drafting.

## DNHY 600

### Thesis (2-3)

*Prerequisite: admission to the dental hygiene graduate program; permission of the instructor, department chair and college dean.*

This course is a research project conducted under the direction of a faculty member. Must be repeated five times.

## DNHY 601

### Research Project (2-3)

*Prerequisite: acceptance into the dental hygiene graduate program and graduate degree candidacy; permission of the instructor, department chair and college dean.*

A research project conducted under the direction of a faculty member.

## DNHY 605

### Components of Program Development (5)

*Prerequisite: admission to the dental hygiene graduate program.*

This course offers an overview of general principles of teaching and learning and evaluation in academic and community oral health programs. Emphasis is placed on the components of program development (assessment, planning, implementation and evaluation).

## DNHY 610

### Educational Methodology (3)

*Prerequisite: admission to the dental hygiene graduate program.*

This course is a study of teaching-learning processes suitable for adults and the educational theories from which they derive. An overview of various teaching strategies is included.

## DNHY 615

### Advanced Educational Theory and Methods (5)

*Prerequisite: admission to the dental hygiene graduate program.*

This course focuses on the study of leadership theories and program administration unique to dental hygiene educational programs, including an understanding of general and specialized accreditation processes, role of state dental licensure boards, human resources, faculty performance assessment, program financing from public funding and clinical fees, clinic administration and outcomes assessment.

## DNHY 625

### Clinical Administration and Teaching (3)

*Prerequisite: admission to the dental hygiene graduate program.*

This course focuses on theory and practices of clinical instruction and supervision, including psychomotor skill development, competency-based evaluation, student mentoring and remediation. Examination of organizational and administrative philosophy and practice in curriculum planning, implementation and evaluation based on accreditation standards.

## DNHY 635

### Practicum I (5)

*Prerequisite: admission to the dental hygiene graduate program.*

This course focuses on individualized learning experience to apply principle and theories of emphasis area. Approval required for off-campus sites.

## DNHY 645

### Practicum II (5)

*Prerequisite: admission to the dental hygiene graduate program.*

This course focuses on individualized learning experience to apply principle and theories of emphasis area. Approval required for off-campus sites. This course is a continuation of DNHY 635.



## DENTISTRY

College of Science, Health and Engineering

Art DiMarco, Coordinator, Regional Initiatives in Dental Education	509.368.6518
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### RIDE Courses

**Note: in cooperation with the University of Washington School of Dentistry (UWSOD), EWU offers these courses for first-year dental students.**

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

#### RIDE 505

##### Human Physiology I (4)

*Prerequisite: admission to UWSOD*

Intensive coverage of physiology through lectures and conferences. Excitable tissues, skeletal muscles, spinal reflex, pain physiology, endocrinology, autonomic nervous system, reproductive endocrinology.

#### RIDE 506

##### Human Physiology II (4)

*Prerequisite: admission to UWSOD*

Intensive coverage of the gastrointestinal, renal, cardiovascular and respiratory systems through lectures and conferences.

#### RIDE 510

##### Social and Historical Perspectives in Dentistry (2)

*Prerequisite: admission to UWSOD*

This course introduces the process of critical thinking and its application to clinical problem-solving in a behavioral and social context.

#### RIDE 513

##### Communications Skills I—Techniques (1)

*Prerequisite: admission to UWSOD*

Introductory communication skills with an emphasis toward the skills needed for interviewing patients. The course is presented in seminar format. Topics covered in this course and RIDE 514 will be applied in RIDE 515.

#### RIDE 514

##### Communications Skills II—Cultural Competency (1)

*Prerequisite: admission to UWSOD*

This course provides a basic introduction to the role that culture can play in health-care utilization. Topics covered in this course and RIDE 513 will be applied in RIDE 515.

#### RIDE 515

##### Communications Skills III—Interviewing and History-Taking (1)

*Prerequisite: admission to UWSOD*

This course provides early clinical experiences and develops skills necessary to learn from patients what you need people to know about their social, medical and dental histories to effectively understand the “whole patient” which allows you to diagnose, plan and provide appropriate treatment.

#### RIDE 516

##### Physical Examination I (1)

*Prerequisite: admission to UWSOD*

This is Part I of a course that occurs over two quarters (winter-spring). The design of the course-at-large includes lectures, seminars and clinical sessions that provide instruction on the techniques and interpretation of medical history-taking and physical examination. Part I includes lectures and clinical opportunities to learn the techniques of general survey, assessment of vital signs and interviewing patients with psychological problems.

#### RIDE 517

##### Physical Examination II (2)

*Prerequisite: admission to UWSOD*

This course consists of lectures, clinical practice sessions, clinical rotations and seminars that address techniques of patient assessment including history-taking, physical examination and interpretation of findings. Includes development of skills through participation in clinical sessions.

#### RIDE 519

##### Medical Microbiology and Immunology (3)

*Prerequisite: admission to UWSOD*

Bacterial structure, physiology and genetics. Viral structure and function. Bacterial and viral diseases of the respiratory tract, skin, GI tract. Innate and adaptive immunology. Immune response to infection, immunodeficiencies and autoimmunity.

#### RIDE 520

##### Dental Materials Science (3)

*Prerequisite: admission to UWSOD*

This course is a didactic course in which basic concepts of dental materials science are presented to dental students. In addition, physical, mechanical, chemical and biological properties of a variety of restorative dental materials is discussed. Emphasis is also given to proper selection and handling of dental materials with clinical use.

#### RIDE 521

##### Applied Dental Materials (3)

*Prerequisite: admission to UWSOD*

This course consists of a weekly orientation lecture and laboratory session that provides first-year dental students with practical instruction in the proper use of restorative dental materials. Attention is also given to student self-evaluation of their performance with the various laboratory projects.

#### RIDE 530

##### Anatomy and Embryology for Dental Students (13)

*Prerequisite: admission to UWSOD*

Normal gross structures of the thorax, abdomen, pelvis, perineum, upper extremity and neck are discussed and then dissected on human cadavers. The development of each organ system is presented and related to the definitive normal adult structure. Developmental anomalies and diagnostic anatomy are also discussed.

#### RIDE 531

##### Introduction to Neuroanatomy (2)

*Prerequisite: admission to UWSOD*

General survey of the structure of the central nervous system, including an analysis of sensory and motor systems and higher integrative functions and clinical correlation.

#### RIDE 540

##### Development, Structure and Function of Oral Tissues (3)

*Prerequisite: admission to UWSOD*

Two-quarter course covering the development, microscopic and submicroscopic structure and functional aspects of hard and soft oral tissues. Embryonic development of head and neck and morphodifferentiation of face and oral structures. Structure-function relationships in descriptions of development and history-ultrastructure of oral tissues by integration of traditional oral histology and oral physiology topics.

#### RIDE 541

##### Microscopic Anatomy (4)

*Prerequisite: admission to UWSOD*

Lecture and laboratory work in microscopic anatomy. An integrative introduction to the structure and function of cells, tissues and organs of the body. Coursework focuses on the microscopic examination of these structures and their functions. Interconnections will be made throughout the course with physiological, biochemical and gross anatomical data.

#### RIDE 542

##### Molecular Microbiology and Oral Diseases (3)

*Prerequisite: admission to UWSOD*

Applies students' background knowledge in basic sciences to an understanding of specific microbiology of various niches of the oral cavity, formation and metabolic activity of dental plaque, etiology, pathogenesis, histopathology and clinical characteristics of dental diseases. Principles involved in prevention of cross-contamination and diagnosis of clinical infections.

#### RIDE 544

##### General and Systematic Pathology (5)

*Prerequisite: admission to UWSOD*

Basic pathologic processes that underline disease, including cell alterations, genetic pathology, developmental and environmental pathology, genetic aspects of cancer and neoplasia, immunopathology and inflammation and host responses. Correlates the gross, functional and biochemical alterations. Survey of pathological processes affecting organs and systems pertinent to the practice of dentistry. Lectures present a coherent picture of systemic disease.

#### RIDE 555

##### Dental Anatomy (3)

*Prerequisite: admission to UWSOD*

Lecture and laboratory on the morphology and nomenclature of individual teeth of the adult dentition. Introduction to tooth histology and function and the influence of tooth anatomy on clinical dental procedures.

#### RIDE 556

##### Introduction to Occlusion (3)

*Prerequisite: admission to UWSOD*

This is a lecture and laboratory course which will provide a basis for evaluation and problem-solving in dental occlusion. It will integrate the materials learned in Dental Anatomy with ideal and functional occlusion. The course builds on knowledge of tooth morphology and the nomenclature gained in Dental Anatomy. The laboratory will be an extension of Dental Anatomy and will reward a student's ability to discriminate what is correct and not correct as well as correctly solving problems of occlusion. The students will be treated as dental colleagues.

#### RIDE 557

##### Functional Analysis of Occlusion (3)

*Prerequisite: admission to UWSOD*

Clinical and laboratory experiences in examination and charting of patient's occlusion, record-taking for analysis of occlusion on a dental articulator and preclinical diagnostic correction of problems of occlusion on articulated clinical casts. Provides basic background and technique information relative to laboratory and clinical experiences.

## RIDE 558

### **Operative Dentistry (1)**

*Prerequisite: admission to UWSOD*

This lecture series introduces concepts of operative dentistry to first-year dental students. Nomenclature, cavity classification, instrumentation, pulp protection and principles of cavity preparation are presented and discussed.

## RIDE 559

### **Local Anesthesia (1)**

*Prerequisite: admission to UWSOD*

This course is intended as an introduction to dental local anesthesia for RIDE students. Pharmacology, neurophysiology, techniques, emergency prevention and management, armamentarium safety and client management will be discussed. Safe administration and student-operator decision making are emphasized in both didactic and laboratory activities.

## RIDE 567

### **Introduction to Periodontics (2)**

*Prerequisite: admission to UWSOD*

An introductory didactic course in periodontology for pre-doctoral dental students. Successful completion of this course should allow students to apply knowledge obtained from basic science disciplines to the understanding of the infectious nature of periodontal diseases and the disease process resulting from the host inflammatory response. The student will learn how to assess clinical conditions and associate these conditions with periodontal pathology.

## RIDE 590

### **Medical Information for Decision Making (1)**

*Prerequisite: admission to UWSOD*

Introduction to methods for: a) identifying and retrieving high quality, relevant documents for clinical decision making, b) applying rigorous criteria when reading primary research studies or reviews of primary studies or other medical information sources that report on the effectiveness of therapeutic or preventive interventions.

## RIDE 610

### **Introduction to Clinical Dentistry (2)**

*Prerequisite: admission to UWSOD*

Introduction to clinical dental education. Students will participate in classroom and clinical exercises that lead to integration of didactic and clinical skills. This course will focus on developing the qualities of a professional and the introduction of the process of care with an emphasis on assessment. Students will practice professional communication, teamwork and instrumentation skills necessary for the practice of dentistry. Basic techniques are introduced and practiced on dentofoms and peer partners.



## DISABILITY STUDIES

School of Social Work and Human Services

Romel Mackelprang, Certificate Coordinator	231 Senior Hall	509.359.4584
<i>Certificates</i>		

### UNDERGRADUATE PROGRAM

The Disability Studies Certificate Program is located administratively in the School of Social Work and Human Services and directed by the Center for Disability Studies and Universal Access. However, the Certificate Program is interdisciplinary involving multiple academic departments throughout the university.

Disability Studies is a multidisciplinary field drawing from humanities, liberal arts and the sciences and is taught by faculty from multiple fields and disciplines. The Disability Studies Certificate program, offered at the undergraduate and graduate levels, educates students to develop an understanding of disability, disability culture and people with disabilities as inclusive members of society. The program's emphasis on universal access complements the University's mission to prepare its graduates to live and work in a diverse society.

The Disability Studies Certificate program recognizes disability is part of the tapestry of a diverse society. It emphasizes "universal access" the philosophy that society should be inclusive of people of all diverse backgrounds and traits and that the responsibility for diversity transcends traditional identity based characteristics. Universal Access (UA) embraces an approach that responsible societies do not just accommodate minorities but are constructed for people of all; both majority and minority, typical and atypical.

### CERTIFICATE

*STUDENT LEARNING OUTCOMES*

*Students will:*

- demonstrate knowledge of the perceptions of disability throughout history and in contemporary society;
- identify disability culture and recognize the contributions of disabled persons in society;
- display knowledge of how laws and policies influence the lives of people with disabilities;
- analyze societal representations of defining disability including the moral, medical and social models;
- understand disability as a characteristic in the diverse tapestry of society;
- apply the principles of universal access to disability and to other diverse societal characteristics.

#### DISABILITY STUDIES CERTIFICATE (15 CREDITS)

Disability Studies is a 15 credit hour University Certificate Program that approaches disability as diversity and uses universal access as a theme. To receive the certificate, students must successfully complete each of the required courses.

**Required Courses:**

- DSST 310 Disability, Culture and Society (5)
- DSST 410 Disability as Diversity (5)
- DSST 490 Senior Capstone: Project in Universal Access (5)

*Total credits for above certificate*

*15 credits*

### GRADUATE PROGRAM

The Interdisciplinary Disability Studies Program encourages people with a minimum of a bachelor's degree preparation and who are interested in disability, disability culture, and the lived experiences of persons with disabilities to enroll in the graduate courses offered. Post-baccalaureate students and matriculated graduated students are invited to enroll in the program by contacting the Center for Disability Studies and Universal Access. Non-matriculated students will be required to follow University procedures to enroll in the Certificate Program.

#### GRADUATE CERTIFICATE IN DISABILITY STUDIES (15 CREDITS)

The Graduate Disability Studies Certificate is a 15 credit hour program, consisting of three courses, including a community-based service learning course.

**Required Courses:**

- DSST 501 Disability, Culture and Universal Access in Society (5)
- DSST 510 Disability as Diversity (5)
- DSST 590 Interdisciplinary Project in Universal Access (5)

*Total credits for above certificate*

*15 credits*

## Disability Studies Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

#### DSST 310

##### Disability, Culture and Society (5)

[satisfies cultural and gender diversity university graduation requirement.]

This course introduces students to disability as diversity and to the culture of people with disabilities. Historical and contemporary beliefs about disability will be addressed. Universal access will be introduced as an emerging context for disability rights and human rights.

#### DSST 410

##### Disability as Diversity (5)

Disability is just one of many manifestations of human diversity. This course has been developed to help explore disability throughout the lifespan and in the social and societal contexts that frame disability experience. Students from multiple fields will develop understanding of disability accommodation and how universal access benefits all of society, including those from majority and minority backgrounds.

#### DSST 490

##### Senior Capstone: Project in Universal Access (5)

[satisfies senior capstone university graduation requirement.]

*Prerequisite: DSST 410 or permission of the instructor.*

This course will provide students the opportunity to develop a community-based, service-learning project with colleagues from multiple academic disciplines. Under the direction of the instructor, students will participate in a project that addresses universal access in the context of a diverse society. At the discretion of the student's academic major advisor, it can also serve as a Senior Capstone experience. Weekly lectures will integrate conceptual and practical learning relative to universal access for diverse populations including those with disabilities.

#### DSST 501

##### Disability, Culture and Universal Access in Society (5)

*Prerequisite: baccalaureate degree or instructor permission.*

This course is designed to introduce students to disability from a progressive and contemporary perspective that places disabilities as a component of the diverse tapestry of society. It introduces the principle of universal access (UA): a society developed for all—majority and minority, typical and atypical. It focuses on the reciprocal interactions between disability populations and the economic, physical, social, political, cultural and spiritual environments. It identifies how disability is conceptualized differently in varied contexts and analyzes how disability fits within the contemporary discourse of human diversity in a global context.

#### DSST 510

##### Disability as Diversity (5)

*Prerequisite: baccalaureate degree or instructor permission.*

Disability is just one form of human diversity. This course has been developed to help explore disability throughout the lifespan and in the social and societal contexts that frame the disability experience through the lens of diversity. Students from a variety of fields will develop understanding of how universal access benefits all of society, including those from majority and minority backgrounds.

#### DSST 590

##### Interdisciplinary Project in Universal Access (5)

*Prerequisite: DSST 510 or instructor permission.*

This course will provide students the opportunity to develop a community-based service learning project with colleagues from multiple academic disciplines. Under the direction of the instructor, students will participate in a project that addresses universal access in the context of diverse societies.

## EARTH AND SPACE SCIENCE

*College of Science, Health and Engineering  
Department of Geology*

Linda B. McCollum, Program Advisor	130 Hall of Sciences	509.359.2286 geol@ewu.edu www.ewu.edu/geology
<i>BAE</i>	<i>Minor</i>	<i>General Science Endorsement</i>

Faculty: Varies

### UNDERGRADUATE PROGRAMS

The BAE in Earth and Space Science is for prospective secondary school science teachers.

The Earth and Space Science major and minor are interdisciplinary, with required courses from geography, geology, physics, chemistry and biology.

#### **General Admissions Requirements for Earth and Space Science:**

High school students who plan to enter this program are encouraged to take three or four years of both science and mathematics in high school. University students should generally complete their GECE requirements, particularly in the Natural Sciences, prior to entering the program. Students are encouraged to contact the Earth and Space Science advisor to aid them in selecting these GECE courses.

#### **General Degree Completion Requirements for Earth and Space Science:**

##### **Grade requirement for BAE:**

2.5 cumulative average  
2.0 in each course

Generally Earth and Space Science is taught in the junior high school or middle school. Also, it is occasionally taught as a high school elective or in the upper elementary grades.

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

### **BACHELOR OF ARTS IN EDUCATION (BAE)**

#### *STUDENT LEARNING OUTCOMES*

##### **Students will:**

- understand the communication skills necessary to teach earth and space science safely and effectively to students;
- learn the principles and concepts of earth science in order to be able to teach earth and space science to middle school and high school students;
- be able to explain earth science using modern plate tectonics theory to integrate physical and historical geological knowledge.

### **EARTH AND SPACE SCIENCE/SECONDARY MAJOR (64-65 CREDITS)**

#### **Required Courses (60 credits)**

CHEM 151 General Chemistry (5)  
GEOG 305 Introduction to Oceanography (5)  
GEOG 410 Geomorphology (5)  
GEOG 314 Weather and Climate (5)  
GEOL 120 Physical Geology--The Solid Earth (5)  
GEOL 121 Physical Geology--Surficial Processes (5)  
GEOL 122 Historical Geology (5)  
GEOL 220 Environmental Geology (4)  
or GEOL 360 Geologic Hazards (4)  
GEOL 307 Rocks and Minerals (5)  
GEOG/GEOG 390 Earth Science Teaching Methods (1)  
MATH 106 Precalculus II (5)  
PHYS 121 Descriptive Astronomy (5)  
PHYS 131 Introductory Physics I (4)  
PHYS 161 Mechanics Laboratory (1)  
SCED 390 Secondary Science Teaching Methods (1)

#### **Electives (4-5 credits)**

Students must take 4-5 credits of field-oriented coursework. Select from the list below, or from special field courses in Geography or Geology approved by the Earth and Space Science advisor.

GEOG 201 Introduction to Field Research (5)  
GEOG/BIOG 312 Fundamentals of Soil Science (4)  
GEOG 315 Surface Hydrology (4)  
GEOG 325 Wetland Science I (4)  
GEOL 455 Colorado Plateau Geology (4)  
GEOL 496 Geology field trip (3-5)

#### **Required credits**

**60 credits**

#### **Elective credits**

**4-5 credits**

#### **Minimum total credits for above major**

**64 credits**

#### **Professional Education Requirements/Secondary Education: 46-47 credits**

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

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

**110 credits**

*Note: The above is an interdisciplinary major. See an advisor to determine if courses required by this major may be taken in partial fulfillment of the GECEs. A minor is not required, but highly recommended.*

*Note: the above major takes more than 12 quarters at 15-16 credits a quarter.*

### **MINOR**

#### **EARTH AND SPACE SCIENCE/SECONDARY MINOR (32 CREDITS)**

This minor satisfies the endorsement for grades 5-12.

##### **Required Courses**

GEOG 305 Introduction to Oceanography (5)  
GEOG 314 Weather and Climate (5)  
GEOL 120 Physical Geology--The Solid Earth (5)  
GEOL 121 Physical Geology--Surficial Processes (5)  
GEOL 122 Historical Geology (5)  
GEOG/GEOG 390 Earth Science Teaching Methods (1)  
PHYS 121 Descriptive Astronomy (5)  
SCED 390 Secondary Science Teaching Methods (1)

#### **Total credits for above minor**

**32 credits**

#### **Course Requirements for Teacher Certification/Add-on Endorsements (For students who currently possess a Washington State Teaching Certificate)**

#### **GENERAL SCIENCE/ADD-ON ENDORSEMENT (65 CREDITS)**

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

##### **Required Courses**

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

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

**65 credits**

## Courses

See Course Descriptions listed under the participating programs and departments: Biology, Chemistry and Biochemistry, Geography, Geology, Mathematics and Physics.

## ECONOMICS

### College of Social and Behavioral Sciences

Tom Trulove, Chair	300 Patterson Hall	509.359.4748
BA		Minors

Faculty: L. Bownds, G. Briand, D. Bunting, K. Cullen, G. Forsyth, C. Gallimore, E. Hake, T. Karier, D. Orr, L. Peterson, W. T. Trulove

## UNDERGRADUATE PROGRAMS

Economics is the study of choice and how choices made by individuals and society affect our standard of living. Its subject matter is society, how people choose to lead their lives and how they interact. Economics brings methods of science to the fundamental questions and problems faced by society. By doing so, economics helps us understand and explain a variety of topics such as employment, inflation, business cycles, economic growth, markets, production, distribution, wages, profits, interest rates, money, taxes, competition, monopoly, international trade, economic history, public policy and many others. Courses range from the very practical and applied to the more abstract and theoretical.

A major in economics prepares students for careers in a wide variety of private and public sector occupations as well as for graduate study in economics, law, public policy and business. Past graduates have worked as stockbrokers, bankers, union officials, market analysts, managers, researchers and salespersons. Export/import firms, public utilities, consulting firms, railroads, airlines, banks and a variety of local, state and federal government agencies, have employed them. Others have successfully completed graduate studies in economics at schools such as Yale, Purdue, UCLA, Rice, Oregon, WSU and Washington or received law and MBA degrees at numerous other universities.

The Economics Major provides students with a strong foundation in economics and the opportunity to select from a broad range of upper-division courses. It allows the flexibility to craft a program related to individual student interests and goals. For example, students preparing for graduate school in economics or interested in a career in technical economic analysis would be advised to take a program similar to the Economics Major with Mathematics Option. Those considering careers in the private sector are advised to add a strong business minor.

Business majors seeking a strong economics background or a dual major in Economics should take the Economics Major, if they want a BA in Economics, or the Economics Major offered through Business Administration, if they want a BAB with emphasis in Economics.

All prospective economics majors or business students thinking of a second major are urged to consult with an Economics Department advisor to tailor a program best suited to their goals.

There is a 20 credit minor available to those students who want to demonstrate expertise in economics to complement their major.

**General Admissions Requirements for Economics:** Upper-division courses in economics assume students have satisfied the University requirement for competency in basic mathematics and English. All programs in the major require some university level mathematics, statistics and computer use. Students are strongly urged to consult with a department advisor early in their academic careers to plan an interesting and efficient program in economics.

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

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- use supply and demand modeling to predict and/or explain some economic event;
- use quantitative skills to analyze economic data;
- understand the use of fiscal and monetary policies in addressing contemporary macroeconomic issues;
- understand and apply the Cost/Benefit Principle to a current socio-economic issue.

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

## ECONOMICS MAJOR (67–68 CREDITS)

### Economics Required Core (42–43 credits)

- ACCT 251 Principles of Financial Accounting (5)
- DSCI 245 Data Analysis for Business (4)
- or MATH 380 Elementary Probability and Statistics (5)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ECON 404 Intermediate Microeconomic Theory (5)
- ECON 405 Intermediate Macroeconomic Theory (5)
- ECON 437 Econometrics (5)
- ECON 490 Capstone (5)
- FINC 335 Financial Management (4)

### Electives (25 credits)

Select upper-division economics courses.

#### Required program credits

42–43 credits

#### Elective credits

25 credits

#### Minimum total credits for above major

67 credits

**Note:** ECON 200 and ECON 201 may be waived by completing ECON 437 and MATH 161 Calculus I (5), each with 3.0 or better.

## ECONOMICS MAJOR WITH MATHEMATICS OPTION (73–74 CREDITS)

### Required Courses (54 credits)

- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ECON 404 Intermediate Microeconomic Theory (5)
- ECON 405 Intermediate Macroeconomic Theory (5)
- ECON 430 Mathematical Economics (5)
- ECON 437 Econometrics (5)
- ECON 490 Capstone (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 386 Applied Statistics (4)

### Economics Electives (15 credits)

From upper-division economics

### Mathematics Electives (4–5 credits)

- MATH 231 Linear Algebra (5)
- MATH 347 Introductory Differential Equations (4)
- MATH 385 Probability and An Introduction to Statistics (4)

#### Required program credits

54 credits

#### Economics elective credits

15 credits

#### Mathematics elective credits

4–5 credits

#### Minimum total credits for above major

73 credits

## MINOR

## ECONOMICS MINOR (20 CREDITS)

### Required Courses (10 credits)

- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)

### Electives (10 credits)

Select upper-division courses in Economics.

#### Required program credits

10 credits

#### Elective credits

10 credits

#### Total credits for above minor

20 credits

## GENERAL EDUCATION ECONOMICS MINOR (20 CREDITS)

### Required Courses (5 credits)

ECON 100 General Education Economics (5)

### Electives—Select three courses from the following list (15 credits)

ECON 412 Economic History of the United States (5)

ECON 415 History of Economic Thought (5)

ECON 417 Political Economy (5)

ECON 424 Economics of Poverty and Discrimination (5)

ECON 427 The Economics of Women and Work (5)

**Required program credits**

**5 credits**

**Elective credits**

**15 credits**

**Total credits for above minor**

**20 credits**

## GRADUATE PROGRAM

The Department of Economics does not offer a graduate degree program but does support the College of Business and Public Administration by offering upper-division and graduate courses in economics. Students considering selecting economics courses for elective graduate credit should consult with their advisor.

## Economics Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### ECON 100

#### General Education Economics (5)

[satisfies the GECE for social sciences, list 1, economics and government.]

General consideration of economic reasoning and methodology through examination of fundamental concepts in micro- and macroeconomics and through extension and applications of economic theory.

### ECON 200

#### Introduction to Microeconomics (5)

[completion of the sequence ECON 200 and 201 satisfies the GECE for social sciences, list 1, economics and government; counts as one course.]

Prerequisite: MATH 104 completed.

Examines the general functioning of a price system using fundamentals of supply and demand. Explores the variety of market forms, theory of factor incomes and the effects of government intervention to promote efficiency and equity.

### ECON 201

#### Introduction to Macroeconomics (5)

[completion of the sequence ECON 200 and 201 satisfies the GECE for social sciences, list 1, economics and government; counts as one course requirement.]

Prerequisite: MATH 104 completed.

Reviews national income accounts and the determinants of national income and employment for an economy. Explores the impact of monetary and fiscal policy on aggregate performance and considers specific problems such as full employment, inflation, economic growth and international economic relations.

### ECON 300

#### Microeconomics (5)

Prerequisite: MATH 104 completed.

Accelerated introduction to microeconomics for students in professional programs; substitutes for ECON 200.

### ECON 301

#### Macroeconomics (5)

Prerequisite: MATH 104 completed.

Accelerated introduction to macroeconomics for students in professional programs; substitutes for ECON 201.

### ECON 399

#### Special Studies (3-5)

Prerequisites: ECON 200 and 201 or permission of the instructor, department chair and college dean.

Subjects studied vary according to faculty and student interest.

### ECON 404

#### Intermediate Microeconomic Theory (5)

Prerequisites: ECON 200 and 201 or instructor permission.

Theoretical basis of exchange, production, private markets and their forms, income distribution, the public sector, resource allocation, welfare economics and application of economic theory to public and private decision making.

### ECON 405

#### Intermediate Macroeconomic Theory (5)

Prerequisites: ECON 200 and 201 or instructor permission.

With references to recent experiences, a theoretical framework is developed to explain the determination of output, employment, price level, interest rate and economic growth of an aggregate economy. Using case studies, policy implications and alternatives are explored.

### ECON 412

#### Economic History of the United States (5)

Prerequisite: junior standing.

Economic development of the United States from the early colonial period to the present: explorations, westward movement, labor, rise of great industries, world trade and post-war economic problems. (Cross-listed HIST 487)

### ECON 415

#### History of Economic Thought (5)

Prerequisite: junior standing.

Economic thought to the early 20<sup>th</sup> century; special attention to selected writers including Aristotle, the Mercantilists, the Physiocrats, Hume, Smith, Malthus, Ricardo, Marx, the Marginalists and Marshall.

### ECON 417

#### Political Economy (5)

Prerequisite: junior standing.

How public decisions can be made more rational, more productive of welfare, or more in the general interest. Selected literature from economics, political science and related disciplines provides an analytical framework for the discussion of a number of social problems.

### ECON 421

#### Labor Economics (5)

Prerequisite: ECON 200 or instructor permission.

Supply and demand for labor and important institutions in the labor market, especially the upgrading of labor via education and vocational training, the mobility of labor, the influence of trade unions on wages, the effects of race and sex discrimination on wages and labor's inflation unemployment problems.

### ECON 424

#### Economics of Poverty and Discrimination (5)

[satisfies cultural and gender diversity university graduation requirement.]

Prerequisite: junior standing.

Causes of poverty and evaluation of anti-poverty programs. Examines economic theories of discrimination from different perspectives with a particular focus on issues of gender and race. (Cross-listed AAST 424, WMST 426)

### ECON 427

#### The Economics of Women and Work (5)

[satisfies cultural and gender diversity university graduation requirement.]

Prerequisite: junior standing.

Economic impact of the increasing participation of women in the paid labor force of the United States. Economic theories of labor force participation, discrimination and occupational segregation. Current issues such as comparable worth, affirmative action, nontraditional careers, corporate policies, sexual harassment, child care and social welfare programs. (Cross-listed WMST 427)

### ECON 429

#### Women and Men in the U.S. Economy (1)

In the course we examine the economic activity and labor force participation of women and men in the United States. Employment issues, such as labor market discrimination, affirmative action and comparable worth will be discussed. Other topics include income distribution, poverty, welfare programs and the tax system. (Cross-listed WMST 402)

### ECON 430

#### Mathematical Economics (5)

Prerequisites: ECON 200 or instructor permission.

Mathematical methods and techniques applied to economic problems.

## ECON 437

### Econometrics (5)

*Prerequisites:* ECON 200 and 201 and DSCI 245 or MATH 380 or MATH 385 or instructor permission.

Using appropriate statistical software packages for data analysis, examines applications of linear regression and hypothesis testing to provide information for economic and business decision-making.

## ECON 444

### Money and Banking (5)

*Prerequisite:* ECON 200 and 201 or instructor permission.

Reviews contemporary U.S. banking practices and regulations; surveys theories of interest rates and bank behavior; surveys monetary policies and determinants and effects of Federal Reserve policies.

## ECON 445

### Insurance and Risk (5)

*Prerequisite:* ECON 200 or instructor permission.

This course examines the principles of insurance and ways of managing risk. It includes discussion of the development and forms of private and social insurance programs. (Cross-listed FINC 432)

## ECON 450

### Public Finance and Public Policy (5)

*Prerequisite:* ECON 200 or instructor permission.

Examines the causes and consequences of government in the U.S. economy and impact of government expenditure and revenue-raising activities.

## ECON 452

### Health Economics (5)

*Prerequisite:* ECON 200 or instructor permission.

Examines economic aspects of health care, including factors influencing the demand and supply of health services and the roles of insurance and government in health care markets.

## ECON 457

### Natural Resource Economics (5)

*Prerequisite:* ECON 200 or instructor permission.

Uses microeconomic reasoning and models to examine the allocation and management of non-renewable and renewable resources such as land, water, fossil fuels and mineral resources, fisheries and forests.

## ECON 458

### Regional Economics (5)

*Prerequisite:* ECON 200 or instructor permission.

Economic analysis of sub-national regional economies. Topics covered: spatial economic theory; regional economic growth and stability, land use, urban problems and policies, transportation issues, local government public finance and methods of regional analysis. Emphasis on the Pacific Northwest.

## ECON 470

### International Economics (5)

[satisfies international studies university graduation requirement.]

*Prerequisite:* ECON 200 and 201 or instructor permission.

Interaction of national economics and the problems arising there from, particularly trade and payments problems and the development of regional and international economic institutions.

## ECON 474

### International Finance (5)

*Prerequisites:* ECON 200 and 201, FINC 335 or instructor permission.

The material in this course develops a general framework to analyze international financial markets, exchange rates, exchange rate derivatives and open macroeconomic economies. (Cross-listed FINC 474, IBUS 474)

## ECON 475

### Economic Development (5)

[satisfies international studies university graduation requirement.]

*Prerequisite:* ECON 200 and 201 or instructor permission.

Development prospects of present-day underdeveloped countries. Historical development of industrial countries by analogy. Attention given to both economic and non-economic factors in the development process and to population problems and human resource development.

## ECON 490

### Senior Capstone: The Job Market (5)

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* 10 credits 400 level ECON courses or instructor permission.

Course has four components: (1) reviews modern theories of employment, job search and wage determination (2) empirical review of the regional job market (3) portfolio preparation (4) program assessment.

## ECON 495

### Internship (3–5)

*Prerequisites:* permission of the instructor, department chair and college dean.

## ECON 497

### Workshops, Short Courses, Conferences (1–5)

## ECON 498

### Seminar (3–5)

## ECON 499

### Directed Study (1–5)

*Prerequisites:* permission of the instructor, department chair and college dean. and ECON 200 and 201 and at least five credits of prior 400 level ECON courses.

Independent study projects in selected fields of economics. Limited to senior and graduate students.

## ECON 500

### Economic Analysis (4)

*Prerequisites:* not open to those who have completed ECON 200 and ECON 201.

This is an accelerated course in micro- and macroeconomic principles, including these topics: functioning of a price system, supply and demand, forms of markets, theory of factor income, market interventions by government, macroeconomic measurements, determinants of national income and output, effects of monetary and fiscal policy and long-term growth.

## ECON 515

### Economics for Managers (4)

*Prerequisites:* permission of the MBA Director, or both of the following: admission to the MBA Program and completion of BADM 520.

This course is a study of economic theory and its specific applications to the manager's decision-making.

## ECON 598

### Graduate Seminar (1–4)

*Prerequisites:* permission of the instructor.

Variable topics.

## ECON 599

### Independent Study (1–4)

*Prerequisites:* permission of the instructor, department chair and college dean.

## ECON 696

### College Teaching Internship (1–4)

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

## EDUCATION

### College of Education and Human Development

Joan Dickerson, Chair Designee		312 Williamson	509.359.2232
BAE	Minors	Elementary and Secondary Education Endorsement	
MED		Professional Teaching Certificates	

Faculty: V. Aleccia, H. Alvy, D. Bradley, M. Carpenter, D. Dachyshyn, R. Hauge, H. Hindley, D. Lamphere, J. Liu, R. Phillips, L. Portner, K. Pyatt, F. Sherwood,

### Department of Education Mission

Our mission is to prepare student-centered teachers and leaders who are caring, effective, informed, reflective graduates who successfully engage all learners in diverse schools, communities and global contexts.

### Washington Teacher Certification:

The state of Washington issues two basic teaching certificates: The Residency Teaching Certificate and the Professional Teaching Certificate. Each certificate issued requires payment of a state fee plus an EWU processing fee. In addition, the teacher candidate must give evidence of good character and fitness, including a Washington State Patrol and FBI clearance.

### The Residency Teaching Certificate:

This Certificate is awarded upon completion of a baccalaureate degree and the Professional Education Program requirements. This teaching certificate allows the holder to teach in the state of Washington within the endorsement areas approved by the University. An endorsement is an authorization to teach a specific subject (or to perform a specific type of service) at particular grade level(s) and an indication of such will appear on the Residency and Professional Certificates. The Residency Teaching Certificate is valid until the teacher has provisional status as a teacher.

The Residency Renewal Certificate is valid five years from when the teacher first completes provisional status or two years of teaching in a state board of education approved school.

The state of Washington requires teacher education candidates admitted to teacher preparation programs beginning September 1, 2002 to pass the Washington Education Skills test - Basic (WEST-B) in order to receive a Residency Certificate. In addition, beginning September 1, 2005, candidates must pass a Praxis II subject matter test to receive an endorsement for certification purposes. Beginning September 1, 2009, candidates are required to pass the WEST E subject matter test to receive an endorsement for certification purposes.

### The Professional Teaching Certificate:

Admittance requirements for this second-level graduate certificate program is granted for those teachers who have completed provisional status with a school district (which is usually two years of successful, contracted teaching experience in-state, in one school district) and completed an approved Professional Certification Program.

## UNDERGRADUATE PROGRAMS

Teaching is among the most challenging and personally rewarding of professions. The essential role of the professional educator is to bring together his/her knowledge of subject matter, instructional strategies and interpersonal skills to provide learning experiences for students. In addition, the contemporary teacher must be able to individualize instruction and must be sensitive to developmental and socio-cultural issues involving the learner, make adjustments to instruction based on assessment and provide evidence of positive impact on student learning.

The EWU Department of Education offers a comprehensive Teacher Certification program, culminating with a baccalaureate degree and a Residency Teaching Certificate, to candidates who wish to teach in either elementary or secondary school settings.

To obtain a Bachelor of Arts in Education degree, a candidate must satisfy the General Education Requirements (GERs), Professional Education Program requirements and major/minor fields of study requirements of Eastern Washington University. Upon satisfying requirements for the baccalaureate degree, the candidate may be eligible to receive a Residency Teaching Certificate from the state of Washington, providing he/she meets academic certification and good character and fitness including WSP/FBI clearance.

### Undergraduate Program goals of the Department of Education are:

- To prepare teachers who can provide leadership and cope with the complex problems of rural and urban society. In compliance with the National Council for Accreditation of Teacher Education (NCATE) and Washington Office of Superintendent of Public Instruction (OSPI) standards, the Department of Education for the University provides a professional program which prepares students for teaching at the elementary and secondary level.
- To promote research designed to investigate best practices for the instruction of and learning by P/K-12 candidates.
- To ensure continuous involvement in programs designed to reform and improve the quality of instructional techniques and theory.
- To provide for university students solid, contemporary and challenging instructional programs that are theoretically sound and experientially based.

**Statement of Assurance:** EWU's Department of Education assures that each candidate is able to apply the teaching strategies, the classroom management/school discipline methods and the measurement and evaluation process necessary for success as a first-year certificated teacher.

This assurance guarantees that the candidate has successfully completed EWU's (Department of Education) Teacher Education Program, as approved by the Washington State Office of Public Instruction and NCATE. The assurance is contingent upon appropriate placement of the candidate within certification endorsement areas.

In the event the candidate displays a lack of competency in any of these pedagogical practices during the first year of teaching experience, EWU's Department of Education will cooperate with the school district to assist the candidate in improving his/her performance. EWU services will be provided at no cost to the school district or to the candidate.

This assistance will be offered by faculty members from the Department of Education and by appropriate faculty members from the Departments of Art, Biology, Business Education, Chemistry, Child Development, English, French, Health, History, Mathematics, Music, Physical Education, Social Studies and Special Education.

### Teacher Education Program Requirements:

#### 1. PREREQUISITES TO EDUC 200 FOR ELEMENTARY AND SECONDARY EDUCATION STUDENTS (19-21 CREDITS):

**A minimum GPA of 2.0 in all prerequisite courses is required.**

- **Pass Washington Educator Skills Test-Basic (WEST-B)**
- **Computer Literacy Requirement:** CPLA 100 *Computer Literacy I* (1) and CPLA 101 *Computer Literacy II* or CPLA 120 *Computer Applications Literacy* (5) or a computer literacy test clearance
- **GPA Requirement:** A minimum 2.5 GPA calculated on most recent 45 quarter credits
- **Speech Requirement:** CMST 200 *Introduction to Speech Communication* (4) or an approved equivalent.
- **English Requirement:** ENGL 101 and ENGL 201 or equivalent.
- **Mathematics Requirement:** MATH 115 *Mathematical Reasoning* (5) or an approved equivalent for secondary education candidates or MATH 211 *Structure of Elementary Mathematics I* (5) or an approved equivalent for elementary education candidates.

*After the above prerequisite courses have been met, students will be allowed to take:*

#### 2. EDUC 200, ADMISSION TO TEACHER EDUCATION PROGRAM (1)

- **Certification Eligibility:** Each candidate will be asked to give evidence of good character and fitness including submission of the fingerprints for WSP/FBI background check.
- **Teacher Education Evidentiary Portfolio:** Candidates will declare major/minors, meet with advisors and complete a program plan.



### 3. MAJOR/MINOR/ENDORSEMENT OPTIONS

#### Elementary

Elementary teaching candidates must declare a major and a minor. Contact the academic major and minor department for advisement and signature of agreement for completion of requirements.

**Majors:** \*Art, Child Development, \*Children's Studies Option D [ECE], \*Early Childhood Special Education, English, \*French, \*\*Health/Fitness, Mathematics, Middle Level Math, Middle Level Science, \*Music, Natural Science, \*Reading, Social Studies, \*Spanish, \*Special Education and \*Special Education and Elementary Education.

**\*These majors meet an endorsement.**

**Minors:** \*\*Art, Chicano Education, Early Childhood, Early Childhood Special Education, English, \*\*English as a Second Language, \*\*French, \*\*German, Gifted and Talented, \*\*Library Media, Mathematics, \*Psychology, Reading, \*\*Spanish, Special Education and Theatre.

**\*\*These minors meet an endorsement.**

#### Middle Level

Middle Level teaching candidates must declare a major and a minor. Contact the academic major and minor department for advisement and signature of agreement for completion of requirements.

**Majors:** Elementary Mathematics, Elementary Mathematics Middle Level Option\*, Natural Science\*

**\*These majors meet an endorsement.**

**Minors:** Mathematics, Natural Science

#### Secondary

Secondary teaching candidates must declare a major and a minor with the exception of majors that require 60 credits or more unless otherwise noted. Contact the academic major and minor departments for advisement and signature of agreement for completion of requirements. Candidates are encouraged to complete more than one endorsement in order to increase their employability.

**Majors (Endorsements):** \*Art, \*Biology, \*Business Education, \*Chemistry, \*Earth and Space Science, \*English, French, \*Health/Fitness, \*Mathematics, Middle Level Mathematics, Middle Level Science, \*Music, \*Physics, Reading, \*Social Studies, Spanish and \*Special Education.

**\*These majors do not require a minor.**

**Minors (Endorsements):** Art, Biology, Chemistry, Earth and Space Science, English as a Second Language, French, German, History, Library Media, Mathematics, Physics, Reading, Spanish and Theatre.

**Please Note:** It is important to work with an advisor early in your program to help you plan your schedule. A number of the following requirements may also be counted as General Education Requirements (GERs).

In EDUC 200 class students will request a P–12 public school placement and be assigned to a school where they will be expected to participate for three consecutive quarters prior to student teaching. (Elementary three (3) consecutive quarters in P–12 school experience: EDUC 310, 338, 339, 420; Secondary three (3) consecutive quarters in K–12 school experience: EDUC 341, 413, 420).

Formal admission to the Teacher Education program is contingent upon passing EDUC 200. (This includes field placement and registration in specific education courses.)

After completion of EDUC 200, the candidate then has the choice of two education programs in which to concentrate: Elementary or Secondary.

Allow for classroom experience in the field (varies from minimum 3–9 hours per week).

### 4. PROFESSIONAL EDUCATION COURSE REQUIREMENTS

#### ELEMENTARY EDUCATION REQUIRED COURSES (73–74 CREDITS)

There are science and social science courses that are strongly recommended for the Elementary Education candidate see the general requirements section of this catalog. Please see an Education advisor for clarification.

ART 390 Art in the Elementary School (3)

CEDP 302 Educational Psychology (5)

CEDP 363 Introduction to Special Education (4)

EDUC 201 Introduction to Education (3)

<sup>1</sup>EDUC 303 Foundations of Assessment (3)

EDUC 304 Introduction to Elementary Reading (3)

EDUC 310 Reading Methods in the Elementary School (4)

<sup>2</sup>EDUC 338 Language Arts Methods, Management and Assessment in the Elementary School (4)

<sup>2</sup>EDUC 339 Social Studies and Science Methods, Management and Assessment in the Elementary School (5)

<sup>1</sup>EDUC 418 Foundations of Elementary Classroom Management (3)

EDUC 420 Admission to Professional Candidacy (1)

EDUC 423 Elementary Student Teaching K–8 (15)

MATH 212 Structure of Elementary Mathematics II (5)

MATH 390 Methods of Teaching Elementary School Mathematics (5)

MUSC 390 Music Methods for Elementary Classroom Teachers (3)

PHED 390 Health and Physical Education in the Elementary Schools (3)

30–hour multicultural education field requirement

#### One course from the following (4–5 credits)

AAST/HUMN 214 Introduction to African American Culture (5)

CHST 101/ANTH 161 Introduction to Chicano Culture (5)

CMST 340 Intercultural Communication (5)

EDUC 325 Inequalities and Impacts on Educational Equity (4)

HIST 313 Asian American History (5)

IDST 101 Introduction to Indian Studies (5)

SOCI 320 Race and Ethnic Relations: Global Perspectives (5)

SOCI 321 Sex and Gender (5)

<sup>1</sup>EDUC 200, EDUC 303 and EDUC 418 must be taken concurrently

<sup>2</sup>EDUC 338 and EDUC 339 must be taken concurrently

**Required program credits**

**69 credits**

**Cultural/Diversity requirement credits**

**4–5 credits**

**Minimum total credits for above elementary education**

**73 credits**

### SECONDARY EDUCATION REQUIRED COURSES (46–47 CREDITS)

CEDP 302 Educational Psychology (5)

CEDP 363 Introduction to Special Education (4)

EDUC 201 Introduction to Education (3)

<sup>1</sup>EDUC 303 Foundations of Assessment (3)

EDUC 341 Secondary Strategies Management, Assessment (4)

EDUC 413 Content Area Reading, Management, Assessment (4)

<sup>1</sup>EDUC 419 Foundations of Secondary Classroom Management (3)

EDUC 420 Admission to Professional Candidacy (1)

EDUC 426 Secondary Student Teaching 7–12 (15)

30–hour multicultural education field requirement

#### One course from the following (4–5 credits)

AAST/HUMN 214 Introduction to African American Culture (5)

CHST 101/ANTH 161 Introduction to Chicano Culture (5)

CMST 340 Intercultural Communication (5)

EDUC 325 Inequalities and Impacts on Educational Equity (4)

HIST 313 Asian American History (5)

IDST 101 Introduction to Indian Studies (5)

SOCI 320 Race and Ethnic Relations: Global Perspectives (5)

SOCI 321 Sex and Gender (5)

<sup>1</sup>EDUC 200, EDUC 303 and EDUC 419 must be taken concurrently

**Required program credits**

**42 credits**

**Cultural/Diversity requirement credits**

**4–5 credits**

**Minimum total credits for above secondary education**

**46 credits**

### 5. EDUC 420 PROFESSIONAL ADMISSIONS

**Student Teaching Prerequisites: The student planning to student teach must have satisfied the application/admission steps and must have completed the following clearances verified in EDUC 420:**

- Three-fourths of the total credit hours in his/her major and minor
- Method course(s) in major/minor must be completed
- Candidates must have a minimum GPA of 2.5 in each of the following: major, minor and Professional Education Program
- No individual course below a grade of 2.0 in any of the following: major, minor or Professional Education Program
- Completion of Teacher Education Evidentiary Portfolio
- Have current WSP/FBI Clearance

**Elementary:** Must have completed Elementary Methods courses in major, CEDP 302, 363, EDUC 201, 303; 304; 310; 338; 339; 418.

**Secondary:** Must have completed Secondary Methods courses in Major/Minor; CEDP 302, 363, EDUC 201, 303; 341; 413; 419.

#### Application for Student Teaching.

During EDUC 420 the candidate must submit the Application for Professional Admissions and Student Teaching to the Director of Undergraduate Programs. With permission of the P–12 Program Director he/she must register for the student teaching course. The student teacher candidate who does not meet stated deadlines may not be eligible for placement.

### 6. STUDENT TEACHING

The purpose of student teaching is to provide the teacher candidate with direct teaching/learning experience in P–12 public schools. The candidate has the opportunity during this time to observe teachers, to plan and teach under the supervision of cooperating teachers and to participate in the total school program for a full quarter.

Placement is contingent upon availability and acceptance by schools.

The teacher candidate is required to earn 15 credits as a student teacher. These credits are to be earned in one quarter or in an approved alternative program. Typically the candidate is assigned full time to a P-12 public school. The student teaching assignment is considered a full student credit load and no additional credits may be earned during the quarter except by written consent of the P-12 program director. Student teaching may be done in selected public school districts throughout the state of Washington. The candidate will be notified of his/her student teaching assignment by letter from the Field Experiences office.

## 7. CERTIFICATION EXIT EVALUATION

An exit evaluation will be done by the certification officer to verify that all state certification and professional education program requirements have been met, including requirements for the Bachelor of Arts in Education degree.

Effective 9/1/09 all candidates for certification must pass a WEST-E subject matter test to receive an endorsement for certification purposes.

### EVIDENCE FOR CERTIFICATION INCLUDES:

- State of Washington Standard V Knowledge and Skills
- State of Washington Performance Based Pedagogy Assessment
- Student Teaching Approved Professional Growth Plan
- Current WSP/FBI Clearance
- Copy of Graduation Application form evidencing all requirements have been met
- 30-hour Multicultural Verification Assessment Form
- Grade Requirement:
  - 2.0 in each course (major, minor and professional education core)
  - 2.5 cumulative average (major, minor and professional education core)

**Disclaimer**—The final authority for approval of certification endorsements resides within the State Board of Education and in the event the State Board changes certification requirements, the candidate must adhere to the new requirements.

Those admitted to the Teacher Education Program under a previous catalog who are not able to complete their program before 8/3/09, will be held to the current state requirements as listed in this catalog.

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

## BACHELOR OF ARTS IN EDUCATION (BAE)

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate professional leadership in the field;
- demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community;
- design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Office of Superintendent of Public Instruction (OSPI) standards and certification requirements, National Council for Teacher Accreditation (NCATE) and other applicable professional standards;
- demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment.

### READING/ELEMENTARY OR SECONDARY MAJOR (46 CREDITS)

This major satisfies the endorsement for Preschool to grade 12.

#### Required Courses (39 credits)

- EDUC 304 Introduction to Elementary Reading (3)
- EDUC 305 Storytelling in Children's Literature (5)
- EDUC 310 Reading Methods, Management and Assessment in the Elementary School (4)
- EDUC 401 Reading Instruction and Literature for Young Adults (5)
- EDUC 410 Student-Centered Reading Programs (4)
- EDUC 411 Reading for Language-Diverse Students (3)
- EDUC 413 Content Area Reading, Management, Assessment (4)
- EDUC 415 Introduction to Reading Assessment and Remediation (4)
- \*EDUC 494 Practicum Seminar for Reading Majors (2)
- \*EDUC 495 Practicum For Reading Majors (5)

#### Electives—Select from the following list (7 credits minimum)

- EDUC/ENGL 323 A Global View through Children's Literature (5)
- EDUC 462 Instructional Media and Technology (3)
- EDUC 463 Production of Instructional Materials (5)
- EDUC 479 Early Literacy (3)
- EDUC 490 Department Senior Capstone: Politics of Literacy or Elementary Science (4)
- EDUC 497 Approved Reading Workshops, Short Courses or Conferences (Var)
- ENGL 360 Language Structure and Use (5)
- ENGL 391 The Teaching of English in the Elementary School (5)

- ESLG 480 Second Language Acquisition and Teaching (4)
  - ESLG 483 Reading Instruction in A Second Language (3)
  - THTR 326 Creative Dramatics (3)
- \*Must be taken concurrently.

**Required credits** 39 credits

**Elective credits** 7 credits

**Total credits for above major** 46 credits

**Professional Education Requirements/Additional requirements for Elementary Education:** 66-67 credits

**or Additional Secondary Education:** 42-43 credits

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

**Minimum total credits for above major and elementary professional education** 110 credits

*Note:* the above major will require more than 12 terms (or four years) to complete at an average of 15 credits per term.

*Note:* the above major requires the completion of a minor.

**Minimum total credits for above major and secondary professional education** 88 credits

*Note:* the above major requires the completion of a minor.

## MINORS

### EARLY CHILDHOOD EDUCATION/ELEMENTARY MINOR (17 CREDITS)

This minor does not meet a state of Washington endorsement.

#### Required Courses

- EDUC 455 Perspectives of Early Childhood Education (3)
- EDUC 456 Integrated Early Childhood Practices (5)
- EDUC 457 Collaborative Reflective Teaching in Early childhood Education (3)
- EDUC 479 Early Literacy (3)
- EDUC 480 Educating Young Children with Diverse Backgrounds (3)

**Total credits for above minor** 17 credits

### GIFTED/TALENTED EDUCATION/ELEMENTARY MINOR (26 CREDITS)

This minor does not meet a state of Washington endorsement.

#### Required Courses

- CEDP 404 Psychology of the Gifted/Talented Child (3)
- CPLA 339 Presentation Software (4)
- CSED 311 Computers in the Classroom (4)
- EDUC 362 Development of Higher-Level Thinking Strategies (3)
- EDUC 363 Inquiry Strategies (3)
- EDUC 370 Creativity in the Classroom (3)
- EDUC 409 Teaching the Gifted and Talented Child (3)
- EDUC 435 Field Experience in Gifted/Talented Education (3)

**Total credits for above minor** 26 credits

### LIBRARY MEDIA/ELEMENTARY OR SECONDARY MINOR (31 CREDITS)

This minor satisfies the endorsement for Preschool to grade 12.

#### Required Courses

- EDUC 463 Production of Instructional Materials (5)
- LBSC 305 Storytelling in Children's Literature (5)
- LBSC 401 Reading Instruction and Literature for Young Adults (5)
- LBSC 450 Selection of Library Media Center Materials (3)
- LBSC 460 Reference and Information Literacy (3)
- LBSC 480 Organization of Learning Resources (4)
- LBSC 490 Administration of the School Library Media Center (3)
- LBSC 495 Practicum in the Library/Media Center (3)

**Total credits for above minor** 31 credits

*Note:* This minor is in addition to classroom teacher preparation. Washington State Patrol clearance required for all Library Media courses.

### READING/ELEMENTARY OR SECONDARY MINOR (29 CREDITS)

This minor does not meet a State of Washington endorsement.

#### Required Courses

- EDUC 304 Introduction to Elementary Reading (3)
- EDUC 305 Storytelling in Children's Literature (5)
- EDUC 310 Elementary Reading Methods, Management, Assessment (4)
- EDUC 401 Reading Instruction and Literature for Young Adults (5)
- EDUC 410 Student-Centered Reading Programs (4)
- EDUC 413 Content Area Reading, Management, Assessment (4)
- EDUC 415 Introduction to Reading Assessment and Remediation (4)

**Total credits for above minor** 29 credits

**Course Requirements for Teacher Certification/Add-on Endorsements**  
(For candidates who currently possess a Washington State Teaching Certificate)

**ELEMENTARY EDUCATION/ADD-ON ENDORSEMENT (80 CREDITS)**

Must have a current Washington State Patrol form.  
This add-on satisfies the endorsement for Kindergarten to grade 8.  
There are science and social science courses that are strongly recommended.\*

**Required Courses**

- ART 390 Art in the Elementary School (3)
- \*BIOL 115 Investigating Biology (5)  
or BIOL 100 Introduction to Biology (5)  
or an approved life science class with a lab
- CEDP 302 Educational Psychology (5)
- \*EDUC 300 Introduction to Classroom Experience (2-3)
- EDUC 304 Introduction to Elementary Reading (3)
- EDUC 310 Reading Methods in the Elementary School (4)
- \*EDUC 338 Language Arts Methods, Management and Assessment in the Elementary School (4)
- \*EDUC 339 Social Studies and Science Methods, Management and Assessment in the Elementary School (5)
- EDUC 418 Foundations of Elementary Classroom Management (3)
- \*GEOG 101 Fundamentals of Human Geography (5)  
or GEOG 230 World Regional Geography (5)
- \*GEOG/GEOL 115 Investigating Earth Science (5)  
or an approved research science class with a lab
- \*HIST 104 East Asia: Tradition and Transformation (5)  
or HIST 106 Western Heritage: 18<sup>th</sup> Century to the Present (5)
- \*HIST 110 The American Experience: A Survey (5)
- MATH 211 Structures of Elementary Mathematics I (5)
- MATH 212 Structures of Elementary Mathematics II (5)
- MATH 390 Methods of Teaching Elementary School Mathematics (5)
- MUSC 390 Music Methods for Elementary Classroom Teacher (3)
- PHED 390 Health and Physical Education in the Elementary School (3)
- \*PHYS 115 Investigating Physical Science (5)  
or an approved physical science class with a lab

**Minimum total credits for above add-on endorsement 80 credits**

<sup>1</sup>EDUC 300 must be taken concurrently with EDUC 338 and EDUC 339. See Williamson Hall 310 before registering for these courses.

## GRADUATE PROGRAMS

**MASTER OF EDUCATION**

Kevin Pyatt, Graduate Director	312 Williamson Hall	509.359.6091 kpyatt@ewu.edu
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**STUDENT LEARNING OUTCOMES**

**Students will:**

- demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment;
- demonstrate professional leadership in the field;
- design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Office of Superintendent of Public Instruction (OSPI) standards and certification requirements, National Council for Teacher Accreditation (NCATE) and other applicable professional standards;
- demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community.

The programs available through the Department of Education are designed to provide opportunities for graduate teacher candidates who desire advanced training in education. The following MEd programs are offered.

\* Programs marked with an asterisk do not require prior K-12 teaching certification.

**Adult Education\*:** This program is developed to provide advanced opportunities for those persons seeking to work with adults in a variety of settings.

**Curriculum and Instruction:** Designed for certified teachers who wish to exercise leadership in school curriculum planning and development. Areas of emphasis include curriculum and instructional development, early childhood education and elementary teaching. Candidates can plan with an advisor to emphasize science education, social science education, or school library media. Candidates could also choose to emphasize working with "at risk" learners, middle school education or gifted education. A copy of state teaching certificate must accompany application.

**Educational Leadership:** This degree program meets the requirements of the State Department of Public Instruction for a school principal's certificate.

**Foundations of Education\*:** Designed for graduate candidates who want a broad understanding of the history, philosophy and organization of education.

**Instructional Media and Technology\*:** Designed to provide specialists in instructional design and development for the production of all types of instructional resources in a variety of settings.

**Literacy:** Designed for classroom and reading teachers as they work toward an understanding of the role that literacy plays across the curriculum.

**MIT Secondary Teaching (5-12)\*:** A program designed for those candidates who desire an MEd degree and a Washington residency teaching certificate for the middle school, junior high and high school.

**MIT Elementary Teaching (K-8)\*:** A program designed for those candidates who desire an MEd degree and a Washington residency teaching certificate for teaching in the elementary grades.

**Residency Principal Certification:** Candidates can complete a residency principal certification through an educational leadership master's degree program. For those candidates that already hold a master's degree in an educational field, a post-baccalaureate certificate option is available.

All programs for preparing teachers and other educational personnel at Eastern are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and comply with their standards.

**General Admission Requirements for the Master of Education Degree:**

1. A bachelor's degree.
2. Recommendations from three persons, one of whom has known the candidate in a supervisory capacity.
3. Acceptance into the graduate program (see Admission Policies and Procedures as stated elsewhere in this catalog).

**Special requirements for Advancement to Candidacy:**

1. Completion of university requirements as listed in advancement to candidacy section as stated elsewhere in this catalog.
2. Selection of orals committee members as stated elsewhere in this catalog. See approved third member policy.

**Exit Requirements:**

1. Successful completion of all course and research project work.
2. Successful completion of the final examination.
3. At least one-year successful professional experience must be completed prior to the granting of the degree.

**ADULT EDUCATION**

Dr. Vincent Aleccia	509.359.7024	vincent.aleccia@ewu.edu
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**STUDENT LEARNING OUTCOMES**

**Students will:**

- demonstrate instructional and communication competence and skills necessary to work with adults in educational settings.

This program provides an advanced educational opportunity for those persons seeking to work with adults in educational settings. These settings include but are not limited to community colleges vocational programs, adult basic skills programs, in-service coordination for business and industry and military training. It is anticipated that candidates will come from a variety of backgrounds, most having a bachelor's degree with some additional work and some having master's degrees in other areas. Recommended prerequisite: CEDP 314 Adult Development.

**Common Requirements and Credit Hours (16 credits)**

- Psychological Foundations of Education:**  
CEDP 515 Advanced Educational Psychology (4)  
COIN 571 Survey of Post-Secondary Education (4)

**Historical, Philosophical and Social Foundations of Education:**

- EDUC 505 or EDUC 507 (4)  
EDUC 520 Methods of Educational Research (4)

**Area Specialization and Credit Hours (14 credits)**

- COIN 572 Strategies for Teaching Adults (4)  
EDUC 601 Research Report (5)  
EDUC 695 Internship (5)

**Electives (18 credits)**

<i>Common requirements</i>	<i>16 credits</i>
<i>Area specialization credits</i>	<i>14 credits</i>
<i>Elective support courses approved by advisor</i>	<i>18 credits</i>
<i>Total credits for above master's degree</i>	<i>48 credits</i>

## CURRICULUM AND INSTRUCTION

<b>Dr. Harvey Alvy</b>	<b>509.359.6093</b>	<b>Harvey.alvy@ewu.edu</b>
<b>Dr. Frances Sherwood</b>	<b>509.359.6192</b>	<b>Frances.sherwood@ewu.edu</b>

This program of study is designed for certified teachers who wish to exercise leadership in school curriculum planning and development. Areas of emphasis include curriculum and instructional development, early childhood education and elementary teaching. Candidates can plan with an advisor to emphasize science education, social science education or school library media. Candidates could also choose to emphasize working with "at risk" learners, middle school education or gifted education.

A copy of state teaching certificate must accompany graduate application.

### STUDENT LEARNING OUTCOMES (CANDIDATES MUST BE CERTIFIED TEACHERS)

#### Students will:

- demonstrate advanced research based knowledge and skills in curriculum and instruction in a selected area of emphasis including but not limited to early childhood education, elementary teaching, science education, social science education, at risk learners, middle school or gifted education.

#### Common Requirements and Credit Hours

CEDP 504, CEDP 515 or CEDP 518 (4)

#### Historical, Philosophical and Social Foundations of Education:

EDUC 502 or EDUC 507 (4)

EDUC 505 or EDUC 506 (4)

EDUC 520 Methods of Educational Research or alternate as designated (4)

EDUC 521 Field Based Inquiry (4)

EDUC 600 Thesis (5) or EDUC 601 Research Report (5)

### 1. Curriculum Development Emphasis

#### Area Specialization (20 credits)

EDUC 531 Elementary School Curriculum (4)

or EDUC 532 Secondary School Curriculum (4)

EDUC 533 Instructional Systems Development (4)

EDUC 551 Supervision of Instruction (4)

EDUC 588 Readings in the Curriculum (4)

EDUC 598 Seminar in Education (4)

#### Support courses—choice of one (3–4 credits)

EDUC 564 School Law (4)

EDUC 570 Elementary School Science Programs (4)

EDUC 571 Mathematics in Elementary School (3)

EDUC 574 Social Studies in the Elementary School (3)

EDUC 594 Psychology of Literacy (4)

500/600 Level Courses e.g., content field, computers (Var)

EDUC 599 Independent Study (Var)

**Common requirements credits** **25 credits**

**Area specialization credits** **20 credits**

**Minimum support area credits** **3–4 credits**

**Minimum total credits for above master's degree** **48 credits**

### 2. Early Childhood Education Emphasis

#### Area Specialization (12 credits)

CEDP 502 Theories of Learning (4)

or CEDP 503 Applied Learning Theory and Behavior Modification (4)

EDUC 580 Curriculum Design in ECE (4)

EDUC 598 Seminar in Education (4)

#### Support courses (11 credits)

Selected with approval of program advisor from education in areas related to early childhood education

**Common requirements credits** **25 credits**

**Area specialization credits** **12 credits**

**Support area credits** **11 credits**

**Minimum total credits for above master's degree** **48 credits**

### 3. Elementary Teaching Emphasis

#### Area Specialization (24 credits)

EDUC 531 Elementary School Curriculum (4)

EDUC 570 Elementary School Science Programs (4)

EDUC 574 Social Studies in the Elementary School (3)

EDUC 576 Advanced Literacy Methods (4)

EDUC 594 Psychology of Literacy (4)

MATH 590 Math Methods for Elementary Teachers (5)

#### Support courses

Elective approved by advisor

**Common requirements** **25 credits**

**Area specialization credits** **24 credits**

**Total credits for above master's degree** **49 credits**

### 4. Interdisciplinary Emphasis

#### Area Specialization, support courses

Chosen with advisor approval

**Common requirements credits** **25 credits**

**Area specialization and support area credits** **23 credits**

**Minimum total credits for above master's degree** **48 credits**

## EDUCATIONAL LEADERSHIP

<b>Dr. Les Portner</b>	<b>509.359.2899</b>	<b>les.portner@ewu.edu</b>
<b>Dr. Harvey Alvy</b>	<b>509.359.6093</b>	<b>Harvey.alvy@ewu.edu</b>

The Educational Leadership degree program is built upon the six Interstate School Leaders Licensure Consortium (ISLLC) Standards and the concept that effective schools are led by leaders well grounded in the principles of best practices in leadership and management. This degree program meets the requirements of the State Department of Public Instruction for a school principal's certificate. Completion of the Master of Education Program and demonstrated competence in specific standards as listed by the State Board of Education will qualify the candidate for the appropriate certificate. In addition, a teaching certificate or an Educational Staff Associate certificate and demonstrated significant instructional experience are required for certification by the state of Washington. A successful school year internship of a minimum of 720 hours is required to meet the degree program and certification. Enrollment in this internship requires review and approval by the Administrative PEAB.

**Note:** Permission to enroll in this internship requires review and approval by the Administrative PEAB. Candidates are expected to have at least three (3) years of experience as a teacher or an educational staff associate before completion of the program.

A copy of state teaching certificate must accompany the graduate application.

#### Required steps prior to MEd coursework:

1. Apply to Graduate School
2. Apply to Educational Leadership Program through the Program Coordinator

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate principles, knowledge and skills and best practices in leadership and management based upon Interstate School Leaders Licensure Consortium Standards, SPI school principal, certificate requirements and competency in State Board of Education standards required for appropriate certification.

#### Requirements (12 credits)

EDUC 505 Current Issues in Education (4)

EDUC 520 Methods of Educational Research (4)

EDUC 531 Elementary School Curriculum (4)

or EDUC 532 Secondary School Curriculum (4)

#### Choose one course from the following options (4 credits)

EDUC 502 History of American Education (4)

EDUC 506 Educational Sociology (4)

EDUC 507 Philosophy and Organization of the American School (4)

EDUC 591 Instructional Foundations and Interventions for Literacy Difficulties (4)

#### Specialization requirements (32 credits)

EDUC 539 Special Topics: School Administration (4)

EDUC 551 Supervision of Instruction (4)

EDUC 564 School Law (4)

EDUC 565 Leadership for Today's Schools (4)

EDUC 566 Leadership for School-Community Relations (4)

EDUC 601 Research Report (5)

EDUC 695 Internship (7)

**Common credits** **16 credits**

**Specialization credits** **32 credits**

**Minimum total credits for above master of education degree and initial principal's certificate** **48 credits**

## FOUNDATIONS OF EDUCATION

Dr. J. Liu,	312 Williamson Hall	509.359.7023 jliu2@mail.ewu.edu
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### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate in-depth knowledge and comprehensive understanding of education in terms of its history, philosophy and organization through literature, research and other focus courses of investigation.

This program is designed for the individual wanting a broad understanding of the history, philosophy and organization of education. A teaching certificate is not required.

#### Common Requirements and Credit Hours (16 credits)

##### Psychological Foundations of Education:

CEDP 515, CEDP 518, or CEDP 519 (4)

##### Historical, Philosophical and Social Foundations of Education:

EDUC 502, EDUC 503, EDUC 505, EDUC 506 or EDUC 507 (any two) (8)  
EDUC 520 Methods of Educational Research or alternate as designated (4)

##### Area Specialization (8–12 credits)

Select two or three beyond common requirements:

- CEDP 515 Advanced Educational Psychology (4)
- CEDP 518 Problems in Child Development (4)
- CEDP 519 Problems of Adolescence (4)
- EDUC 502 History of American Education (4)
- EDUC 503 Contemporary Education in Other Societies (4)
- EDUC 506 Educational Sociology (4)
- EDUC 507 Philosophy and Organization of the American School (4)

Select support courses approved by the advisor including courses from related disciplines: history, government, sociology, psychology.

EDUC 601 Research Report or EDUC 600 Thesis (5)

Common requirements credits	16 credits
Specialization credits	8–12 credits
Support area credits	20–24 credits
Minimum total credits for above master's degree	48 credits

## INSTRUCTIONAL MEDIA AND TECHNOLOGY

Dr. Kevin Pyatt	509.359.6091	kpyatt@ewu.edu
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### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate professional expertise and leadership in the field to facilitate learning in efficient ways.

This program is designed for current or future K–12 educators, instructional media specialists and instructional trainers. The program focuses on providing learners with an understanding of contemporary learning theory as it relates to the design, development and implementation of learner-centered instructional environments. Learners will gain expertise in the design, development and implementation of technology-mediated instructional environments. They will use their new-found knowledge to critically evaluate how technology can and should be applied to the overall process of instruction. Learners will develop new perspectives in instructional technology, which will allow for the continuous application, evaluation and refining of their current and future understanding of instructional technology, its underlying theories and applications. A teaching certificate is not required.

#### Common Requirements and Credit Hours (16 credits)

##### Psychological Foundations of Education:

CEDP 515, CEDP 518 or CEDP 519 (4)

##### Historical, Philosophical and Social Foundations of Education:

EDUC 502, EDUC 503, EDUC 505, EDUC 506 or EDUC 507 (any two) (8)  
EDUC 520 Methods of Educational Research (4)

##### Area Specialization (17 credits)

- EDUC 530 Foundations of Educational Communication and Information Technology (4)
- EDUC 533 Instructional Systems Development (4)
- EDUC 538 Media Literacy for Teachers (4)
- EDUC 600 Thesis or 601 Research Report (5)

#### Support courses can be selected from the following list or may be selected from other courses approved by the advisor (15 credits)

- EDUC 539 Special Topics (1–12)
- EDUC 534 Games, Simulations and Learning (4)
- EDUC 695 Internship (3–5)

Common requirements credits	16 credits
Specialization credits	17 credits
Support area credits	15 credits
Minimum total credits for above master's degree	48 credits

www.ewu.edu

## LITERACY

Dr. Marilyn Carpenter	509.359.6198	Marilyn.Carpenter@ewu.edu
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### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate knowledge of the role of literacy in K–12 classrooms and also provide evidence of their understanding of research and accompanying strategies for teaching and empowering literacy in K–12 educational settings.

This program is designed for both classroom teachers and reading coaches as they work toward an understanding of the role that literacy plays across the curriculum and over time. The program explores research and processes for teaching literacy in K–12 educational settings.

A copy of state teaching certificate must accompany the graduate application.

#### Common Requirements and Credit Hours (25 credits)

##### Psychological Foundations of Education:

CEDP 504 Theories of Human Development (4)

##### Historical, Philosophical and Social Foundations of Education:

- EDUC 502 or EDUC 507 (4)
- EDUC 505 or EDUC 506 (4)
- EDUC 520 Methods of Educational Research (4)
- EDUC 560 Reading Inquiry (4)
- EDUC 601 Research Report (5)

##### Area Specialization (24 credits)

- EDUC 542 Literature Study in the Elementary and Middle School (4)
- EDUC 544 Advanced Reading Methods Across the Curriculum (4)
- EDUC 576 Advanced Literacy Methods (4)
- EDUC 590 Critical and Social Literacies (4)
- EDUC 591 Instructional Foundations and Interventions for Literacy Difficulties (4)
- EDUC 594 Psychology of Literacy (4)

Common requirements credits	25 credits
Area specialization credits	24 credits
Minimum total credits for master's degree	49 credits

## PROFESSIONAL CERTIFICATION FOR TEACHERS

This graduate-level certificate is granted for those teachers who have completed provisional status with a school district, which is usually two years of successful, contracted, in-state teaching experience in one school district and who have completed the following required courses in this certificate program. The Department of Education Professional Certification Program Office will provide advising for this certificate.

#### Common Requirements and Credit Hours

- EDUC 520 Methods of Educational Research (4)
- EDUC 521 Field Based Inquiry (4)
- EDUC 598 Pre-Assessment Seminar (4)
- EDUC 598 Culminating Seminar (3)

Minimum total credits for above certification	15 credits
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#### Please direct all inquiries and correspondence for certification to:

Certification Office	Eastern Washington University	312 Williamson Hall Cheney, WA 99004-2458
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## MASTER IN TEACHING (MIT): SECONDARY TEACHING (5-12)

Robin Showalter, Program Coordinator	509.359.6492	rshowalter@ewu.edu
Lori Reiman, Program Assistant	509.359.2500	lreiman@ewu.edu

*STUDENT LEARNING OUTCOMES (Candidates must have a Bachelor's Degree)*  
**Students will:**

- demonstrate required WAC knowledge and skills and meet all SPI and EWU Department of Education professional education program requirements including a year-long internship in K-12 schools which are necessary to qualify for a Washington residency teaching certificate in middle school, junior high and high school.

This program is available to candidates who hold a bachelor's degree in an area other than education and are interested in receiving both an MEd degree and a residency teaching certificate for teaching in the middle school, junior high and high school. Candidates for this program must have an endorsable teaching major that has been approved by an Eastern Washington University academic department. Effective 9/1/09 all candidates for certification must pass a WEST-E subject matter test to receive an endorsement for certification purposes.

### Prerequisites for this program are:

1. Computer Literacy Requirement: CPLA 100 *Computer Literacy I* and CPLA 101, *Computer Literacy II* or complete a computer literacy test clearance.
2. Introductory speech course (CMST 200, or an approved equivalent).
3. At least 90% of the endorsable teaching major must be completed.
4. Successful completion of the WEST-B (Washington Educators Skills Test-Basic). Contact [www.west.nesinc.org](http://www.west.nesinc.org) for test information.

Secondary Teaching candidates go through a pre-approval interview process and complete a year-long internship in a middle or high school.

### Additional courses listed below must be completed for certification:

- EDUC 341 Secondary Strategies, Management, Assessment (4)
- EDUC 413 Content Area Reading, Management, Assessment (4)
- EDUC 419 Foundations of Secondary Classroom Management (3)
- XXXX XXXX Secondary Methods Class from Major Department (3-5)

**Minimum total credits for above certification**

**14 credits**

### Common Requirements and Credit Hours (16 credits)

#### Psychological Foundations of Education:

CEDP 515 Advanced Educational Psychology (4)

#### Historical, Philosophical and Social Foundations of Education:

EDUC 506 and EDUC 507 (8)

EDUC 520 Methods of Educational Research (4)

#### Area Specialization (38 credits)

EDUC 532 Secondary School Curriculum (4)

EDUC 533 Instructional Systems Development (4)

EDUC 551 Supervision of Instruction (4)

EDUC 588 Readings in the Curriculum (4)

EDUC 598 Seminar in Elementary/Secondary Education (2)

EDUC 601 Research Report (5)

EDUC 695 Internship (15)

**Common requirements credits**

**16 credits**

**Area specialization credits**

**38 credits**

**Minimum total credits for above master's degree and certification**

**54 credits**

## MASTER IN ELEMENTARY TEACHING (MIT): TEACHING (K-8)

Robin Showalter, Program Coordinator	509.359.6492	rshowalter@ewu.edu
Lori Reiman, Program Assistant	509.359.2500	lreiman@ewu.edu

*STUDENT LEARNING OUTCOMES (Candidates must have a bachelor's degree.)*  
**Students will:**

- demonstrate required WAC knowledge and skills and meet all SPI and EWU Department of Education professional education program requirements including a yearlong internship in K-8 schools, which are necessary to qualify for a Washington residency teaching certificate in teaching in elementary grades.

This program is available to candidates who hold a bachelor's degree in an area other than education interested in receiving both a MEd degree and a residency teaching certificate for teaching in the elementary grades.

### Prerequisites for this program are:

1. Computer Literacy Requirement: CPLA 100 *Computer Literacy I* (1) and CPLA 101 *Computer Literacy II* (1), CPLA 120 *Computer Application Literacy* (5) or complete a computer literacy test clearance.
2. Introductory speech course (CMST 200 or an approved equivalent).
3. It is strongly recommended, but not required to take: BIOL 115, GEOL or PHYS 115, GEOG/GEOL 115.
4. It is strongly recommended, but not required to take: HIST 110, HIST 104 or 106, GEOG 101 or 230.
5. MATH 212 or equivalent
6. A successful completion of the WEST-B (Washington Educators Skills Test-Basic). Contact [www.west.nesinc.org](http://www.west.nesinc.org) for test information.

Elementary Teaching with Certification candidates go through a pre-approval interview process and complete a year-long internship in an elementary school. Effective Sept. 1, 2005, all candidates for certification must pass an elementary education Praxis II test to receive an endorsement for certification purposes.

### Additional courses listed below must be completed for certification:

- ART 390 Art in the Elementary School (3)
- EDUC 304 Introduction to Elementary Reading (3)
- EDUC 310 Reading Methods, Management and Assessment in the Elementary School (4)
- EDUC 418 Foundations of Elementary Classroom Management (3)
- MUSC 390 Music Methods for Elementary Classroom Teachers (3)
- PHED 390 Health and Physical Education in the Elementary Schools (3)

**Minimum total credits for above certification**

**19 credits**

### Common Requirements and Credit Hours (16 credits)

#### Psychological Foundations of Education:

CEDP 515 Advanced Education Psychology (4)

#### Historical, Philosophical and Social Foundations of Education:

EDUC 506 and EDUC 507 (8)

EDUC 520 Methods of Educational Research (4)

#### Area Specialization (50 credits)

EDUC 478 Science in the Elementary School (4)

EDUC 531 Elementary School Curriculum (4)

EDUC 533 Instructional Systems Development (4)

EDUC 574 Social Studies in the Elementary School (3)

EDUC 576 Advanced Literacy Methods (4)

EDUC 594 Psychology of Literacy (4)

EDUC 598 Seminar in Elementary Teaching (2)

EDUC 601 Research Report (5)

EDUC 695 Internship (15)

MATH 590 Math Methods for Elementary Teachers (5)

**Common requirements credits**

**16 credits**

**Area Specialization credits**

**50 credits**

**Minimum total credits for above master's degree and certification**

**66 credits**

## Education Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### EDUC 146

#### College Reading and Study Techniques (5) FALL/WINTER/SPRING/SUMMER

Individual evaluation, prescription and practice for improvement of study reading, note-taking, spelling and study techniques.

### EDUC 150

#### Reading/Study Skills (1-2)

This class is to assist students with reading and study skills. Techniques introduced and practiced within content areas of courses in which the students are enrolled include: time management, textbook reading, taking lecture notes, reduce-SQ3R, retain-SQ3R, test taking skills. Reading enhancement will involve techniques for improving rate, comprehension, vocabulary and critical reading. Other skills addressed may include spelling and tutoring for specific subjects.

**Special note:** students may earn a maximum of two credits a quarter and may earn a total of 5 credits during their tenure at the university.

### EDUC 160

#### Direct Instruction Tutoring (1-6)

*Prerequisite: permission of the instructor.*

Classroom tutoring using Direct Instruction teaching techniques and curriculum.

### EDUC 200

#### Admission to the Teacher Education Program (1)

FALL/WINTER/SPRING/SUMMER

*Graded Pass/No Credit.*

*Prerequisites: CPLA 100 and CPLA 101 or CPLA 120 or Computer Literacy Test Clearance; ENGL 101 and ENGL 201; MATH 211 [Elementary] or MATH 115 [Secondary]; CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B); a minimum 2.5 GPA in the last 45 credits completed. Washington State Patrol/FBI fingerprinting receipt submitted. Co-requisites: EDUC 303 and either EDUC 418 or EDUC 419*

This course is a required prerequisite to most education courses and admission to the teacher preparation program. The course includes orientation to EWU Teacher Education Program; completion of Washington State Patrol FBI Clearance, moral character and personal fitness supplement; introduction to Washington Administrative Code (WAC) knowledge and skills, Washington State Learning Goals (WASL) and Essential Academic Learning Requirements (EALRs); Office of the Superintendent of Public Instruction (OSPI) and National Council for Accreditation of Teacher Education (NCATE) accreditation standards and desired professional attributes; the Department of Education reflective teaching model and Evidentiary Portfolio; required P-12 public school field experiences; school-based communication skills and legal and professional certification requirements. This course must be taken concurrently with EDUC 303 and either EDUC 418 or EDUC 419.

### EDUC 201

#### Introduction to Education (3)

FALL/WINTER/SPRING/SUMMER

EDUC 201 is an overview of the role of schools in a democratic society, an introduction of reflective thinking concept for professional educators, an analysis of various philosophical views of teaching and learning and an introduction to the restructuring of the K-12 educational system in the state of Washington.

### EDUC 260

#### Direct Instruction Mentoring (1-6)

*Prerequisite: CEDP 160 or permission of the instructor.*

Classroom mentoring experiences using Direct Instruction teaching techniques and curriculum.

### EDUC 299

#### Special Studies (1-18)

FALL/WINTER/SPRING/SUMMER

*Prerequisites: permission of the instructor, department chair and college dean.*

Subjects studied vary according to faculty and student interests.

### EDUC 300

#### Introduction to Classroom Experience (1-4)

*Graded Pass/No Credit.*

FALL/WINTER/SPRING/SUMMER

*Prerequisite: Washington State Patrol form submitted.*

Observation and participation in public school classroom management and instruction. Your schedule must be arranged so time can be spent in a public school classroom during the day. After registering for EDUC 300, sign up for placements in Education Department, Williamson Hall, third floor.

### EDUC 303

#### Foundations of Assessment (3)

FALL/WINTER/SPRING/SUMMER

*Concurrent enrollment in EDUC 200 and either EDUC 418 or EDUC 419. Washington State Patrol/FBI fingerprinting receipt submitted.*

This class focuses on developing objectives, lesson planning, assessment of student learning, measurement and assessment of the total school program including National and State Learning Goals/Standards and Washington State Essential Academic Learning Requirements.

### EDUC 304

#### Introduction to Elementary Reading (3)

FALL/WINTER/SPRING/SUMMER

*Prerequisites: EDUC 200, 303 and 418. Washington State Patrol Clearance/FBI fingerprinting receipt submitted.*

This course investigates reading processes, emergent literacy, word identification, vocabulary and comprehension in elementary reading programs.

### EDUC 305

#### Storytelling in Children's Literature (5)

FALL/WINTER/SPRING

*Prerequisites: EDUC 200, 303 and 418; Washington State Patrol clearance/FBI fingerprinting receipt submitted.*

EDUC 305 includes selected readings and discussions of a variety of children's books. The course allows students to become acquainted with quality children's literature and suggests media center and K-8 classroom uses for quality literature. (Cross-listed LBSC 305)

### EDUC 306

#### Introduction to Children's Studies (1)

FALL/SPRING/

Students will have an opportunity to learn about the content and process of the children's studies major, how to develop a plan of study and to construct and assess their knowledge through the development of portfolios.

### EDUC 310

#### Reading Methods, Management and Assessment in the Elementary School (4)

FALL/WINTER/SPRING

*Prerequisites: EDUC 200, 303, 304, 418. Washington State Patrol Clearance/FBI fingerprinting receipt submitted.*

This course extends the understanding of the reading process approach to teaching reading across the elementary school curriculum (K-8). Lesson plan development includes assessment of student learning and classroom management.

### EDUC 323

#### A Global View through Children's Literature (5)

[satisfies international studies university graduation requirement.]

By reading and discussing a variety of children's literature titles across several interrelated thematic units, students will examine cultural constructs, gain familiarity with international cultures, work toward empathy for other peoples and practice a critical reading stance about stories from around the world. Coursework will include papers, journals, large and small group discussions and presentations. (Cross-listed with ENGL 323)

### EDUC 325

#### Inequalities and Impacts on Educational Equity (4)

FALL/WINTER/SPRING/SUMMER

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite: junior standing or permission of instructor.*

An exploration of concepts, principles and theories of educational equity and their function within a society. This course includes issues of ethnicity and race, socioeconomic status and gender inequalities within the U.S. and the impact of those inequalities on educational equity.

### EDUC 338

#### Language Arts Methods, Management and Assessment in the Elementary School (4)

FALL/WINTER/SPRING

*Prerequisites: junior standing and completion of EDUC 200, 303, 310 and 418; concurrent enrollment in EDUC 339. Washington State Patrol Clearance/FBI fingerprinting receipt submitted.*

This course examines the environment needed to teach the skills of listening, speaking and writing in the elementary program; including lesson plan development, assessment of student learning and classroom management.

### EDUC 339

#### Social Studies and Science Methods, Management and Assessment in the Elementary School (5)

FALL/WINTER/SPRING

*Prerequisites: junior standing and completion of EDUC 200, 303, 310 and 418; concurrent enrollment in EDUC 339.*

*Washington State Patrol Clearance/FBI fingerprinting receipt submitted.*

This course includes formulation of goals for Social Studies and Science, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.

### EDUC 341

#### Secondary Strategies, Management, Assessment (4)

FALL/WINTER/SPRING

*Prerequisites: junior standing and completion of EDUC 200, 201, 303 and 419. Washington State Patrol Clearance/FBI fingerprinting receipt submitted.*

This course deals with teaching and learning procedures appropriate for courses in the junior and senior high school. It demonstrates a variety of teaching strategies and students develop skills in basic instructional techniques including lesson plan development, assessment of student learning and classroom management. The course is designed to supplement methods coursework taken in major departments.

### EDUC 370

#### Creativity in the Classroom (3)

SUMMER

*Prerequisite: Washington State Patrol form submitted.*

Explores the psychological ramifications of the creative thinking processes through the study of such experts as Guilford, Torrance, Brown, Barron and Maslow. Analyzes school conditions impeding creativity and studies teaching and organizational strategies which can nourish its creativity.

### EDUC 399

#### Directed Study (1-18)

FALL/WINTER/SPRING/SUMMER

*Prerequisites: permission of the instructor, department chair and college dean.*

### EDUC 401

#### Reading Instruction and Literature for Young Adults (5)

FALL/WINTER/SPRING

*Prerequisites: EDUC 305 or permission of the instructor. Washington State Patrol clearance.*

This course is designed to provide teachers with the skills and information to develop and implement a classroom literacy program for middle and secondary students. It emphasizes instructional strategies to accommodate student diversity using a selection of literature genres as the curriculum foundation. (Cross-listed LBSC 401)

## EDUC 409

### Teaching the Gifted and Talented (3) SUMMER

*Prerequisite:* Washington State Patrol form submitted.

Analyzes the characteristics of educational programs for the gifted and talented. Helps you develop teaching strategies and curriculum materials designed to provide appropriate educational programs for the gifted and talented.

## EDUC 410

### Student-Centered Reading Programs (4) FALL/WINTER/SPRING/SUMMER

*Prerequisites:* EDUC 304, 305 and 310. Washington State Patrol clearance.

This course provides a theoretical background, teaching techniques, management techniques and evaluation procedures for student-centered reading programs (e.g. individualized; literature-based approaches; language experience approaches).

## EDUC 411

### Reading for Language-Diverse Students (3) FALL/WINTER/SPRING/SUMMER

*Prerequisites:* EDUC 410. Washington State Patrol form submitted.

Analyzes the influence of cultural and language differences on learning to read. Helps adapt strategies for teaching the language-diverse student.

## EDUC 413

### Content Area Reading, Management, Assessment (4) FALL/WINTER/SPRING

*Prerequisites:* EDUC 200, 303 and 419. Washington State Patrol Clearance/FBI fingerprinting receipt submitted.

This course suggests a wide variety of strategies for improving K-12 public schools students' comprehension of content area materials and techniques for analyzing the appropriateness of written materials. Lesson plan development including assessment of student learning and classroom management is covered. Three hours field experience weekly spent in a K-12 public school.

## EDUC 415

### Introduction to Reading Assessment and Remediation (4) FALL/WINTER/SPRING/SUMMER

*Prerequisites:* EDUC 410. Washington State Patrol clearance.

This course presents a current model of the reading process, including basic strategies for assessing reading difficulties, strategies for remediation and techniques for professional reporting.

## EDUC 417

### Culture of Middle Level School (3)

*Prerequisites:* EDUC 200; EDUC 303; EDUC 418 or 419; Washington State Patrol Clearance/FBI fingerprinting receipt submitted.

This course will promote awareness and understanding of middle level-aged students, of the philosophy and organization of middle level schools and programs and of developmentally appropriate instructional and classroom management strategies for teaching middle level learners.

## EDUC 418

### Foundations of Elementary Classroom Management (3) FALL/WINTER/SPRING/SUMMER

*Prerequisites:* concurrent enrollment in EDUC 200 and EDUC 303. Washington State Patrol Clearance/FBI fingerprinting receipt submitted.

This course addresses organizational patterns, management skills, discipline practices, individual actions and classroom environmental conditions needed to provide an optimum learning environment at the elementary level.

## EDUC 419

### Foundations of Secondary Classroom Management (3) FALL/WINTER/SPRING/SUMMER

*Prerequisites:* concurrent enrollment in EDUC 200 and EDUC 303. Washington State Patrol Clearance/FBI fingerprinting receipt submitted.

This course addresses organizational patterns, management skills, discipline practices, individual actions and classroom environmental conditions needed to provide an optimum learning environment at the secondary level.

## EDUC 420

### Admission to Professional Candidacy (1)

*Graded Pass/No Credit.*

*FALL/WINTER/SPRING*

*Course fee. Prerequisites:* Elementary: CEDP 363, EDUC 303, 304, 338, 339, 418. Secondary: CEDP 363, EDUC 303, 341, 413, 419. Washington State Patrol Clearance/FBI fingerprinting receipt submitted.

The successful completion of EDUC 420 leads to student teaching candidacy. The candidate is asked to demonstrate characteristics of desirable teacher-pupil relations. In partial fulfillment of the course requirements, an Evidentiary Portfolio will be presented by each candidate documenting Department of Education performance-based outcomes, Washington State Learning Goals and NCATE standards. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All methods courses within the student's major must also be completed prior to taking EDUC 420. All students must have a minimum overall GPA of 2.5 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s) and minor(s) and the Professional Education program must be at least 2.0.

## EDUC 423

### Elementary Student Teaching K-8 (15) FALL/WINTER/SPRING

*Graded Pass/No Credit.*

*Prerequisite:* EDUC 420.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA of 2.5 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s), minor(s) and the Professional Education Program must be at least 2.0. Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department's *Student Teaching Handbook*.

## EDUC 426

### Secondary Student Teaching 7-12 (15) FALL/WINTER/SPRING

*Graded Pass/No Credit.*

*Prerequisite:* EDUC 420.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA of 2.5 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s), minor(s) and the Professional Education Program must be at least 2.0. Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department's *Student Teaching Handbook*.

## EDUC 427

### General Student Teaching K-12 (1-15) FALL/WINTER/SPRING

*Graded Pass/No Credit.*

*Prerequisite:* EDUC 420.

Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA of 2.5 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student's major(s), minor(s) and the Professional Education Program must be at least 2.0. Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department's *Student Teaching Handbook*.

## EDUC 439

### Seminar: Topics in Education (4)

Content and titles will vary as education special topics are identified by faculty and students to study relevant and in-depth education concepts, knowledge and skills. The course is repeatable for credit with different titles.

## EDUC 455

### Perspectives of Early Childhood Education (3) FALL/WINTER

Students are introduced to the foundations and current perspectives of early childhood education. Opportunities are provided to learn about issues, trends, appropriate programs and expectations for working with young children and their families.

## EDUC 456

### Integrated Early Childhood Practices (5) FALL/SPRING

*Prerequisites:* EDUC 455.

The design, implementation and assessment of appropriate early childhood practices (birth to 8 years) are addressed in this course. The early childhood pre-service teacher is guided in a collaborative, reflective and field-based process that views a learner-centered environment for young children as an organic process of constructivism.

## EDUC 457

### Collaborative Reflective Teaching in Early Childhood Education (3) WINTER/SPRING

*Prerequisites:* EDUC 455, 456.

Early Childhood students are encouraged to focus on their developing practices for working with young children by using a reflective practice model that emphasizes collaboration, constructivism and caring.

## EDUC 458

### The Learning Paradigm in Children's Studies (5) WINTER

*Prerequisite:* EDUC 306.

Students will learn about early childhood teacher education through an integrated, holistic and collaborative inquiry approach focusing on appropriate practices for young children.

## EDUC 462

### Instructional Media and Technology (3) FALL/WINTER/SPRING

*Course fee. Prerequisites:* junior level standing, Washington State Patrol form submitted or permission of the instructor.

Exploration and examination of new technologies and media for education as well as understanding and analyzing emerging technology trends.

## EDUC 463

### Production of Instructional Materials (5) FALL

*Course fee.*

This course will use the latest computer technology for teachers in all areas, librarians and media specialists. Producing presentations, creating graphs and charting, producing classroom newsletter publications, scanning documents and pictures, importing clip art, making color transparencies, video production and evaluation of web page design are covered in this class.

## EDUC 478

### Science in the Elementary School (4) FALL/WINTER/SPRING/SUMMER

*Prerequisite:* Washington State Patrol form submitted.

Develops instructional competencies in elementary school science through extensive laboratory experiences.

## EDUC 479

### Early Literacy (3) FALL/WINTER

*Prerequisite:* EDUC 455.

Students are expected to learn that emergent literacy begins with a child's birth and encompasses those experiences that introduce, involve and motivate the learning of early language and literacy constructs.



## EDUC 480

### **Educating Young Children with Diverse Backgrounds (3)** *FALL/SPRING*

*Prerequisite: EDUC 455.*

The early childhood education student will learn to integrate the learning of children with diverse backgrounds into developmentally and culturally appropriate programs.

## EDUC 487

### **Seminar in Issues in Early Childhood Education (4)** *FALL/SPRING*

A presentation and discussion of current issues related to Early Childhood Education including types of daycare, preschool and kindergarten programs, factors influencing these programs and the advantages and disadvantages of various types of programs.

## EDUC 490

### **Department Senior Capstone (4)**

#### **Politics of Literacy or Elementary Science**

[satisfies senior capstone university graduation requirement.]

*Prerequisite: senior standing.*

See your major department advisor for the appropriate section number.

## EDUC 493

### **Early Childhood Education Assessment (5)**

*Prerequisites: EDUC 306.*

This course explores performance-based, authentic and standardized assessments of young children ages birth to eight years in order to assess development and learning and to plan programs.

## EDUC 494

### **Practicum Seminar for Reading Majors (2)**

*FALL/WINTER/SPRING/SUMMER*

*Prerequisite: EDUC 410. Washington State Patrol and FBI clearance. Must be taken concurrently with EDUC 495.*

This course allows students to analyze practicum experiences, management strategies for a reading program and develop a personal philosophical foundation for reading instruction.

## EDUC 495

### **Practicum for Reading Majors (5)**

*FALL/WINTER/SPRING/SUMMER*

*Prerequisites: EDUC 410. Washington State Patrol and FBI clearance. Must be taken concurrently with EDUC 494; permission of the instructor, department chair and college dean..*

The student is supervised while teaching literacy in a classroom setting. It is required that this course be taken before student teaching. Nine (9) hours per week of field experience in a public school classroom are required.

## EDUC 497

### **Workshops, Short Courses, Conferences (1–18)**

*FALL/WINTER/SPRING/SUMMER*

Electives. Major in Reading (Elementary); must be a reading workshop.

## EDUC 498

### **Seminar (1–18)**

*FALL/WINTER/SPRING/SUMMER*

## EDUC 499

### **Directed Study (1–18)**

*FALL/WINTER/SPRING/SUMMER*

*Prerequisites: junior standing, permission of the instructor, department chair and college dean.*

An opportunity for students with adequate background and experience to make intensive and independent study of some special problems in education.

## EDUC 500

### **Foundations of Education/MIT (4)**

Introduction to the fundamentals of K–12 education, school systems and teaching. Role of schools in a democratic society is analyzed to help pre-service teachers become familiar with the reflective thinking necessary to be an effective classroom teacher, and become familiar with the historical and legal foundations of education as they apply to teaching.

## EDUC 502

### **History of American Education (4)**

The economic, social, cultural and philosophical development of America and the resulting impact on schools.

## EDUC 503

### **Contemporary Education in Other Societies (4)**

Study of systems of education outside the United States.

## EDUC 505

### **Current Issues in Education (4)**

Issues such as federal aid, teachers' tenure, teachers' salaries, the political control of education, indoctrination versus education, religious and public education, school-district reorganization, the community-centered school and academic freedom.

## EDUC 506

### **Educational Sociology (4)**

An analysis of American democratic ideology in relation to major social problems such as race, social stratification, leisure, population movements, family life and the involvement of the public schools.

## EDUC 507

### **Philosophy and Organization of the American School (4)**

Four philosophies in education will be studied. The implications of each for school organization and classroom instruction will be examined. Participants will be invited to analyze their beliefs and how these beliefs form into a coherent philosophy of education.

## EDUC 520

### **Methods of Educational Research (4)**

Required of all graduate students pursuing the master of education degree program unless an alternative research course is scheduled. It provides the background of research methods and techniques necessary for meeting the requirements of Education 600 or 601. The methods, tools and strategies used in educational research, both quantitative and qualitative will be explored. Continued level teacher certification research requirements may be met through this course.

## EDUC 521

### **Field Based Inquiry (4)**

*Prerequisite: EDUC 520*

Participants will continue study of methodology and models, select final project option, learn strategies for collecting and analyzing data and apply concepts and strategies to draft a final paper. (May be assigned a "Y" grade.)

## EDUC 530

### **Foundations of Educational Communication and Information Technology (4)**

Survey of current issues, philosophical foundations, research and history in the field of educational communication and information technology applicable to K–12 and adult learners.

## EDUC 531

### **Elementary School Curriculum (4)**

Curriculum practice and instructional materials most likely to improve instruction in the elementary school.

## EDUC 532

### **Secondary School Curriculum (4)**

Curriculum practice and instructional materials most likely to improve instruction in the secondary school.

## EDUC 533

### **Instructional Systems Development (4)**

*WINTER/SPRING/*

Advanced techniques and methods of developing and utilizing instructional systems. A multimedia correlated system will be designed, produced, organized, field tested and presented.

## EDUC 534

### **Games, Simulations and Learning (4)**

*FALL*

Effective learning environments strike a balance between anxiety and boredom. They are typically challenging—hard—and enjoyable—fun—or “hard-fun.” In this course you will explore how the instructional game method is an excellent vehicle for creating effective, “hard-fun” learning. You will investigate motivation as it relates to learning and the game method of instruction.

## EDUC 538

### **Media Literacy for Teachers (4)**

*WINTER/SUMMER*

Focuses on curricular and instructional development of resource-based skills. From examining model K–12 programs for skills in such areas as information, critical television viewing, media production, visual literacy, teachers will apply elements of instructional design and development to resource-based skills programs.

## EDUC 539

### **Special Topics (1–5)**

*May be graded Pass/No Credit.*

## EDUC 542

### **Literature Study in the Elementary and Middle School (4)**

*Prerequisites: EDUC 305 and 401 or equivalent.*

Advanced study of literature based teaching. Explores ways of building a literate classroom by connecting children and books with special ways to support students in becoming fluent readers.

## EDUC 544

### **Advanced Reading Methods Across the Curriculum (4)**

*Prerequisites: EDUC 304, 310.*

A course designed to provide classroom teachers an opportunity to revisit current reading instruction methodology, examine new research including brain research impacting instruction and explore meaningful ways in which reading instruction may be infused and integrated within content areas of the curriculum. Teacher assessment and student self-assessment as means to inform teaching and learning will be an additional focus of the course.

## EDUC 551

### **Supervision of Instruction (4)**

*Prerequisite: one-year teaching experience beyond student teaching or permission of the instructor.*

The work of the teacher or supervisor in improving instruction.

## EDUC 552

### **Supervision of Student Teaching (4)**

*Prerequisite: one-year teaching experience beyond student teaching.*

Preparation for positions as supervisors in laboratory schools and for public school teachers who supervise students in off-campus student teaching assignments.

## EDUC 560

### **Reading Inquiry (4)**

This course centers on theoretical research into reading and literacy instruction. The course is based on the inquiry cycle, which will provide the organizational structure for class participation. Class sessions will include small group brainstorming and discussion, reading, explorations, browsing, workshop experiences, presentations, demonstrations and sharing.

## EDUC 564

### **School Law (4)**

*Prerequisite: one-year teaching experience beyond student teaching.*

Court decisions and statutory law relating to the duties and powers of school officials and employees, compulsory school attendance, school census, child labor, control and organization.

## EDUC 565

### Leadership for Today's Schools (4)

*Prerequisites: two-years teaching experience beyond student teaching and admission to the Educational Leadership Program by the Program Coordinator.*

Focus on school leadership, developing with vision the knowledge and skills for strategically leading the planning, decision-making, communication, management and change processes needed in 21<sup>st</sup> Century schools and communities.

## EDUC 566

### Leadership in School-Community Relations (4)

*Prerequisites: two-years teaching experience beyond student teaching and admission to the Educational Leadership Program by Program Coordinator or permission of the instructor.*

A problem-based exposure to the multi-dimensional role of school-community relations and communication in school districts. The course addresses the Public Relations domain of the NPBEA and WAC standards for the principalship.

## EDUC 567

### School Administration (4)

Students will examine the role of the principal, using the ISLLC Standards as a framework. They will prepare themselves for leadership through research, discussion activity and application. Relevant and practical topics will be used to create the curricular content of the course. Students will exit this course with knowledge and understanding of what to expect and how to respond as a new principal. This is a course where practicality and purpose will support those preparing for an instructional leadership role.

## EDUC 570

### Elementary School Science Programs (4)

*Prerequisites: teaching experience beyond student teaching, EDUC 478 or permission of the instructor.*

The development of elementary school science programs and materials including the coordination of science instruction with other curricular areas.

## EDUC 574

### Social Studies in the Elementary School (3)

Place of social studies in the school program, the development of principles involved in the teaching of social studies.

## EDUC 576

### Advanced Literacy Methods (4)

Advanced course with emphasis on models for reading and language arts integration. Cover total program: management, methods, materials and techniques.

## EDUC 580

### Curriculum Design in Early Childhood Education (4)

*Prerequisite: EDUC 455 or permission of the instructor.*

An in-depth study of the components of early childhood education curriculum models and research regarding early childhood education programs.

## EDUC 588

### Readings in the Curriculum (1-4)

An advanced course for students wanting to study the current literature on school curriculum development and offerings. Students will develop an annotated bibliography from a specific area of school curriculum.

## EDUC 590

### Critical and Social Literacies (4)

*Prerequisite: EDUC 310 or consent of the instructor.*

An advanced course for students wanting to study current literature on literacy as practiced in a variety of social contexts, as evaluated through a number of critical perspectives. Instructional implications will be highlighted so that students will develop reflective and sound classroom practice.

## EDUC 591

### Instructional Foundations and Interventions for Literacy

#### Difficulties (4)

*Prerequisite: EDUC 415 or permission of the instructor.*

This course is designed to examine the causes and correlates of individual differences in reading ability. A number of specialized, intensive approaches for the improvement of the literacy skills will also be examined.

## EDUC 594

### Psychology of Literacy (4)

*Prerequisite: EDUC 310 or permission of the instructor.*

Application of the findings of psychology to understanding the reading, writing and communication processes and the teaching of literacy.

## EDUC 595

### Seminar in Literacy (4)

*Prerequisite: EDUC 520; permission of the instructor, department chair and college dean..*

Course will help develop critical understanding of the reading process through a scholarly exploration of research related to literacy education. The instructional implications of research will be highlighted to help students develop theoretically sound classroom practice.

## EDUC 596

### Experimental Course (1-6)

## EDUC 597

### Workshops (1-6)

*Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.*

## EDUC 598

### Seminar in Education (1-12)

## EDUC 599

### Independent Study in Education (1-6)

*Prerequisites: permission of the instructor, department chair and college dean.*

Students with adequate background and experience make intensive and independent study of some special problems in education. Students should make arrangements through their graduate advisor.

## EDUC 600

### Thesis (1-8)

*May be graded Pass/No Credit.*

*Prerequisite: EDUC 520; permission of the instructor, department chair and college dean..*

Independent research study under the direction of a graduate advisory committee.

## EDUC 601

### Research Report (1-6)

*Graded Pass/No Credit.*

*Prerequisites: permission of the instructor, department chair and college dean.*

*Prerequisite: EDUC 520 or permission of the instructor.*

Enrollees should have completed a rough draft prior to entering the course. Research projects to be developed and written by graduates.

## EDUC 695

### Internship (1-18)

*Graded Pass/No Credit.*

*Prerequisites: permission of the instructor, department chair and college dean.*

Practical, on-the-job experience for specialized school personnel planned cooperatively by a school district and the University. Students are selected for this experience by the University and the district in which the student is working. To register, students must make application to the program advisor during May of the previous year.

## EDUC 696

### College Teaching Internship (1-5)

*Graded Pass/No Credit.*

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

## Library Science Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### LBSC 305

#### Storytelling in Children's Literature (5)

FALL/WINTER/SPRING

*Prerequisites:* EDUC 200, 303 and 418; Washington State Patrol clearance/FBI fingerprinting receipt submitted.

EDUC 305 includes selected readings and discussions of a variety of children's books. The course allows students to become acquainted with quality children's literature and suggests media center and K-8 classroom uses for quality literature. (Cross-listed EDUC 305)

### LBSC 401

#### Reading Instruction and Literature for Young Adults (5)

FALL/WINTER/SPRING

*Prerequisites:* EDUC 305 or permission of the instructor. Washington State Patrol clearance.

This course is designed to provide teachers with the skills and information to develop and implement a classroom literacy program for middle and secondary students. It emphasizes instructional strategies to accommodate student diversity using a selection of literature genres as the curriculum foundation. (Cross-listed EDUC 401)

### LBSC 450

#### Selection of Library Media Materials (3)

WINTER

*Prerequisite:* Washington State Patrol form submitted.

Selection policies, procedures and sources of information for evaluation and acquisition of print and nonprint materials.

### LBSC 460

#### Reference and Information Literacy (3)

FALL

*Prerequisite:* Washington State Patrol form submitted.

Methods and materials used in building reference collections and teaching information literacy skills.

### LBSC 480

#### Organization of Learning Resources (4)

WINTER

*Prerequisite:* Washington State Patrol form submitted.

Applications of the Dewey classification system and Sears subject headings to materials. Uses of electronic circulation systems and generation of MARC records.

### LBSC 490

#### Administration of the School Library Media Center (3)

SPRING

*Prerequisite:* Washington State Patrol form submitted.

Planning and implementing an effective program of services in the public school.

### LBSC 495

#### Practicum in the Library Media Center (1-18)

FALL/WINTER/SPRING

*Prerequisites:* LBSC 490 or concurrent enrollment and 12 quarter credits of Learning Resource coursework completed. Washington State Patrol form submitted; permission of the instructor, department chair and college dean.

Participation in a school library media center program in administration, cataloging, teaching library skills and other services. A learning contract is required.

### LBSC 497

#### Workshops, Short Courses, Conferences (3)

FALL/WINTER/SPRING/SUMMER

### LBSC 498

#### Seminar in School Library Problems (3)

FALL/WINTER/SPRING/SUMMER

### LBSC 499

#### Directed Study (1-18)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* permission of the instructor, department chair and college dean.

### LBSC 599

#### Independent Study (1-3)

*Prerequisites:* permission of the instructor, department chair and college dean.

Students applying for this course should have at least one year of experience in school library media work and/or at least ten credits in other library media courses.



## ENGINEERING & DESIGN

*College of Science, Health and Engineering*

Claudio Talarico, Chair	319E Computing & Engineering Building	509.359.2880
<i>BA</i>	<i>BS</i>	<i>Minor</i>

Faculty: B. Barnes, J. Braukmann, M. Breen, M. Brzoska, T. Couraud, J. Donnerberg, J. Durfee, T. Geyer, A. Hossain, K. Hwang, M. S. Koh, W. Loendorf, D. Richter, E. Rodriguez-Marek, H. Saad, C. Talarico

## UNDERGRADUATE PROGRAMS

Students studying in the Department of Engineering & Design (DESN/ENGR/TECH) may select from a broad number of disciplines that include Electrical Engineering, Computer and Mechanical Engineering Technology, Visual Communication Design, Construction, Design and Manufacturing. The primary goal of the Department of Engineering & Design is to provide students with the technical background required for careers in business and industry. Coursework within each program offers experiences in many areas of technology that enhance the preparation of technology graduates.

The Department of Engineering & Design faculty, facilities and equipment reflect a commitment to maintaining program relevance. Computer-assisted drafting and manufacturing, networking, signal processing, microprocessors, power systems, digital communication, electronics, integrated circuits design, graphic design/web design, robotics and materials processing laboratories and a variety of engineering/engineering technology laboratories are constantly being updated with new equipment. Articulation and research with industry have resulted in programs that address the latest trends in industry. These efforts have consistently offered graduates excellent job placement and employment opportunities.

**Engineering & Design Departmental Scholarship Information:** The department awards two scholarships annually: the M. W. Consulting Engineering Scholarship and Aaron G. Mertens memorial scholarship. These scholarships are awarded to our majors based on academic qualifications and need.

**General Admissions Information for Engineering & Design:** Students entering the Bachelor of Science degree program as juniors should have completed one year of physics as well as mathematics through precalculus. Failure to complete the mathematics and physics requirements before the junior year likely will delay graduation.

In order to graduate, students majoring in the department must earn a 2.5 GPA in departmental coursework. Students getting a minor in the department must also earn a 2.5 GPA in departmental coursework.

**Pre-Engineering Program (Engineering Transfer):** This engineering transfer program prepares students for transfer to other four-year engineering schools that offer programs not available at Eastern Washington University. Engineering students may select from many areas of engineering including aeronautical, computer, mechanical, civil, chemical, metallurgical, industrial and agricultural. This program has been coordinated with Washington State University and the University of Washington. Typically, engineering students transfer at the beginning of their junior year.

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

## BACHELOR OF ARTS (BA)

*STUDENT LEARNING OUTCOMES*

**Students will:**

- understand basic business practices, including working on teams;
- identify, analyze and solve communication problems;
- create and develop visual form in response to communication problems;
- show respect for diversity and knowledge of contemporary professional, societal and global issues;
- recognize the need for, and the ability to engage in, lifelong learning;
- describe and respond to the audiences and contexts which communication solutions must address.

### **VISUAL COMMUNICATION DESIGN (74 CREDITS)**

A major in Visual Communication Design educates and prepares students to conceive and produce creative solutions to satisfy the visual communication needs of society. Graduates are prepared for careers in graphic design, web design, multimedia design, advertising, printing, publishing or related fields. Theory and practice are covered in a variety of contexts, including process and product, form and content, type and image and inter activity. Current technology and future trends are addressed in the context of industry practices. This major is combined with a related minor in another academic area to specialize in specific career preparation.

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

**Note:** In order to receive the Visual Communication Design degree, students must earn at least a 3.0 grade in the following courses: DESN 263 *Visual Communication Design I* and DESN 363 *Visual Communication Design II*. This is in addition to the department requirement of 2.5 GPA in all DESN/TECH coursework.

#### **Required Courses**

##### **Core Courses (42 credits)**

- DESN 100 Engineering Drafting I (4)
- DESN 216 Computer Graphics (4)
- DESN 263 Visual Communication Design I (4)
- DESN 343 Typography (4)
- DESN 363 Visual Communication Design II (4)
- DESN 366 Electronic Prepress Production (4)
- DESN 368 Introduction to Web Page Design (4)
- DESN 369 Advanced Web Design (4)
- DESN 463 Visual Communication Design III (4)
- DESN 493 Portfolio Review (2)
- TECH 393 Technology in World Civilization (4)

##### **Supporting Courses (20 credits)**

- ART 107 Basic Design (5)
- CMST 201 Public Speaking (5)
  - or CMST 250 Small Group Communication (5)
- CMST 400 Message Design (5)
  - or CMST 451 Argumentation and Persuasion (5)
- ENGL 205 Introduction to Technical Communication (5)

##### **Electives (12 credits)**

- Approved Electives (12)
- Approved Capstone course required

<b>Core credits</b>	<b>42 credits</b>
<b>Supporting credits</b>	<b>20 credits</b>
<b>Elective credits</b>	<b>12 credits</b>
<b>Total credits for above major</b>	<b>74 credits</b>

**Note:** The above major does require the completion of an approved minor. This adds a minimum of **19-20 credits** (in the case of Art and Communication). The list of courses making up the minor must also be approved by your Visual Communications Design advisor. In certain cases, a prescribed list of courses will be used and is available from your advisor.

**Note:** MATH 115 is recommended for the above major.

## **BACHELOR OF FINE ARTS (BFA)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- have the ability to solve visual communication problems, including the skills of identification, research and information gathering, analysis and generation of alternative solutions;
- have the ability to draw on thoughts and ideas in relation to an art historical timeline, apply contemporary concepts in design to their own work and articulate and discuss art within our own culture and the art of other cultures;
- have basic skills to create a response to visual communication problems, including an understanding of the principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics and the construction of meaningful images;
- have an understanding of multimedia tools and technology, including their roles in the creation, reproduction and distribution of visual messages;
- be able to describe and respond to audiences and contexts that communication solutions must address, including recognition of the physical, cognitive and social human factors that shape design decisions. Students will have an understanding of basic business practices, including the ability to organize design projects and to work productively as members of a team;
- create a cohesive body of work on a level appropriate to entry into both graduate schools and design professions and have the ability to defend their portfolio work both orally and in written statement.

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

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

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

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

*Note: there is no foreign language requirement for BFA students.*

### **VISUAL COMMUNICATION DESIGN (114 CREDITS)**

#### **Required Courses (101 credits)**

- ART 107 Basic Design (5)
- ART 207 Color Design (5)
- ART 360 Printmaking (5)
- ART 213 Art in the Humanities (5)
- ART 300 Drawing (5)
- ART 155 Beginning Painting (5)
- or 355 Painting (5)
- ART 303 Digital Imaging (5)
- ART 401 Life Drawing (5)
- ART 407 Alternative Media (5)
- ART 431 Contemporary Art (5)
- DESN 216 Computer Graphics (4)
- DESN 263 Visual Communication Design I (4)
- DESN 343 Typography (4)
- DESN 350 Digital Imaging and Photography (4)
- DESN 363 Visual Communication Design II (4)
- DESN 366 Electronic Prepress Production (4)
- DESN 368 Introduction to Web Design (4)
- DESN 369 Advanced Web Design (4)
- DESN 463 Visual Communication Design III (4)
- DESN 470/ART 470 Senior Exhibition (3)
- TECH 393 Technology and World Civilization (4)
- TECH 490 Senior Capstone (4)
- TECH 491 Senior Project (4)

or TECH 495 Internship (4)

#### **Electives (13 credits)**

- ART History Elective (5)
- TECH Electives (8)

**Total required credits**

**101 credits**

**Total elective credits**

**13 credits**

**Total credits for above Major**

**114 credits**

*Note:* Including University requirements, the above program requires a minimum of 180 credits, or an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:

- a. Students will have satisfied University Competencies (ENGL 101 and CPLA 100). If this is not true, then the student will have to complete up to six more credits of classes (See University Competencies in this catalog.)
- b. Art in the Humanities (ART 213) fulfills EWU's Fine Arts core requirement.
- c. Technology and World Civilization (TECH 393) fulfills EWU's International Studies requirement.
- d. Senior Capstone (TECH 490) fulfills EWU's Senior Capstone requirement.

## **BACHELOR OF SCIENCE (BS)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- develop a commitment to quality, timeliness and continuous improvement;
- conduct, analyze and interpret experiments and apply results to improve processes;
- function effectively on teams;
- understand professional, ethical or social responsibilities;
- identify, analyze and solve technical and creative problems;
- communicate effectively.

### **COMPUTER ENGINEERING TECHNOLOGY**

This degree combines studies in selected areas of technology, computer science, physics and mathematics to offer two options: software engineering technology and hardware engineering technology. The computer engineering technology major is accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4102, telephone 410.347.7700.

The primary objective of the computer engineering technology program is to prepare students to enter and progress in technical positions in business and industry. Graduates are generally expected to work with engineers and scientists in the research and development of ideas, products and processes by applying engineering principles to the solution of practical problems in the computer and electronic fields.

### **HARDWARE ENGINEERING TECHNOLOGY OPTION (144-146 CREDITS)**

#### **Required Core Courses (65 credits)**

- ENGR 110 Engineering Graphics (5)
- ENGR 160 Digital Circuits (4)
- ENGR 250 Digital Hardware (2)
- TECH 208 Survey of Electricity (4)
- TECH 277 Microprocessors I (4)
- TECH 308 Circuit Analysis (4)
- TECH 311 Introduction to Routing and Switching (4)
- TECH 355 Computer-Aided Design for Electronics (5)
- TECH 377 Microprocessors II (4)
- TECH 385 Robotics and Automated Systems (4)
- TECH 393 Technology in World Civilization (4)
- TECH 408 Electronics (4)
- TECH 409 Radio Communication Electronics (4)
- TECH 425 Computer Architecture and Design (5)
- TECH 490 Senior Capstone: Production Laboratory (4)
- TECH 491 Senior Project (4)
- or TECH 495 Internship (4)

#### **Electives (8 credits)**

TECH/CSCD Approved Elective (8)

#### **Supporting Courses (71-73 credits)**

- CMST 200 Introduction to Speech Communication (4)
- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 240 C and Unix Programming (4)
- or CSCD 255 C Programming for Engineers (5)
- CSCD 300 Data Structures (4)
- CSCD 305 C++ Programming (4)
- or TECH 461 Embedding System Design (5)
- ENGL 205 Introduction to Technical Communication (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 225 Foundations of Mathematics (5)
- or MATH 301 Discrete Mathematics (5)
- PHYS 131 Introductory Physics I (4)
- or PHYS 151 General Physics I (4)
- PHYS 132 Introductory Physics II (4)
- or PHYS 152 General Physics II (4)

PHYS 133 Introductory Physics III (4)  
 or PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (1)  
 CHEM Elective (must have a lab) (5)  
 MATH Elective (5) (typically MATH 106 or 163)

**Required core credits** **65 credits**  
**TECH/CSCD elective credits** **8 credits**  
**Supporting credits** **71-73 credits**  
**Total credits for above option** **144 credits**

**Free Electives**

0-5 credits of free electives as required to meet 186 total credits for hardware engineering technology option.

*Note: Including University requirements, the above program requires a minimum of 186 credits or an average of 15.5 credits for a 12 quarter, four-year program. The 186 credits are based upon the following assumptions:*

*a. Hardware engineering technology option students have had one year of high school drafting. If this assumption is not true, then the student will have to take ENGR 102, Introduction to Engineering Graphics (4 credits.)*

*b. Students will enter EWU prepared to take calculus. If this assumption is not true, then the student will have to complete MATH 105 Precalculus I (5) and MATH 106 Precalculus II (5).*

*c. Students will have satisfied University competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)*

**SOFTWARE ENGINEERING TECHNOLOGY OPTION (140-141 CREDITS)**

**Required Core Courses (57 credits)**

ENGR 160 Digital Circuits (4)  
 ENGR 250 Digital Hardware (2)  
 TECH 208 Survey of Electricity (4)  
 TECH 277 Microprocessors I (4)  
 TECH 311 Introduction to Routing and Switching (4)  
 TECH 355 Computer-Aided Design for Electronics (5)  
 TECH 377 Microprocessors II (4)  
 TECH 385 Robotics and Automated Systems (4)  
 TECH 393 Technology in World Civilization (4)  
 TECH 421 Network Security Principles (4)  
 TECH 425 Computer Architecture and Design (5)  
 TECH 461 Embedded System Design (5)  
 TECH 490 Senior Capstone: Production Laboratory (4)  
 TECH 491 Senior Project (4)  
 or TECH 495 Internship (4)

**Electives (8 credits)**

TECH/CSCD Approved Elective (8)

**Supporting Courses (75-76 credits)**

CMST 200 Introduction to Speech Communication (4)  
 CSCD 210 Programming Principles I (5)  
 CSCD 211 Programming Principles II (5)  
 CSCD 240 C and Unix Programming (4)  
 or CSCD 255 C Programming for Engineers (5)  
 CSCD 300 Data Structures (4)  
 CSCD 425 Database Management Systems (4)  
 CSCD 427 Database Programming (4)  
 ENGL 205 Introduction to Technical Communication (5)  
 MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 MATH 225 Foundations of Mathematics (5)  
 or MATH 301 Discrete Mathematics (5)  
 PHYS 131 Introductory Physics I (4)  
 or PHYS 151 General Physics I (4)  
 PHYS 132 Introductory Physics II (4)  
 or PHYS 152 General Physics II (4)  
 PHYS 133 Introductory Physics III (4)  
 or PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (1)  
 CHEM Elective (must have a lab) (5)  
 MATH Elective (5) (typically MATH 106 or 163)

**Required core credits** **57 credits**  
**TECH/CSCD elective credits** **8 credits**  
**Supporting credits** **75-76 credits**  
**Total credits for above option** **140 credits**

**Free Electives**

0-7 credits of free electives as required to meet 186 total credits for software engineering technology option

*Note: Including University requirements, the above program requires a minimum of 186 credits or*

*an average of 15.5 credits for a 12 quarter, four-year program. The 186 credits are based upon the following assumptions:*

*a. Students will enter EWU prepared to take calculus. If this assumption is not true, then the student will have to complete MATH 105 Precalculus I (5) and MATH 106 Precalculus II (5).*

*b. Students will have satisfied University competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)*

**BACHELOR OF SCIENCE (BS)**

**STUDENT LEARNING OUTCOMES**

**Students will:**

- design and conduct experiments, as well as analyze and interpret data;
- develop an understanding of professional and ethical responsibility;
- develop a knowledge of contemporary issues in the field;
- use the techniques, skills and modern engineering tools necessary for engineering practice;
- design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability;
- communicate effectively.

**ELECTRICAL ENGINEERING (150-152 CREDITS)**

This degree combines studies in selected areas of engineering, physics, mathematics, and science to prepare students to solve real-world problems in electrical engineering. The Electrical Engineering curriculum is accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4102, telephone 410.347.7700.

The first two years of the curriculum allow students to establish a solid foundation in mathematics and sciences. The third year curriculum introduces students to a broad spectrum of electrical engineering coursework with specialization and capstone introduced into the fourth year. The senior year capstone course allows the students to consolidate their education experience with the solution of practical engineering problems provided by industry.

The primary objective of the electrical engineering program is to prepare students to enter and progress in electrical engineering positions in business, industry and government. Graduates are generally expected to work in the research and development of ideas, products and processes by applying engineering principles to the solution of practical problems in the electrical engineering field.

**Required Courses (77-78 credits)**

ENGR 160 Digital Circuits (4)  
 ENGR 209 Circuit Theory I (5)  
 ENGR 210 Circuit Theory II (5)  
 ENGR 250 Digital Hardware (2)  
 ENGR 260 Microcontroller Systems (4)  
 ENGR 320 Signals and Systems I (5)  
 ENGR 321 Signals and Systems II (5)  
 ENGR 330 Microelectronics I (5)  
 ENGR 331 Microelectronics II (5)  
 ENGR 350 Energy Systems (5)  
 ENGR 360 Hardware Description Languages (5)  
 ENGR 401 Engineering Applied Electromagnetics (5)  
 or PHYS 401 Electromagnetism (4)  
 ENGR 420 Digital Signal Processing (5)  
 ENGR 430 CMOS Integrated Circuit Design (5)  
 ENGR 440 Digital Communication Systems (5)  
 ENGR 490 Senior Capstone (4)  
 or TECH 490 Senior Capstone: Production Laboratory (4)  
 TECH 393 Technology in World Civilization (4)

**Supporting Courses (63-64 credits)**

CHEM 151 General Chemistry (5)  
 CSCD 255 C Programming for Engineers (5)  
 ENGL 205 Introduction to Technical Communication (5)  
 MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 MATH 163 Calculus III (5)  
 MATH 231 Linear Algebra (5)  
 MATH 241 Calculus IV (5)  
 MATH 347 Introductory Differential Equations (4)  
 MATH 380 Elementary Probability and Statistics (5)  
 or MATH 385 Probability and An Introduction to Statistics (4)  
 PHYS 151 General Physics I (4)  
 PHYS 152 General Physics II (4)  
 PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (1)

**Electrical Engineering electives chosen from the following (10 credits)**

ENGR 450 Power Systems (5)  
 ENGR 460 Computing Systems: Organization and Design (5)  
 ENGR 461 Embedded System Design (5)  
 ENGR 470 Control Systems (5)  
 PHYS 221 Physics IV (4)  
 and PHYS 164 Instrumentation Lab II (1)

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<b>Required program credits</b>	<b>77–78 credits</b>
<b>Supporting credits</b>	<b>63–64 credits</b>
<b>Electrical engineering elective credits</b>	<b>10 credits</b>
<b>Minimum total credits for above degree</b>	<b>150 credits</b>

*Note:* Including University requirements, the above program requires a minimum of 183 credits, or an average of 15.25 credits per quarter for a 12 quarter, four-year program. The 183 credits are based upon the following assumptions:

- Students will enter EWU prepared to take calculus. If this assumption is not true then the student will have to complete MATH 105 Precalculus I (5) and MATH 106 Precalculus II (5).
- Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)

## BACHELOR OF SCIENCE (BS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- show respect for diversity and a knowledge of contemporary professional, societal and global issues;
- develop the ability to understand professional, ethical or social responsibilities.
- function effectively on teams;
- communicate effectively;
- develop appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines;
- conduct, analyze and interpret experiments and apply results to improve processes.

### MECHANICAL ENGINEERING TECHNOLOGY (139–141 CREDITS)

This degree combines studies of Mathematics, Computer Science, Physics and Engineering Technology. The Mechanical Engineering Technology curriculum (accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology 111 Market Place, Suite 1050, Baltimore, MD 21202; telephone (410.347.7700) includes courses fundamental to Mechanical Engineering Technology with an emphasis on applications. Before graduation each student will participate in a design project or an internship in industry to gain industrial experience during his or her academic career before employment. The emphasis of this program is the application of engineering principles to the solution of practical problems. MET graduates are in great demand and are employed in a variety of interesting, high-tech careers throughout the state and region. Employment opportunities are available in mechanical design, industrial engineering technology, industrial management, manufacturing, CAD, applied research and sales and service.

#### Required Courses (77 credits)

- ENGR 110 Engineering Graphics (5)
- TECH 208 Survey of Electricity (4)
- TECH 301 Metallic Processes (5)
- TECH 317 Computer-Aided Drafting (4)
- TECH 340 Statics (4)
- TECH 341 Strength of Materials (4)
- TECH 342 Dynamics (4)
- TECH 353 Industrial Materials (5)
- TECH 380 Thermodynamics (5)
- TECH 382 Fluid Mechanics (5)
- TECH 385 Robotics and Automated Systems (4)
- TECH 393 Technology in World Civilization (4)
- TECH 403 Computer-Aided Design and Project Management (4)
- TECH 405 Design of Machine Elements (4)
- TECH 412 Fundamentals of Engineering (2)
- TECH 452 Engineering Economics (2)
- TECH 456 Engineering Ethics, Contracts, and Patents (2)
- TECH 490 Senior Capstone: Production Laboratory (4)
- TECH 495 Internship (6)\*

#### Supporting Courses (39–40 credits)

- CHEM 151 General Chemistry (5)
- CSCD 255 C Programming for Engineers (5)
  - or CSCD 409 Introduction to Systems Modeling (4) (see note below)
  - or ENGR 201 MATLAB (4)
- ENGL 205 Introduction to Technical Communication (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- PHYS 131 Introductory Physics I (4)
  - or PHYS 151 General Physics I (4)
- PHYS 132 Introductory Physics II (4)
  - or PHYS 152 General Physics II (4)
- PHYS 133 Introductory Physics III (4)
  - or PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)

#### Electives (from the following areas) (8–10 credits)

- MATH electives (typically MATH 105 and 106) (8–10)

### Choose one of the following Concentrations (15 credits)

#### Design Concentration

- Approved DESN Electives see Department for listing (14)
- ENGR 498 Senior Seminar (1)

#### Manufacturing Concentration

- TECH 402 Machine Tool I (5)
- TECH 404 Computer Numerical Control (5)
- TECH 458 (4) or TECH 462 (4) or TECH 406 (4)
- TECH 498 Senior Seminar (1)

<b>Total required credits</b>	<b>77 credits</b>
<b>Minimum total supporting credits</b>	<b>39–40 credits</b>
<b>Minimum total mathematics elective credits</b>	<b>8–10 credits</b>
<b>Total engineering technology concentration credits</b>	<b>15 credits</b>
<b>Minimum total credits for above degree</b>	<b>139 credits</b>

\* If an internship cannot be found by student, independent study TECH 491 Senior Design (6) may be substituted.

*Note:* Including University requirements for the degree the above program requires a minimum of 186 credits or an average load of 15.5 credits per quarter, for a 12 quarter, four-year program. The 186 credits are based on the following assumption: a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take ENGR 102 (4).

## BACHELOR OF SCIENCE (BS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- develop an appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines;
- develop a recognition of the need for, and the ability to engage in, lifelong learning;
- develop a commitment to quality, timeliness and continuous improvement,
- communicate effectively;
- identify, analyze and solve technical and creative problems;
- develop an ability to understand professional, ethical or social responsibilities.

### TECHNOLOGY WITH APPLIED TECHNOLOGY OPTION (110–111 CREDITS)

This program is designed for students who have graduated with an associate degree in applied arts and sciences (AAAS), associate degree in applied science (AAS), associate degree in technical arts (ATA) in computer technology, electronics technology, mechanical engineering technology, civil engineering technology, drafting/design technology and similarly named programs at community colleges. This degree allows these students to continue their education by taking liberal arts courses, additional advanced technology courses and supporting courses to complete a Bachelor of Science Degree.

#### EWU Coursework

- DESN 360 Publishing for Print and the World Wide Web (4)
- TECH 330 Technology Problem Analysis and Design I (3)
- TECH 331 Technology Problem Analysis and Design II (3)
- TECH 393 Technology in World Civilization (4)
- TECH 403 Computer-Aided Design and Project Management (4)
- TECH 452 Engineering Economics (2)
- TECH 454 Environmental Engineering (2)
- TECH 456 Engineering Ethics, Contracts and Patents (2)
- TECH 462 Industrial Safety Engineering (4)
- TECH 490 Senior Capstone: Production Laboratory (4)
  - or ITGS 400 Interdisciplinary Senior Capstone (4)
- TECH 491 Senior Project (4)
- TECH 495 Internship (10)

Upper division Cultural and Gender Diversity Course (4–5 credits)

#### Coursework from EWU or Approved Community College Coursework

##### College Coursework

- ENGL 101 College Composition: Exposition and Argumentation (5)
- ENGL 201 College Composition: Analysis, Research and Documentation (5)

##### MATH Requirement

Must meet EWU Math proficiency requirements with a course or courses equivalent to EWU MATH 105 and MATH 106 or MATH 115, plus one additional five credit course equivalent to any EWU math course above math proficiency.

##### Supporting Science Requirement

- 5 credits in physics in any course equal to any EWU physics course meeting general science requirements
- 5 credits in a physical science
- 5 credits in general science in any course equivalent to an EWU approved general science course.

##### Humanities and Fine Arts and Social Sciences (25 credits)

Upper division substitutions may be made for 15 credits—See departmental list.

**EWU coursework credits**

**50–51 credits**

## College coursework credits

60 credits

## Minimum credits for above option

110 credits

*Note: Entrance into this program requires an AAS, AAAS, ATA or similar degree in an approved area from an accredited two-year college. Applicants must have a 2.5 GPA for the Technology coursework in the AAS, AAAS, ATA degree. Graduation requires maintaining an overall GPA of 2.5 for this option.*

*Note: this program requires an average of 18.33 credits per quarter to complete in 2 years.*

## TECHNOLOGY WITH CONSTRUCTION MANAGEMENT OPTION (120 CREDITS)

The construction option focuses on selected areas of technology, physics, business management and math, emphasizing courses such as engineering graphics and architecture. This concentration prepares graduates to enter and progress in supervisory or management positions in the construction industry. Initial employment may be as an estimator, laboratory technician in materials testing, construction inspector or field engineer.

### Required Courses (70 credits)

ENGR 110 Engineering Graphics (5)  
TECH 208 Survey of Electricity (4)  
TECH 301 Metallic Processes (5)  
TECH 317 Computer-Aided Drafting (4)  
TECH 320 Non-Metallic Processes (5)  
TECH 335 Architecture (4)  
TECH 340 Statics (4)  
TECH 341 Strength of Materials (4)  
TECH 353 Industrial Materials (5)  
TECH 393 Technology in World Civilization (4)  
TECH 403 Computer-Aided Design and Project Management (4)  
TECH 406 Welding Technology (4)  
TECH 462 Industrial Safety Engineering (4)  
TECH 490 Senior Capstone: Production Laboratory (3)  
TECH 495 Internship (in field of construction estimating) (3)  
TECH 495 Internship (in field of construction techniques) (3)  
TECH Elective (4)

### Supporting Courses (38 credits)

ACCT 251 Principles of Financial Accounting (5)  
CHEM 121 Chemistry and Its Role in Society (5)  
or CHEM 151 General Chemistry (5)  
CMST 200 Introduction to Speech Communication (4)  
ENGL 205 Introduction to Technical Communication (5)  
MATH 105 Precalculus I (5)  
MATH 106 Precalculus II (5)  
MGMT 326 Organization Theory and Behavior (4)  
PHYS 131 Introductory Physics I (4)  
PHYS 161 Mechanics Lab (1)

### Choose from the following (12 credits)

ACCT 261 Business Law (4)  
HUMR 328 Human Resource Management (4)  
MKTG 310 Principles of Marketing (4)  
OPSM 330 Operations Management (4)

## Required program credits

70 credits

## Supporting credits

50 credits

## Total credits for above option

120 credits

*Note: the business and management credits listed here will apply to a minor in Business Administration.*

*Note: Including University requirements, the above program requires a minimum of 180 credits or an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:*

*a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take ENGR 102 Introduction to Engineering Graphics (4).*

*b. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)*

## TECHNOLOGY WITH DESIGN OPTION (112 CREDITS)

The design option prepares the graduate for placement in the world of manufacturing. A student graduating with this option should have mastered the basic skills appropriate for the design, development, manufacturing and sale of consumer products. Students should enter the labor force at the middle-management level. The breadth of preparation in the design option provides a broad foundation from which to build and progress.

### Required Courses (73 credits)

ENGR 110 Engineering Graphics (5)  
TECH 208 Survey of Electricity (4)  
TECH 301 Metallic Processes (5)  
TECH 317 Computer-Aided Drafting (4)  
TECH 320 Non-Metallic Processes (5)  
TECH 340 Statics (4)  
TECH 341 Strength of Materials (4)  
TECH 353 Industrial Materials (5)  
TECH 393 Technology in World Civilization (4)  
TECH 402 Machine Tool I (5)  
TECH 403 Computer-Aided Design and Project Management (4)  
TECH 405 Design of Machine Elements (4)  
TECH 458 Quality Assurance (4)  
TECH 462 Industrial Safety Engineering (4)  
TECH 490 Senior Capstone: Production Laboratory (4)  
TECH Electives (8)

### Supporting Courses (39 credits)

CHEM 121 Chemistry and Its Role in Society (5)  
or CHEM 151 General Chemistry (5)  
CMST 200 Introduction to Speech Communication (4)  
ENGL 205 Introduction to Technical Communication (5)  
MATH 105 Precalculus I (5)  
MATH 106 Precalculus II (5)  
MGMT 120 The World of Business (5)  
PHYS 131 Introductory Physics I (4)  
PHYS 132 Introductory Physics II (4)  
PHYS 161 Mechanics Lab (1)  
PHYS 162 Heat and Optics Lab (1)

## Required program credits

73 credits

## Supporting credits

39 credits

## Total credits for above option

112 credits

*Note: The above major can be completed in 180 credits, based upon the following assumptions:*

*a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take ENGR 102 Introduction to Engineering Graphics (4).*

*b. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)*



## TECHNOLOGY WITH MANUFACTURING OPTION (115 CREDITS)

The manufacturing option focuses on selected areas of technology, science and business. Robotics, computer aided drafting and business management are among the courses emphasized. This option prepares the student to enter and progress in industry in a variety of areas including, quality assurance, inventory control, production line supervision or process management.

### Required Courses (75 credits)

- ENGR 110 Engineering Graphics (5)
- TECH 208 Survey of Electricity (4)
- TECH 301 Metallic Processes (5)
- TECH 317 Computer-Aided Drafting (4)
- TECH 320 Non-Metallic Processes (5)
- TECH 353 Industrial Materials (5)
- TECH 385 Robotics and Automated Systems (4)
- TECH 393 Technology in World Civilization (4)
- TECH 402 Machine Tool I (5)
- TECH 403 Computer-Aided Design and Project Management (4)
- TECH 404 Computer Numerical Control (5)
- TECH 406 Welding Technology (4)
- TECH 430 Machine Tool II (5)
- or TECH 321 Design and Fabrication of Non-Metallic Products (5)
- TECH 458 Quality Assurance (4)
- TECH 462 Industrial Safety Engineering (4)
- TECH 490 Senior Capstone: Production Laboratory (4)
- TECH Electives (4)

### Supporting Courses (28 credits)

- ACCT 251 Principles of Financial Accounting (5)
- CHEM 121 Chemistry and Its Role in Society (5)
- or CHEM 151 General Chemistry (5)
- CMST 200 Introduction to Speech Communication (4)
- ENGL 205 Introduction to Technical Communication (5)
- MGMT 326 Organizational Theory and Behavior (4)
- PHYS 100 Physical Science I (5)

### Choose from the following (12 credits)

- ACCT 261 Business Law (4)
- HUMR 328 Human Resource Management (4)
- MKTG 310 Principles of Marketing (4)
- OPSM 330 Operations Management (4)

<b>Required program credits</b>	<b>75 credits</b>
<b>Supporting credits</b>	<b>40 credits</b>
<b>Total credits for above option</b>	<b>115 credits</b>

*Note: The Business and Management credits listed here will apply to a minor in Business Administration.*

*Note: Including University requirements, the above program requires a minimum of 180 credits, an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:*

- a. Students have had one year of high school drafting. If this assumption is not true, then the student will have to take ENGR 102 Introduction to Engineering Graphics (4).*
- b. Students will have satisfied University Competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See University Competencies in this catalog.)*

*Note: technology majors with construction, design, electronic, or manufacturing options are not accredited by the Technology Accreditation Commission of ABET.*

## MINORS

### TECHNOLOGY MINOR (24 CREDITS)

#### Required Courses (9 credits)

- ENGR 110 Engineering Graphics (5)
- TECH 393 Technology in World Civilization (4)

#### Electives (15 credits)

With prior approval of your Engineering & Design Department advisor, select Technology courses, eight credits of which must be upper-division courses.

<b>Required program credits</b>	<b>9 credits</b>
<b>Elective credits</b>	<b>15 credits</b>
<b>Total credits for above minor</b>	<b>24 credits</b>

*Note: For the above minor the following assumption has been made: students have had one year of high school drafting. If this assumption is not true then the student will have to take ENGR 102, Introduction to Engineering Graphics (4)*

### VISUAL COMMUNICATION DESIGN MINOR (24 CREDITS)

A minor in visual communication design will provide students with a foundation in the creative, conceptual and technical skills necessary to understand and participate in the visual communication needs of future professional practice. This minor supports endeavors in visual communication design for print and web, including effective use of text, image, color and composition.

#### Required Courses (16 credits)

- DESN 216 Computer Graphics (4)
  - DESN 263 Visual Communication Design I (4)
  - DESN 363 Visual Communication Design II (4)
  - \*TECH 393 Technology in World Civilization (4)
- Choose from the following list (8 credits)**
- DESN 343 Typography (4)
  - DESN 360 Publishing for Print and The World Wide Web (4)
  - DESN 366 Electronic PrePress Production (4)
  - DESN 368 Introduction to Web Page Design (4)
  - DESN 369 Advanced Web Design (4)
  - DESN 463 Visual Communication Design III (4)
- \* TECH 393 fulfills the General University Requirement for International Studies.

<b>Required program credits</b>	<b>16 credits</b>
<b>Elective credits</b>	<b>8 credits</b>
<b>Total credits for above minor</b>	<b>24 credits</b>

## GRADUATE PROGRAM

Engineering & Design offers courses that students may use as part of a degree in communications, multimedia programming and other interdisciplinary areas. These programs are listed in their respective graduate catalog sections.



## Design Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### DESN 100

#### Engineering Drafting I (4)

*Graded Pass/Fail.*

Fundamentals of graphically describing the size and shape of objects. This course will not satisfy elective requirements for a major or minor in Technology. (2 hours lecture, four hours laboratory per week)

### DESN 216

#### Computer Graphics (4)

*Prerequisite: Computer Literacy.*

Introduction to computer graphics techniques including the creation and manipulation of images and illustrations, file conversion and preparation of graphics for printing, web design or multimedia uses.

### DESN 263

#### Visual Communication Design I (4)

*Prerequisites: Computer Literacy*

This course provides an introduction to Visual Communication Design including the theories, principles and practices of visual communication, concept development, design process and design technology. Through lecture, discussion and design-oriented projects, students develop a visual and verbal vocabulary that serves as a common foundation for further study.

**Note:** In order to receive the Visual Communication Design degree, students must earn at least a 3.0 grade in this class. This is in addition to the department requirement of 2.5 GPA in all DESN coursework.

### DESN 275

#### Digital Sound (4)

*Prerequisites: Computer Literacy*

This course provides a foundation in the techniques of sound design, recording, production and editing for digital media. Students will create and record sound files, apply effects and mix and produce a variety of multimedia audio elements using state-of-the-art digital technology. Applicable uses include Web sites, games, multimedia products for promotion and learning, entertainment products and virtual worlds.

### DESN 343

#### Typography (4)

*Prerequisite: DESN 263.*

An intermediate-level course concentrating on the fundamentals of typography with emphasis on letterforms, typographic syntax, type specification, type as image and the use of type in a variety of communicative purposes. Projects allow students to explore issues of form and meaning, hierarchy, legibility and readability, structure and composition and the design process. This introduction to typography serves as a foundation for students from which to study other aspects of visual communication design in subsequent courses. In addition, typographic history and theory are also discussed.

### DESN 345

#### Technical Illustration (4)

*Prerequisites: ENGR 110 and DESN 216.*

Drafting, rendering and computer techniques used in the development of illustrations for advertisements, technical manuals and other publications. (three hours lecture, three hours laboratory per week)

### DESN 350

#### Digital Imaging and Photography (4)

*Prerequisite: CPLA 101 or CPLA 120.*

This introductory course teaches beginning photographers how to improve their photographic technique, use digital cameras for effective visual communication and edit images with professional software tools. Working with their own digital cameras students will practice professional shooting strategies and produce weekly practical and creative photo assignments. Topics include camera theory; digital formats; composition basics; composing within the frame; using natural and artificial lighting; texture, shape, form and line in the photograph; framing with foreground elements; digital darkroom techniques; repair and retouching; compositing, portraiture, scenic and nature photography; product photography, action photography and close-up photography.

### DESN 351

#### Advanced Photography (4)

*Prerequisite: DESN 350.*

An extension of DESN 350 with considerable work in advanced enlarging techniques portraiture with emphasis on lighting, architectural photography, slidemaking, color transparencies and color prints.

### DESN 359

#### History of Design (4)

*Prerequisites: None.*

This course considers the development of design in the broad sense of the term. Beginning with the Industrial Revolution and continuing forward to the present day, this course explores the components of design that have influenced the direction of design thinking. Various design disciplines will be studied in terms of their historical development, cultural significance, theoretical components and their translation and application within contemporary concepts of design. Students develop an understanding of these concepts through lecture, research, writing and presentations.

### DESN 360

#### Publishing for Print and The World Wide Web (4)

*Prerequisites: CPLA 101 or 120.*

This course covers basic principles of design, typography and the use of graphic files in both print and web design. Professional desktop publishing software and common web design software will be used. Emphasis is on skills required for basic literacy as well as effective design in common formats such as brochures, newsletters, books and web pages.

### DESN 363

#### Visual Communication Design II (4)

*Prerequisite: DESN 216 and DESN 263.*

This course focuses on the interaction of type and image in the visual communication design process. An introduction to form and composition will be achieved through a sequence of design projects that will emphasize compositional structure. Projects explore the interactions of type and image while also considering content. The goal of class projects is the development of complex, cohesive visual systems.

**Note:** In order to receive the Visual Communication Design degree, students must earn at least a 3.0 grade in this class. This is in addition to the department requirement of 2.5 GPA in all DESN coursework.

### DESN 366

#### Electronic Prepress Production (4)

*Prerequisite: DESN 263.*

This course will provide students with theory, knowledge and skill of professional prepress production processes as applied in the professional print production industries. Students will gain conceptual understanding and practical skill in process color theory, production, editing and separation on the computer. Students will learn to professionally produce and edit text, graphic and continuous-tone photographic images using computer software applications. (three hours lecture, two hours laboratory)

### DESN 368

#### Introduction to Web Page Design (4)

*Prerequisites: Computer Literacy and DESN 216.*

The course covers professional methods for conceptualizing, designing, producing, publishing, transmitting and accessing information over the Internet or local area networks. Students design and produce web pages incorporating text, still graphics, animated graphics and audio. Emphasis is on effective visual and logical communication designs.

### DESN 369

#### Advanced Web Design (4)

*Prerequisite: DESN 368.*

Principles of planning, design, production and delivery of World Wide Web pages using current industry software. Emphasis will be on static, animated and interactive graphics, as well as realistic problems with increased complexity and the creation of effective designs.

### DESN 373

#### Introduction to Multimedia Design (4)

*Prerequisite: DESN 216.*

Principles of planning, design, layout, production and delivery of multimedia products. Students will use a variety of software applications to create electronic documents incorporating text, graphics, animation, sound, video and interactivity. Emphasis will be on planning and designing for effective communication and on the effective use of appropriate technology such as image editing, sound editing and video editing software and hardware.

### DESN 375

#### Introduction to Digital Video (4)

*Prerequisite: DESN 216 and DESN 263.*

This course offers an introduction to digital video techniques. Students will be introduced to production, editing, theory and practical application for the creation of effective visual communication solutions. Emphasis will be on the creative application of concept and design for the moving image and understanding how to integrate textual, graphical and audio elements for the successful communication of messages created for CD, DVD and the Web.

### DESN 463

#### Visual Communication Design III (4)

*Prerequisites: DESN 263 and DESN 363.*

Continued study of visual communication design, combining theoretical studies with applied projects. This course emphasizes awareness of contemporary visual culture through analysis of a wide range of design examples and continued refinement of perceptual, problem-solving and creative skills.

### DESN 470

#### Senior Exhibition (1)

*This course must be repeated three times for credit.*

*Prerequisites: senior standing; permission of the instructor and the department chair.*

This course entails the individual preparation and presentation of work for senior exhibition.

### DESN 493

#### Portfolio Review (2)

*Prerequisites: DESN 363 and DESN 463 or permission of instructor.*

In this course, students have the opportunity to develop portfolio quality work and to present that work in a final "interview" with industry professionals. Emphasis is placed upon content development, problem solving, formal solutions, statements of objectives and presentation. Weekly in-depth critique sessions will provide students the opportunity to give and receive feedback, demonstrate progressions, discuss problems and elucidate processes. This is an advanced class. Students must have at least three previous projects that will serve as the focus of revisions during this course.

## Engineering Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### ENGR 102

#### Introduction to Engineering Graphics (4)

*Graded Pass/Fail.*

This course offers an introduction to the fundamentals of technical drawing. It emphasizes the technical methods used to describe the size and shape of objects. This course will not satisfy elective requirements for a major or minor in Technology.

### ENGR 110

#### Engineering Graphics (5)

*Prerequisites:* ENGR 102, two years of high school drafting or equivalent.

A study of the technical portion of the graphics language. This language, technical drawing, is used by engineers to communicate proposed designs and new ideas. Includes the theory and practice of descriptive geometry and the graphic representation of data.

### ENGR 160

#### Digital Circuits (4)

*Prerequisite:* MATH 104 or equivalent.

Fundamentals of digital computer design including appropriate number systems, boolean algebra and basic digital circuits. Methods introduced will include the use of Karnaugh Maps and the Quine-Mccluskey procedure. Computer laboratory work will involve the use of current software for the design, analysis and simulation of digital circuits.

### ENGR 201

#### Introduction to MATLAB (4)

*Prerequisite:* MATH 105

This course introduces the student to the application of basic MATLAB building blocks to engineering problems. Students will get a thorough introduction to data visualization, data analysis, symbolic calculations, numeric computations and other basic skills related to MATLAB.

### ENGR 209

#### Circuit Theory I (5)

*Prerequisites:* PHYS 153 or permission of the instructor.

This course is intended to provide electrical engineering students with an understanding of electricity and its applications. Topics include AC/DC circuit-analysis methods such as nodal and mesh analysis, superposition, Norton Theorem, Thevenin Theorem and transient analysis.

### ENGR 210

#### Circuit Theory II (5)

*Prerequisites:* ENGR 209 or permission of the instructor.

This course covers small signal analysis, DC operating point, first-order circuits, second-order circuits, circuit simulation methods, sinusoidal steady state, phasors, poles and zeros of network functions, ideal transformed linear and non-linear two-port networks.

### ENGR 240

#### Statics (4)

*Prerequisites:* PHYS 151, MATH 161 or Technical Calculus I or equivalent.

Fundamentals of applied mechanics, equivalent force systems, equations of equilibrium, structures, three dimensional force systems and friction. (two hours lecture, four hours laboratory per week)

### ENGR 241

#### Strength of Materials (4)

*Prerequisites:* ENGR 240, MATH 162, PHYS 152 or Technical Calculus II or equivalent.

A study of the internal stresses, internal deformations and deflections of materials. Topics may include: shear and moment diagrams for beams, combined loading on beams, temperature stresses and torsional loading. (four hours lecture per week)

### ENGR 242

#### Dynamics (4)

*Prerequisite:* ENGR 240.

Kinematics and kinetics of particles and rigid bodies using vector analysis; force mass acceleration, work and energy, impulse and momentum, translating and rotating coordinate system. (four hours lecture per week)

### ENGR 250

#### Digital Hardware (2)

*Prerequisite:* ENGR 160.

A continuation of ENGR 160, this course presents logic families, hardware characteristics, noise control and modern programmable logic.

### ENGR 260

#### Microcontroller Systems (4)

*Prerequisite:* ENGR 160; CSCD 255 or permission of the instructor.

This is an introductory course on microprocessor and microcontroller systems organization. It provides low-level programming principles for microcomputer based systems. The course emphasizes assembly and C language programming techniques and laboratory experiments in input/output programming, memory organization, interrupts and interfacing methods.

### ENGR 320

#### Signals and Systems I (5)

*Prerequisite:* ENGR 210 or concurrent enrollment in ENGR 210 or permission of the instructor

This course is an introduction to continuous-time signal analysis. Topics include: generalized functions and the relationship to basic signals including impulses, pulses and unit step; system properties such as linearity, time-invariance and causality; and Fourier analysis.

### ENGR 321

#### Signals and Systems II (5)

*Prerequisite:* ENGR 320.

Introduction to Laplace Transform, Z-transform, the Fourier Series, the Fourier Transform, the Discrete Fourier Transform (DFT), the Discrete-Time Fourier Transform (DTFT) and Sampling Theorem. Introduction to analysis of Linear Time Invariant (LTI) system using above techniques for continuous and discrete time.

### ENGR 330

#### Microelectronics I (5)

*Prerequisites:* ENGR 210 or concurrent enrollment in ENGR 210, or permission of instructor.

This course introduces modeling, characterization and application of semiconductor devices and integrated circuits. It includes the development of models for circuit-level behavior of diodes, bipolar transistors, field effect transistors and op-amps and applies the models to the analysis and design of linear amplifiers.

### ENGR 331

#### Microelectronics II (5)

*Prerequisite:* ENGR 330 or permission of the instructor.

This course is the second in modeling and application of semiconductor devices and integrated circuits. Topics include advanced transistor amplifier analysis, feedback effects, power amplifiers, op-amps, analog filters, oscillators, A/D and D/A converters, and power converters.

### ENGR 350

#### Energy Systems (5)

*Prerequisite:* ENGR 210.

This course provides an introduction to the different energy sources, methods of electric energy conversion, the electric power system, transformers and electrical machines.

### ENGR 360

#### Hardware Description Languages (5)

*Prerequisite:* ENGR 160.

This course introduces methodologies and computer-aided design (CAD) tools for the design of complex electronic systems. The emphasis is on high-level description languages and their use for specifying, designing, simulating and synthesizing digital very large scale integration (VLSI) circuits in MOS (metaloxide-semiconductor) technologies. Theoretical knowledge will be complemented by hands-on use of several commercial CAD tools.

### ENGR 401

#### Engineering Applied Electromagnetics (5)

*Prerequisite:* ENGR 210.

This course provides students with the technical basis to analyze electromagnetic applications systems. Topics include coordinate systems, vector calculus, static and dynamic fields, Maxwell's equations, power flow, circuit representation of transmission lines, electromagnetic transmission and introductory waveguides.

### ENGR 407

#### Heating, Ventilating and Air Conditioning (5)

*Prerequisite:* PHYS 132 or PHYS 152

The study of the principles of Heating, Ventilating and Air Conditioning (HVAC) including the investigation of the basic calculations to determine heating and cooling loads and the study of the basic equipment design for HVAC.

### ENGR 420

#### Digital Signal Processing (5)

*Prerequisite:* ENGR 321.

This course provides an introduction to digital signal processing. Convolution, time invariance and stability of discrete-time systems are presented. In addition, various signal processing techniques such as Z-transform, discrete Fourier transform (DFT) and fast Fourier transform (FFT) are studied. Time and frequency domain techniques for designing and applying infinite impulse response (IIR) and finite impulse response (FIR) digital filters are introduced.

### ENGR 430

#### CMOS Integrated Circuits Design (5)

*Prerequisites:* ENGR 160; ENGR 330 or permission of the instructor.

This course provides students with the theoretical and practical knowledge required for analyzing and designing very large scale integration (VLSI) circuits and systems in complementary metal-oxide-semiconductor (CMOS) technology. Lab includes hands-on use of a variety of state-of-the-art computer-aided design (CAD) tools and design techniques.

### ENGR 440

#### Digital Communication Systems (5)

*Prerequisite:* ENGR 321.

This course provides students with a solid background in modern digital communication systems. Random processing is applied in the realm of communication theory. Common digital modulation and demodulation techniques are presented. Other topics include bandpass transmission of binary data, coherent/noncoherent communications, intersymbol interference and equalization.

### ENGR 450

#### Power System Analysis (5)

*Prerequisite:* ENGR 350.

The course provides students with the ability to analyze power systems from technical and economic perspectives. It includes symmetrical components, calculation of line parameters, power flow control, representation of transmission lines and power components.

### ENGR 460

#### Computing Systems: Organization and Design (5)

*Prerequisites:* ENGR 160, CSCD 255 or permission of the instructor.

This course provides the theoretical and practical knowledge required for analyzing and designing complex computing systems. Emphasis is on the impact that the organization and interfacing of hardware/software components have on system performance. Hands-on design skills using HDL (Hardware Design Language) will be offered in weekly labs.

## ENGR 461

### Embedded System Design (5)

*Prerequisites: ENGR 160 or permission of the instructor.*

This course provides students with the theoretical and practical knowledge required for analyzing and designing embedded computing systems. The key challenge of embedded systems is to optimize the various design metrics and to assess the impact that the organization and interfacing of hardware/software components have on system performance. Hands-on experience using various hardware, such as Field Programmable Gate Arrays (FPGA) and microcontrollers, will be offered in weekly labs. (Cross-listed TECH 461)

## ENGR 470

### Control Systems (5)

*Prerequisite: ENGR 321.*

This course reviews basic topics such as transfer function, step response and stability conditions. Other topics include feedback systems, analysis techniques such as root-locus analysis, transient and steady-state response analyses and frequency response analysis are studied. In addition, state-space analysis techniques are explained within the context of state-space system models. Analysis and design of proportional, integral and derivative (PID), PI and PD controllers are presented.

## ENGR 490

### Senior Capstone: Design Laboratory (4)

[satisfies senior capstone university graduation requirement.]

*Prerequisites: senior standing and ENGR 331 or TECH 408.*

This course will simulate the industrial environment, where students will have to work in a team to solve a real world problem, from design to implementation. Team dynamics will be strictly monitored and each student's unique skills will be utilized in different stages of the design process. Dealing with problems typical of a team environment will result in an invaluable learning experience both in the professional and civic lives of the students.

## ENGR 492

### Finite Element Analysis (4)

*Prerequisite: TECH 341 or permission of the instructor.*

This course introduces the computational methods to solve engineering problems using the finite element approach. Basic mathematical concepts including matrix algebra will be covered. Modeling techniques for different engineering structures, such as truss, beams, frames, two and three dimensional solids, and thin-walled structures will be introduced in this course. Students will solve a wide variety of engineering problems dealing with statics, dynamics, fluid mechanics, heat transfer, and design and material selections using state of the art FEA software.

## ENGR 499

### Directed Study (1-10)

*Prerequisite: permission of the instructor, department chair and college dean.*

Designed for students wanting to pursue a subject beyond the scope of regular courses.

## Technology Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

## TECH 208

### Survey of Electricity (4)

*Prerequisite: pre-university basic skills in mathematics.*

Introduces the student to direct current, alternating current (including residential wiring) and amplifying devices. (three hours lecture, two hours laboratory per week)

## TECH 211

### Network Fundamentals (4)

*Prerequisite: ENGR 160.*

This course provides basic knowledge and hands-on skills in modern computer networks. Laboratories provide an introduction to CISCO equipment. Topics include network fundamentals such as basic network architectures, network protocols, Local Area Network (LAN), Wide-Area Network (WAN) and topics for interconnection.

## TECH 277

### Microprocessors I (4)

*Course fee.*

*Prerequisite: ENGR 160*

*Microprocessors I* is focused on low level programming (assembly) language on the principles of a single-board microcontroller. The course emphasizes assembly language programming techniques and introduces input/output problems and the use of a microcomputer development system.

## TECH 299

### Special Studies (1-6)

*Prerequisites: permission of the instructor, department chair and college dean.*

FALL/WINTER/SPRING/SUMMER

## TECH 301

### Metallic Processes (5)

*Prerequisite: MATH 105*

*Metallic Processes* is a comprehensive basic course in technical metals which is designed to survey metalworking materials and processes which have been developed by modern industry. The course provides opportunity to learn the theories and scientific principles basic to the application of metalworking tools and procedures. (three hours lecture, four hours laboratory)

## TECH 308

### Circuit Analysis (4)

*Prerequisite: TECH 208.*

Introduces direct current theorems (Thevenin, Kirchhoff, superposition) and alternating current tools (phasors, time constants, sinusoids). Uses these tools for ac and dc circuit design. (three hours lecture, two hours laboratory per week)

## TECH 311

### Introduction to Routing and Switching (4)

*Prerequisite: TECH 211 or equivalent course or permission of the instructor.*

This course provides students with details of interconnection related to network hardware such as routers, switches, and bridges, which are important elements in computer networks. It includes concepts of routing algorithms, routing protocols and network hardware such as transparent bridges, source routing bridges, hubs and switches. This course provides hands-on experience on CISCO equipment.

## TECH 312

### Network Server Configuration (4)

*Prerequisite: TECH 311.*

This course focuses on network configuration concepts. Students will develop skills in server/client systems and protocols. This course has a laboratory component.

## TECH 313

### Network Administration (4)

*SPRING*

*Prerequisite: TECH 312.*

This course focuses on LAN/WAN setup and administration. Topics include transport control protocol/internet protocol (TCP/IP) management, dynamic host configuration protocol (DHCP) management, access control, network operating systems and network file system operation.

## TECH 317

### Computer-Aided Drafting (4)

*Prerequisite: ENGR 110 or equivalent.*

Using the computer to draft mechanical, electrical and architectural drawings in two and three dimensions. File management methods, job management methods and macro development techniques are discussed. (three hours lecture, three hours laboratory per week)

## TECH 320

### Non-Metallic Processes (5)

*Prerequisite: ENGR 110.*

Survey of non-metallic materials (such as woods, plastics and ceramics) and the industrial processes utilized to convert raw materials into finished products. Course includes characteristics and properties of non-metallic materials and utilization of industrial tools and processing equipment. (3 hours lecture, 4 hours laboratory per week)

## TECH 321

### Design and Fabrication of Non-Metallic Products (5)

*Prerequisites: ENGR 110, TECH 320.*

An advanced study of design and fabrication principles in the development of non-metallic products such as woods, plastics and ceramics. (three hours lecture, four hours laboratory per week)

## TECH 330

### Technology Problem Analysis and Design I (3)

*Prerequisites: CPLA 101 and junior standing or permission of the instructor.*

Development of advanced skills in technical problem analysis, planning, research, solution strategies, critical thinking and presentation. Computer-aided design tools such as CAD, project-planning software, spreadsheets, as well as imaging and publishing software, will be used. Emphasis will be on consideration of interconnected systems.

## TECH 331

### Technology Problem Analysis and Design II (3)

*Prerequisite: TECH 330.*

Development of student's synthesis, design, organizational and learning skills through examination of current research and/or design topics in technology.

## TECH 335

### Architecture (4)

*Prerequisite: ENGR 110.*

Design, layout and development of residential dwellings and large structures. (four hours lecture per week)

## TECH 340

### Statics (4)

*Prerequisites: PHYS 131 and MATH 106 or equivalent.*

A study of applied mechanics and the principles of statics dealing with forces and with the effects of forces acting upon rigid bodies at rest. (four hours lecture per week)

## TECH 341

### Strength of Materials (4)

*Prerequisite: TECH 340.*

A study of the relationship that exists between externally applied forces and internally induced stresses in members and parts, including the relationship existing between these same externally applied forces and the resulting deformations. (four hours lecture per week)

## TECH 342

### Dynamics (4)

*Prerequisite: TECH 340 and MATH 162.*

This course is a study of the motion of rigid bodies and forces affecting their motion. Topics include kinematics and kinetic of motion, curvilinear motion, plane motion, work, energy and power, impulse and momentum. (four hours lecture per week)

## TECH 353

### Industrial Materials (5)

*Prerequisite: CHEM 121 or equivalent.*

A study of basic factors influencing properties and selection of materials. Laboratory work includes destructive and non destructive testing and image analysis of microscopic structure of industrial materials.

## TECH 355

### Computer-Aided Design for Electronics (5)

*Prerequisites: ENGR 160 or permission from instructor.*

This course introduces how to use computer automation software for (a) design entry, (b) simulation and (c) layout.

## TECH 370

### Kinematic Analysis (4)

*Prerequisites: ENGR 110 and 342.*

Motion transfer displacements, velocity, acceleration and inertia forces in machines; static and dynamic force systems; cam profiles; gears and gearing systems. (three hours lecture, three hours laboratory per week)

## TECH 377

### Microprocessors II (4)

*Prerequisite: TECH 277*

A continuation of TECH 277 *Microprocessors I* this laboratory course is centered around the design and development of a prototype industrial system. It covers additional input/output, programming and interfacing methods.

## TECH 380

### Thermodynamics (5)

FALL

*Prerequisites: PHYS 133, MATH 162 or equivalent.*

In this course, students will study the properties of materials, work and heat, conversion of energy, conversion of mass and energy transformation processes. The emphasis will be on the application of the first and second laws to engineering systems. This course includes laboratory work.

## TECH 382

### Fluid Mechanics (5)

*Prerequisites: PHYS 132 or PHYS 152.*

This course introduces the student to theory, concepts and applications of fluid mechanics. Topics include static and dynamic forces; conservation of mass, energy and momentum; flow in pipes and ducts; and fan and pump performance. Laboratory work is included.

## TECH 385

### Robotics and Automated Systems (4)

*Prerequisite: TECH 208 or permission of the instructor.*

A study of the various electrical and mechanical systems used in robotics and other automated industrial systems. Includes automated equipment programming and industrial planning as applied to automated systems. (three hours lecture, two hours laboratory per week).

## TECH 393

### Technology in World Civilization (4)

[satisfies international studies university graduation requirement.]

*Prerequisite: ENGL 101.*

Students will investigate the issues surrounding technological change in discrete cultural settings with a historical perspective of the evolution of technology in a global context.

## TECH 402

### Machine Tool I (5)

*Prerequisites: ENGR 110 and TECH 301.*

A comprehensive course in machine tool operations, both conventional and CNC. Course includes cutting operations, precision measurement, set up and CNC programming. (three hours lecture, four hours laboratory per week)

## TECH 403

### Computer-Aided Design and Project Management (4)

*Prerequisites: MATH 106 or permission of the instructor and TECH 317.*

The application of spreadsheets to solve engineering problems, technical graphs, trending and curve fitting. The introduction to the use of computer-aided scheduling of projects, critical path planning, project tracking and cost collection. (three hours lecture, three hours laboratory per week)

## TECH 404

### Computer Numerical Control (5)

*Prerequisite: TECH 301 and TECH 402.*

This course provides the learner with experience utilizing CNC processes. Programming methods will include manual, CAM software and conversational languages.

## TECH 405

### Design of Machine Elements (4)

*Prerequisite: TECH 341.*

Application of the principles of mechanics to problems of design of mechanisms and machine components. (four hours lecture per week)

## TECH 406

### Welding Technology (4)

*Prerequisite: TECH 301 or permission of the instructor.*

Theory and practice of welding ferrous and nonferrous metals. Practice in oxyacetylene, shielded metal arc and inert gas processes. (four hours lecture, four hours laboratory per week)

## TECH 408

### Electronics (4)

SPRING

*Prerequisite: TECH 308 or permission of the instructor.*

Introduction to electronics emphasizing solid-state devices and circuits. (three hours lecture, three hours laboratory per week)

## TECH 409

### Radio and Communication Electronics (4)

*Prerequisite: TECH 408 or permission of the instructor.*

Basic principles of radio electronics. (three hours lecture, two hours laboratory per week)

## TECH 411

### Network Diagnosis and Maintenance (4)

*Prerequisite: TECH 313 or permission of the instructor.*

This course focuses on the analysis and resolution of typical network malfunctions. Topics include the study of network system components such as routers, switches, firewalls and encryption modules.

## TECH 412

### Fundamentals of Engineering (2)

*Prerequisite: senior standing and [MET or CET or EE] or permission of instructor.*

This course reviews the fundamentals of engineering. It provides an overview of principles of the practice of engineering and assists students in preparation for the first steps in professional licensure.

## TECH 416

### Data Communications (4)

*Prerequisites: ENGR 260 and TECH 408.*

Principles of serial and parallel data transfer, interfacing and networking. (three hours lecture, three hours laboratory per week)

## TECH 421

### Network Security Principles (4)

*Prerequisite: TECH 311.*

This course is an introduction to network security. The emphasis is on network security policy design and management technologies; products and solutions; firewall and secure router design, installation, configuration and maintenance.

## TECH 425

### Computer Architecture and Design (5)

FALL

*Prerequisite: TECH 377.*

This course provides students with the theoretical and practical knowledge required for analyzing and designing computing systems. Emphasis is on the impact that the organization and interfacing of hardware/software components have on system performance.

## TECH 430

### Machine Tool II (5)

SPRING-EVEN YEARS

*Prerequisites: TECH 301 and TECH 402.*

Application and theory in the design, development and function of tooling, dies, molds, jigs and fixtures. Laboratory experiences provide a problem solving approach to development of prototypes in both unit and mass production applications. (five hours lecture, four hours laboratory per week)

## TECH 444

### Heat Transfer (5)

*Prerequisite: TECH 380.*

This course introduces the principles of one-dimensional and multi-dimensional heat transfer for solids, liquids and gasses. It includes experimental and theoretical analysis of conduction, forced and free convection, radiative heat transfer, and the design and selection of heat exchangers.

## TECH 452

### Engineering Economics (2)

*Prerequisite: junior standing or permission of the instructor.*

This course focuses on the systematic evaluation of the economic benefits and costs of projects involving engineering design and analysis. Engineering economics quantifies the benefits and costs associated with engineering projects to determine whether they make (or save) enough money to warrant their capital investments.

## TECH 454

### Environmental Engineering (2)

*Prerequisite: junior standing or permission of the instructor.*

This course explores ways to promote the design and manufacturing of environmentally sound products and processes. Benefits include environmentally-friendly products, more efficient operations and the good will of an informed public that expects a clean, healthy environment.

## TECH 456

### Engineering Ethics, Contracts, and Patents (2)

*Prerequisite: junior standing or permission of the instructor.*

This course investigates the elements of professional engineering practice including their relationship to the law, to the public and the ethics of the profession. Topics covered range from ethics, contracts, patents, copyrights, sales agreements and engineering specifications to professionalism, licensing, intellectual property, liability, risk, reliability and safety. Further discussion areas involve interdisciplinary teams, team tools, codes, standards, professional organizations, careers, entrepreneurship, human factors and industrial design.

## TECH 458

### Quality Assurance (4)

*Prerequisite: junior standing.*

Application and theory of quality control systems including development and use of process control charts, sampling, time and motion studies and statistical analysis. (four hours lecture, one hour laboratory per week)

## TECH 461

### Embedded System Design (5)

*Prerequisites: ENGR 160 or permission of the instructor.*

This course provides students with the theoretical and practical knowledge required for analyzing and designing embedded computing systems. The key challenge of embedded systems is to optimize the various design metrics and to assess the impact that the organization and interfacing of hardware/software components have on system performance. Hands-on experience using various hardware, such as Field Programmable Gate Arrays (FPGA) and microcontrollers, will be offered in weekly labs. (Cross-listed ENGR 461)

## TECH 462

### Industrial Safety Engineering (4)

Fundamentals of safety, classification of hazards, accident statistics, organization problems, safety codes, machine guarding, mechanical, electrical and chemical hazards, ventilation, respiratory and safety devices. (four hours lecture per week)

## TECH 490

### Senior Capstone: Production Laboratory (4)

[satisfies senior capstone university graduation requirement.]

*Prerequisite: senior standing.*

The course simulates the real world situation that many of the graduates from the department will face. The students will work in teams to apply techniques of production management, product design/development, plant layout, scheduling, cost accounting, assembly, inspection and quality control to produce a product. The course will simulate a real world design team concept by utilizing a design group that contains members of different program majors. The team, to accomplish its goals, is required to draw on each other's unique skills learned in stated goal. In industry often a design team is formed to develop a new product. The team is made up of members from different departments in the company. Learning to deal with the team dynamics while learning to take advantage of the synergy that can be gained by a diverse team is a valuable learning process for our business as well as civic life. Each student team is to produce a new product (to be mass produced and demonstrated by producing a minimum quantity of 25 units built with unskilled labor utilizing jigs, fixtures and/or CNC controlled machines) and create a final written report to demonstrate how the process and goals of the course have been realized.

## TECH 491

### Senior Project (3-10)

*Prerequisite: permission of the instructor.*

Independent and/or group study and implementation of a design and development project. (variable time)

## TECH 495

### Internship (1-15)

*Graded Pass/No Credit.*

*Prerequisites: permission of the instructor, department chair and college dean.*

(A maximum of 5 credits may be earned toward electives for a Technology major. Students considering electives for a Technology minor should consult with their departmental advisor.)

## TECH 496

### Experimental Course (1-6)

## TECH 497

### Workshops, Short Courses, or Conferences (1-6)

## TECH 498

### Seminar (1-6)

## TECH 499

### Directed Study (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

Designed for students wanting to pursue a subject beyond the scope of regular courses.

## TECH 504

### Communication Technologies (4)

An accelerated coverage of the theory and applications of communication technologies. Emphasis is on competencies and skills required in business and industry including desktop publishing, computer-assisted image generation and manipulation, data translation and communication and presentation media development used in advertising, proposal writing, presentations and publications.

## TECH 508

### Designing Web Sites (4)

This course is designed to teach professional methods for designing, producing and publishing web pages and web sites. Students will create XHTML and XML based pages, along with still and animated graphics. Emphasis will be on working with clients, planning, developing effective visual and logical designs, optimization for search engines, effective use of color, as well as the technical tools such as code editors, image editors and FTP. Final project involves a live job if possible. Students should discuss options and criteria for the final project with the instructor.

## TECH 539

### Special Studies in Technology (1-5)

## TECH 550

### Computer Graphics (4)

*Prerequisite: ENGR 110.*

Computer graphics hardware and software with the emphasis on computer-assisted design and graphics layout.

## TECH 596

### Experimental Course (1-6)

## TECH 597

### Workshop in Technology (1-6)

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## TECH 598

### Seminar (1-6)

## TECH 599

### Independent Study (1-6)

*Prerequisites: permission of the instructor, department chair and college dean.*

Course may be repeated within the six credits allowed to fulfill the student's goals and needs in specific areas.

## TECH 695

### Internship (1-6)

*Prerequisites: permission of the instructor, department chair and college dean.*

## TECH 696

### College Teaching Internship (1-5)

*Prerequisites: permission of the instructor, department chair and college dean.*

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

## ENGLISH

### College of Arts and Letters

Teena Carnegie, Chair	250 Patterson Hall	509.359.2401	
<i>BA</i>	<i>BAE</i>	<i>Minors</i>	<i>English Endorsement</i>
<i>Language Arts Endorsement</i>	<i>MA</i>	<i>MFA</i>	<i>Certificates</i>

Faculty: M. Binney, L. Briggs, T. Carnegie, D. Elder, A. Flinn, L. Greene, C. Howell, S. Hoyt, J. Johnson, M. Johnson, G. Kenney, N. Kusz, S. Ligon, P. Lindholdt, J. Logan, T. McHenry, L. Reeves, G. Smith, B. Torgerson, G. Spatz, H-Y. Steiner, R. Toor, C. Valeo, P. Weller

## UNDERGRADUATE PROGRAMS

The study of English offers a variety of exciting degree and career choices. At the heart of our programs is a passion for critically, creatively, and professionally understanding and using the English language. The literature option emphasizes the understanding of great literary works and the writing of analytical essays. It develops and refines speaking and writing skills through critical examinations of literary text. The creative writing option emphasizes artistic expression. It builds the skills needed to produce imaginative and inspired, publishable poetry, fiction, and creative non-fiction. The English education major focuses on preparing effective, informed, student-centered teachers of English. It develops skills for instructing and engaging students in English language arts at the elementary and secondary levels. The technical communication major prepares students for professional careers as technical writers. It builds skills in creating, writing, and designing information to support products, organizations, and people in a technology rich society.

In addition to its major degree programs, the Department of English offers undergraduate minor and endorsement programs for those with majors other than English who wish to enrich and expand their studies. Minors in literary studies, English education, and technical communication offer opportunities for intellectual exploration and for enhancing future career choices and success. The department also offers courses as part of the General Education Core Requirements. Courses in composition (required of all students), in literature, and the humanities contribute to a foundation in the liberal arts designed to help students appreciate and better understand cultural and social issues. In addition to its undergraduate majors, the Department of English also offers a range of options for studies at the graduate level for those who seek greater intellectual challenges or academic careers.

**Traditional and Non-Traditional Career Paths for English Majors:** For the major, the curricula in English are specifically designed to help prepare students in the following fields: creative writing; technical communication; education; and advanced studies in language and literature. In addition to professional careers in education and technical communication, the discipline of English is one of the most recommended pre-professional majors: the development of verbal skills, especially written expression, is of great importance to students planning graduate work in government, business, law, or librarianship.

Students with general career goals already in mind should contact the director or co-director of the program in which they may concentrate. This contact should be made as soon as possible so that a program can be best planned to suit the student's individual interests and needs.

Students who are unsure of their career goals are invited to discuss their interests with the chair or any other Department of English faculty member.

Programs closely related to English include the Humanities, Journalism, Linguistics, and Religious Studies Programs. These programs, as well as their degree and course offerings, are listed individually in this catalog.

**Special Recognition of Outstanding English Majors:** Two of the University's most prestigious academic scholarships are offered by the Department of English. The Tiejie and Kleiner scholarships are awarded to English majors at the end of their junior years for use in their senior years and represent a major portion of a student's yearly expenses. Outstanding students are nominated each spring quarter by English Department faculty.

**General Admissions Requirements for English:** ENGL 201, or equivalent satisfaction of University Proficiencies in Writing, is a prerequisite for all 300-and 400-level English courses.

Admission into a specific major program requires the completion of a set of departmental pre-major requirements. Students intending to major in any English program must complete the appropriate pre-major before enrolling in any 300-or 400-level English course except with the approval of the chair; otherwise, students are subject to disenrollment.

**Common Departmental Pre-Major:** Complete ENGL 201 *College Composition: Analysis, Research and Documentation*, or equivalent, with at least a grade of 2.5. Pass ENGL 270 *Introduction to Fiction* and ENGL 271 *Introduction to Poetry* or ENGL 273 *Critical Methods* with a minimum grade of 2.5 in each course and at least a 3.0 average for the two courses together. Specific programs may require a writing sample or an additional course in their pre-major beyond the common departmental pre-major requirements given above. English majors are encouraged to register for one of the following to fulfill humanities list one: HUMN 210 *Classics in Literature* (5) and HUMN 211 *Masterpieces of the Western World* (5)

Specific programs may require a writing sample or an additional course in their pre-major beyond the common departmental pre-major requirements given above.

**Pre-Major Admission Procedure for English:** Students intending to major in English should contact the department chair for an initial interview and to fill out the major declaration form. Students then meet with the director of the program they wish to enter for advising.

**Foreign Language Requirements for English:** Two years of a single foreign language in high school or one year of a single foreign language at the college level is required for graduation with a BA major in Creative Writing, Literary Studies or Technical Communications.

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

### BACHELOR OF ARTS (BA)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- demonstrate adherence to disciplinary conventions, including grammar, mechanics and appropriate citation style. Compose sophisticated arguments that are well organized and supported;
- conduct productive research by determining scope of inquiry, identifying credible and useful sources, collecting and assessing data and arranging data into logical and considerate structures;
- use proficiently a variety of standard technologies to locate, create, design, present and edit information.

#### ENGLISH MAJOR WITH CREATIVE WRITING OPTION (70 CREDITS)

Creative Writing is a studio program designed to help students publish their artistic work. It is not intended to prepare a student for a specific career; however, our creative writing graduates, while publishing artistic work, have found diversified careers in editing, publishing, grant writing, teaching, professional schools and many fields less directly related to their writing abilities. Courses in technical communications are complementary to these career interests. Students in the Creative Writing option are encouraged to register for five or more credits from the following list of General Education Core Requirements:

HUMN 210 Classics in Literature (5)

HUMN 211 Masterpieces of the Western World (5)

History courses appropriate to the student's area of literary interest.

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

##### Pre-Major Requirements (15 credits)

ENGL 270 Introduction to Fiction (5)

ENGL 271 Introduction to Poetry (5)

Requires a minimum grade of 2.5 in each course and at least a 3.00 average for the two courses together. (See Admission Requirements for remaining requirements for the Common Departmental Pre-Major.) This program also requires the following pre-major course:

CRWR 210 Introduction to Creative Writing (5)  
Students must complete this course with a minimum grade of 3.0.

## Department Core (30 credits)

ENGL 340: Survey of British Literature I (5)  
ENGL 341: Survey of British Literature II (5)  
ENGL 342: Survey of British Literature III (5)  
ENGL 343: Survey of American Literature I (5)  
ENGL 344: Survey of American Literature II (5)  
ENGL 350 Shakespeare (5)

## Required Creative Writing Courses (10 credits)

CRWR 311 Form and Theory of Fiction (5)  
or CRWR 312 Form and Theory of Poetry (5)  
or CRWR 313 Form and Theory of Nonfiction (5)  
CRWR 491 Creative Writing Senior Thesis (5) (Cannot be taken until completion of CRWR 311 or CRWR 312 and two CRWR 417 workshops.)

## Two of the following three (10 credits)

CRWR 417 Creative Writing Workshop (Poetry) (5)  
CRWR 417 Creative Writing Workshop (Fiction) (5)  
CRWR 417 Creative Writing Workshop (Nonfiction) (5)

## Additional creative writing credits selected from the following (5 credits)

CRWR 311 Form and Theory of Fiction (5)  
or CRWR 312 Form and Theory of Poetry (5)  
or CRWR 313 Form and Theory of Nonfiction (5)  
CRWR 417 Creative Writing Workshop (Fiction, Nonfiction, or Poetry) (5)  
CRWR 495 Willow Springs Internship (1-3) (per quarter)  
DESN 360 Publishing for Print and the World Wide Web (4)

<i>Pre-major requirement credits</i>	<b>15 credits</b>
<i>Department Core credits</i>	<b>30 credits</b>
<i>Creative writing credits</i>	<b>25 credits</b>
<i>Total credits for above major</i>	<b>70 credits</b>

## ENGLISH MAJOR WITH LITERARY STUDIES OPTION (75 CREDITS)

Literary Studies is a liberal arts program. It often is recommended as a pre-professional program and is the most appropriate concentration for those students hoping to pursue the study of language and literature at the doctoral level. Many students pursue this concentration for personal enrichment or in preparation for other types of careers or professional schools. Literary Studies majors are generally successful wherever verbal and analytical skills are important.

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

## Pre-Major Requirements (10 credits)

ENGL 270 Introduction to Fiction (5)  
ENGL 271 Introduction to Poetry (5)

Requires a minimum grade of 2.5 in each course and at least a 3.0 average for the two courses together. (See admission requirements for remaining requirements for the common departmental pre-major.)

## Department Core (30 credits)

ENGL 340 Survey of British Literature I (5)  
ENGL 341 Survey of British Literature II (5)  
ENGL 342 Survey of British Literature III (5)  
ENGL 343 Survey of American Literature I (5)  
ENGL 344 Survey of American Literature II (5)  
ENGL 350 Shakespeare (5)

## Additional Required Courses (15 credits)

ENGL 273 Critical Methodologies (5)  
ENGL 360 Language Structure and Use (5)  
ENGL 490 Literature at the Crossroads (Senior Capstone) (5)

## Select one of the following courses (5 credits)

ENGL 385 Mythology (5)  
ENGL 387 Literature of the Bible (5)

## Select two or more of the following seminar courses (10 credits)

ENGL 436 Seminar in Literature I—Major Authors (5)  
ENGL 437 Seminar in Literature II—Studies in Genre (5)  
ENGL 438 Seminar in Literature III—Literary Eras (5)  
ENGL 439 Seminar in Literature IV—Special Topics (5)

## Elective—select one 400-level literature course (5 credits)

<i>Pre-major requirement credits</i>	<b>10 credits</b>
<i>Department core credits</i>	<b>30 credits</b>
<i>Literature credits</i>	<b>30 credits</b>
<i>Elective credits</i>	<b>5 credits</b>
<i>Total credits for above major</i>	<b>75 credits</b>

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- analyze communication problems and propose effective and ethical solutions by clearly identifying and describing the problem and its context, the stakeholders and audiences involved, and the possible outcomes and consequences;
- plan and manage team projects by identifying tasks, creating a time line for task completion, assigning tasks to individuals, and reporting plan and progress to supervisor/client;
- conduct productive research by determining scope of inquiry, identifying credible and useful sources, collecting and assessing data, and arranging data into logical and considerate structures;
- write, design, and edit a variety of professional documents, both print and electronic, using the principles of information design to create useable documents that address audiences' information and organizational needs and engage users in appropriate action;
- use proficiently a variety of standard technologies to locate, create, design, present, and edit information;
- copyedit and proofread quantitative and technical information, reference citations, illustrations, and tables using the established symbols and conventions, style sheets, and correct grammar, mechanics, punctuation, and spelling.

## BACHELOR OF ARTS IN TECHNICAL COMMUNICATION (100-110 CREDITS)

Technical Communication is a professional program designed to prepare students for a career as a technical writer. Because of the diverse nature of the profession, students will need to develop a broad base of professional writing skills, including work in documentation, editing, graphic design and public relations. As part of this program, students will complete a professional internship, requiring at least 200 hours of supervised work in a business, industry or agency related to the student's academic preparation and career goals. Students will also develop basic computer literacy, including working knowledge in desktop publishing and web design practices.

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

## Pre-Major Requirements (10 credits)

ENGL 270 Introduction to Fiction (5)  
ENGL 271 Introduction to Poetry (5)

Requires a minimum grade of 2.5 in each course and at least a 3.00 average for the two courses together.

## Required Courses (45-55 credits)

ENGL 205 Intro to Technical Communication (5)  
(Students must complete this course with a minimum grade of 3.0)  
ENGL 305 Professional Communication (5)  
ENGL 360 Language Structure and Use (5)  
ENGL 404 Software Documentation (5)  
ENGL 407 Proposal Writing (5)  
ENGL 409 Editing in Technical Communication (5)  
ENGL 459 Grammar for Teachers (5)  
ENGL 490 Senior Capstone: Issues in Technical Communication (5)  
ENGL 495 Professional/Technical Communication Internship (5-15)

## Supporting Courses (40 credits)

CMST 200 Intro to Speech Communication (4)  
DESN 216 Computer Graphics (4)  
DESN 263 Visual Communication Design I (4)  
DESN 360 Desktop Publishing (4)  
DESN 363 Visual Communication Design II (4)  
DESN 368 Introduction to Web Page Design (4)  
JRNM 451 Introduction to Public Relations Theory (4)  
JRNM 452 Advanced Public Relations Theory (4)  
JRNM 453 Public Relations Writing (4)  
TECH 393 Technology in World Civilization\* (4)

## Select one from the following (5 credits)

ENGL 340 Survey of British Literature I (5)  
ENGL 341 Survey of British Literature II (5)  
ENGL 342: Survey of British Literature III (5)  
ENGL 343 Survey of American Literature I (5)  
ENGL 344 Survey of American Literature II (5)  
ENGL 350 Shakespeare (5)

<i>Pre-major requirement credits</i>	<b>10 credits</b>
<i>Required technical communication credits</i>	<b>45-55 credits</b>
<i>Required supporting credits</i>	<b>40 credits</b>
<i>Literature credits</i>	<b>5 credits</b>
<i>Minimum total credits for above major</i>	<b>100 credits</b>

\* meets international studies requirements



## **BACHELOR OF ARTS IN EDUCATION (BAE)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- reflectively assess their own ongoing development as teachers of English/Language Arts;
- demonstrate their competence in established national standards (such as the guidelines of the National Council of Teachers of English) in content knowledge, pedagogical knowledge and professional disposition.

### **ENGLISH/ELEMENTARY MAJOR (45 CREDITS)**

This major does not meet a state of Washington endorsement.

#### **Pre-Major Requirements (10 credits)**

ENGL 270 Introduction to Fiction (5)  
 ENGL 271 Introduction to Poetry (5)  
 Requires a minimum grade of 2.5 in each course and at least a 3.0 average for the two courses together. (See Admission Requirements for remaining requirements for the Common Departmental Pre-Major.)

#### **Required Courses for Elementary English (20 credits)**

ENGL 321 Children's Literature (5)  
 ENGL 360 Language Structure and Use (5)  
 ENGL 391 The Teaching of English in the Elementary School (5)  
 ENGL 459 Grammar for Teachers (5)

#### **Electives—three 300- or 400-level literature courses (15 credits)**

Select in consultation with departmental advisor.

<i>Pre-major requirement credits</i>	<b>10 credits</b>
<i>Elementary English credits</i>	<b>20 credits</b>
<i>Elective credits</i>	<b>15 credits</b>
<i>Total credits for above major</i>	<b>45 credits</b>

#### **Professional Education Requirements/Elementary Education: 73–74 credits**

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

#### **Minimum total credits for above major and professional education 118 credits**

*Note:* the above major takes more than 12 quarters at 15–16 credits a quarter.

*Note:* the above major requires the completion of a minor.

### **ENGLISH/SECONDARY MAJOR (70 CREDITS)**

This major satisfies the endorsement for grades 5–12.

#### **Pre-Major Requirements (5 credits)**

ENGL 271 Introduction to Poetry (5)

#### **Choose one of the following (5 credits)**

ENGL 270 Introduction to Fiction (5)  
 ENGL 273 Critical Methodologies (5)  
 Requires a minimum grade of 2.5 in each course and at least a 3.00 average for ENGL 270 and 271 or 273 together. (See Admission Requirements for remaining requirements for the Common Departmental Pre-Major.)

#### **Department Core (15 credits)**

ENGL 343 Survey of American Literature I (5)  
 ENGL 344 Survey of American Literature II (5)  
 ENGL 350 Shakespeare (5)  
 ENGL 360 Language Structure and Use (5)

#### **Choose two of the following (15 credits)**

ENGL 340: Survey of British Literature I (5)  
 ENGL 341 Survey of British Literature II (5)  
 ENGL 342 Survey of British Literature III (5)

#### **Required Courses for Secondary English (20 credits)**

ENGL 408 The Composition Process (5)  
 ENGL 459 Grammar for Teachers (5)  
 ENGL 490 Department Senior Capstone: Teaching English in Secondary Schools (5)  
 (*Note:* check EagleNET for availability.) *Please see your advisor for the appropriate section.*  
 ENGL 493 Teaching Literature to Adolescents (5)

*Note:* ENGL 408, 459 and 493 are prerequisites for ENGL 490 and cannot be taken concurrently with it. Minimum grade point for the major is 3.00 in ENGL 408, 459 and 493. Recommended: HUMN 210 or HUMN 211 for partial fulfillment of their GEGR in Humanities unless students have DTA degrees from an approved community college.

#### **Electives—two or more 300-or 400-level literature courses (10 credits)**

Select in consultation with departmental advisor.

<i>Pre-major requirement credits</i>	<b>10 credits</b>
<i>Required department core credits</i>	<b>30 credits</b>
<i>Required secondary English credits</i>	<b>20 credits</b>
<i>Elective credits</i>	<b>10 credits</b>
<i>Total credits for above major</i>	<b>70 credits</b>

#### **Professional Education Requirements/Secondary Education: 46–47 credits**

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

#### **Minimum total credits for above major and professional education 116 credits**

## **MINORS**

Minor programs are available for students interested in combining a general interest in English language and literature with a liberal arts major, for those wishing to study technical writing in preparation for a technical, scientific, professional or communications career and for those planning to teach at the elementary or secondary level.

### **ENGLISH MINOR (20 CREDITS)**

#### **Required Courses (10 credits)**

ENGL 271 Introduction to Poetry (5)  
 ENGL 350 Shakespeare (5)

#### **Choose one of the following courses (5 credits)**

ENGL 340 Survey of British Literature I (5)  
 ENGL 341 Survey of British Literature II (5)  
 ENGL 342 Survey of British Literature III (5)  
 ENGL 343 Survey of American Literature I (5)  
 ENGL 344 Survey of American Literature II (5)

#### **Elective (5 credits)**

Select a minimum of 5 credits of 300 or 400-level English course(s).

<i>Required program credits</i>	<b>15 credits</b>
<i>Elective credits</i>	<b>5 credits</b>
<i>Total credits for above minor</i>	<b>20 credits</b>

### **ENGLISH/ELEMENTARY MINOR (25 CREDITS)**

This minor does not meet a state of Washington endorsement.

#### **Required Courses**

ENGL 270 Introduction to Fiction (5)  
 ENGL 271 Introduction to Poetry (5)  
 ENGL 321 Children's Literature (5)  
 ENGL 360 Language Structure and Use (5)  
 ENGL 391 The Teaching of English in the Elementary School (5)

<i>Total credits for above minor</i>	<b>25 credits</b>
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### **ENGLISH/SECONDARY MINOR (40 CREDITS) (for undergraduates)**

This minor satisfies the endorsement for grades 5–12.

### **ENGLISH/ADD-ON ENDORSEMENT (40 CREDITS) (for post-baccalaureates)**

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

#### **Required Courses (35 credits)**

ENGL 270 Introduction to Fiction (5)  
 ENGL 271 Introduction to Poetry (5)  
 ENGL 350 Shakespeare (5)  
 ENGL 408 The Composition Process (5)  
 ENGL 459 Grammar for Teachers (5)  
 ENGL 490 Teaching English In Secondary School (5)  
 ENGL 493 Teaching Literature to Adolescents (5)

#### **Choose one of the following courses (5 credits)**

ENGL 340 Survey of British Literature I (5)  
 ENGL 341 Survey of British Literature II (5)  
 ENGL 342 Survey of British Literature III (5)  
 ENGL 343 Survey of American Literature I (5)  
 ENGL 344 Survey of American Literature II (5)

*Note:* ENGL 408, 459 and 493 are prerequisites for ENGL 490 and cannot be taken concurrently with it. Minimum grade point for the primary add-on endorsement is 3.0 in ENGL 409, 459 and 493. Students are encouraged to select HUMN 210 or 211 for partial fulfillment of the GEGR in Humanities unless they have an AA degree from an approved community college or a completed BA degree.

<i>Total credits for above minor or add-on endorsement:</i>	<b>40 credits</b>
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## TECHNICAL COMMUNICATION MINOR (24-25 CREDITS)

The Technical Communication Minor is a strong addition to any major. The set of communication skills offered will work well in a variety of professional contexts, enabling students from any discipline to communicate effectively and thereby, excel in their careers.

### Required Courses (20 credits)

- ENGL 205 Introduction to Technical Communication (5)
- ENGL 305 Professional Communication (5)
- ENGL 404 Software Documentation (5)
- ENGL 407 Proposal Writing (5)

### Elective—one 300 or 400-level English course (4-5 credits)

Select in consultation with technical communication faculty.

**Required program credits**

**20 credits**

**Elective credits**

**4-5 credits**

**Minimum total credits for above minor**

**24 credits**

*Note: the prerequisite for ENGL 205 is ENGL 201. Students transferring to Eastern Washington University may need to take ENGL 201.*

## LANGUAGE ARTS/ADD-ON ENDORSEMENT (64-65 CREDITS)

This add-on satisfies the endorsement for grades 5-12.

### Required Courses (60 credits)

- CMST 250 Small Group Communication (5)
- or CMST 210 Interpersonal Communication (5)
- or CMST 499 Directed Study in Methods (4)
- ENGL 270 Introduction to Fiction (5)
- ENGL 271 Introduction to Poetry (5)
- ENGL 321 Children's Literature (5)
- or ENGL 493 Teaching Literature to Adolescents (5)
- ENGL 360 Language Structure and Use (5)
- ENGL 391 The Teaching of English in the Elementary School (5)
- ENGL 408 The Composition Process (5)
- JRNM 332 News Writing (5)
- JRNM 337 Editing and Publishing (4)
- JRNM 351 The Law of Journalism (4)
- THTR/HUMN 202 Theatre in the Humanities (5)
- THTR 321 Play Production (3)

### Literature Course (4-5 credits minimum)

Select one literature course in consultation with departmental advisor.

**Minimum total credits for above add-on endorsement**

**64 credits**

## GRADUATE PROGRAMS

The department of English offers two graduate degree programs: a Master of Arts in English and a Master of Fine Arts in Creative Writing (described below).

### MASTER OF ARTS IN ENGLISH

#### STUDENT LEARNING OUTCOMES

##### Students will:

- employ research methods, conduct original research, determine the value of a wide variety of sources (including computer databases and computer-mediated texts);
- write and edit major papers in English;
- engage in reflective practice in conjunction with academic writing.

#### Four professional emphases are offered within the Master of Arts in English:

1. Literature
  2. Rhetoric and Technical Communication
  3. Teaching English as a Second Language
- A fourth professional emphasis, College Instruction, is offered in conjunction with the Department of Education.

#### Admission Requirements

All applicants for a Master of Arts in English must declare one of the four professional emphases as their primary area of study. Applicants must take the Graduate Record Exam (GRE) General Test and must submit an 800-1,000 word expository essay explaining what in their background (formal education, professional experience, personal life, as appropriate) has led them to apply to that particular professional emphasis and what they hope to accomplish by completing the degree in that area. For Literary Studies students must also submit two letters of recommendation and a writing sample.

Applicants for teaching assistantships must write an additional letter in which they describe their interest in and prior experience with teaching. Teaching assistantships are awarded in March for the following year. No applicant can be considered for a teaching assistantship until all documentation (completed application, GRE scores, background essay and essay about teaching) has been received.

#### Completion Requirements

Toward the conclusion of the MA degree program, students must write a professional essay (ENGL 601) or a thesis (ENGL 600) and they must pass a final examination and/or portfolio assessment as determined by their professional emphasis. Candidates must be registered for at least two 600 or 601 credits in the quarter in which they intend to graduate.

## LITERATURE

Judy Logan, Program Director	254Q Patterson Hall	509.359.6035
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#### Completion Requirements

All students must pass an essay/objective exam early in the quarter prior to the quarter in which they intend to complete the professional essay or thesis and graduate. (Guidelines are available at the English Department.)

All students must demonstrate a reading competence in a foreign language appropriate to their program of study at a level equivalent to completion of the second year of college foreign language. Competence may be demonstrated through coursework, a standardized test, or a written test arranged with the Modern Languages and Literature Department. Students may also satisfy the foreign language requirement by successfully completing ENGL 530 *Old English* with a grade of 3.0 or better.

#### Course Requirements and Credit Hours

- ENGL 468 History of the English Language (5)
  - or ENGL 530 Old English (5)
  - ENGL 521 Graduate Research in Literature (5)
  - ENGL 570 History of Criticism (5)
  - or ENGL 571 Modern Criticism (5)
  - Graduate-only literature seminars (10)
  - ENGL 600 Thesis
  - or ENGL 601 Professional Essay (5-9)
- (For details on this professional emphasis, see director)  
Additional courses chosen with advisor's consent (26-30 credits)  
(including at least two courses in a secondary area of concentration)

**Minimum total credits for above master's degree**

**60 credits**

# EASTERN WASHINGTON UNIVERSITY 2009–10

## RHETORIC AND TECHNICAL COMMUNICATION (60 CREDITS)

Molly Johnson, Program Director	250 Patterson Hall	509.359.6037
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This program provides students with theoretical and applied knowledge in professional and technical communication. It explores the complex interrelationships between rhetoric and technical writing in their social, technological and cultural contexts.

The Rhetoric and Technical Communication masters degree prepares graduates for opportunities in industry, including electronic publishing, software documentation, proposal writing, editing and information design. Alternatively, it also prepares students for careers in teaching technical communications and for further study in PhD programs.

It is recommended that applicants submit a sample of their strongest professional/technical writing with their application and that they arrange a personal or telephone interview with the program director. The program includes a comprehensive examination and either a thesis or a professional essay.

### Course Requirements and Credit Hours (50 credits)

- ENGL 459 Grammar for Teachers
- or ENGL 560 Modern Grammar (5)
- ENGL 503 Information Design (5)
- ENGL 504 Software Documentation (5)
- ENGL 507 Proposal Writing (5)
- ENGL 509 Editing in Technical Communication (5)
- ENGL 520 Research Design (5)
- ENGL 568 Technical Communication: Practice, Theory and Pedagogy (3)
- ENGL 573 History of Rhetoric (5)
- ENGL 575 Contemporary Rhetorical Theory (5)
- ENGL 577 Seminar in Professional Preparation (2)
- ENGL 600 Thesis (5)
- or ENGL 601 Professional Essay (5)

### Approved Electives Courses (10)

- ENGL 511 The Composing Curriculum (5)
- or other elective courses chosen in consultation with and approved by a program advisor.
- ENGL 697 Professional Writing Internship (5)
- ENGL 698 Internship in Instruction (5)

<i>Rhetoric and technical communication</i>	<b>50 credits</b>
<i>Electives</i>	<b>10 credits</b>
<i>Minimum total credits for above master's degree</i>	<b>60 credits</b>

## TEACHING ENGLISH AS A SECOND LANGUAGE

LaVona Reeves, Program Director	254R Patterson Hall	509.359.7060
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This program prepares pre-service and in-service teachers of speakers of English as a second language (ESL) or a foreign language (EFL) to teach second language literacy, culture and communication skills. It is primarily designed to prepare secondary and post-secondary teachers in a variety of settings and can also serve as preparation for doctoral studies. Core courses can be applied toward the state endorsement in ESL.

### Admission Requirements

Graduate applicants for whom English is not the first language do not need to take the GRE. Instead, they must present a TOEFL score of 580 (237 CBT). A student with a TOEFL score between 550 (213 CBT) and 579 (233 CBT) may be admitted conditionally upon having a program of English language study approved by the graduate program coordinator. In addition, all applicants whose first language is not English must arrange for an interview with the graduate program coordinator, either in person or by telephone. Applicants are admitted every quarter, not just in the fall.

### Language Requirement (may be completed in conjunction with graduate studies)

All students must demonstrate a reading competence in a foreign language appropriate to their program of study at a level equivalent to completion of the second year of college foreign language. Competence may be demonstrated through coursework, a standardized test or a written test arranged with the Modern Languages Department. Students may also satisfy the foreign language requirement by successfully completing ENGL 530 *Old English* with a grade of 3.0 or better.

### Completion Requirements

Candidates are encouraged to complete a supervised practicum in teaching English as a second language. This includes 1. observing a master teacher; 2. preparing, teaching and assessing materials; and 3. doing systematic self-observation and evaluation (normally videotaping). The practicum would normally include the journaling of classroom practices, procedures and interactions.

All degree candidates must pass an examination on the history of the English language and a comprehensive examination of second language acquisition, methodology, curriculum, assessment or cross-cultural communication. This comprehensive exam must be scheduled early in the quarter prior to the quarter in which degree candidates intend to complete their thesis/professional essay and graduate.

### Course requirements and credit hours (50 credits)

- ENGL 459 Grammar for Teachers (5)
- ENGL 468 History of the English Language (5)
- ENGL 520 Research Design and Evaluation in Composition (5)
- ENGL 530 Old English (0–5)
- and/or demonstrated competency in a foreign language
- ENGL 560 Modern Grammar (5)
- ENGL 564 Grammar and Composition (5)
- ENGL 580 Second Language Acquisition (5)
- ENGL 581 Second Language Curriculum Design and Assessment (5)
- ENGL 582 Modern Language Methodology (5)
- ENGL 600 Thesis (5)
- or ENGL 601 Professional Essay (5)

### Electives (10–15 credits)

<i>Minimum total credits for above master's degree</i>	<b>60 credits</b>
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## CERTIFICATE IN THE TEACHING OF LITERATURE AND POST-MASTER'S CERTIFICATE IN THE TEACHING OF LITERATURE (20 CREDITS)

Chris Valeo, Program Director	250 Patterson Hall	509.359.6036
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### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate careful reading of a text and explicate a text using a range of literary theories and critical methodologies;
- reflectively assess their own ongoing development as writers and teachers.

This program is designed for individuals who already have or are working on Master's Degrees and have significant experience in education, composition/rhetoric, TESOL or technical writing. Documentation of the graduate degree or program in progress and relevant prior experience is required for admission.

Individuals with Master's degrees in hand often discover that in order to teach literature at the community college level they need some coursework in literature and experience in the teaching of literature. This is particularly true of those with degrees in Rhetoric and Composition because many schools now use literature to teach composition and most who teach composition at the community college level are also expected to teach introductory literature courses. This certification program addresses the needs of these people.

#### Prerequisites

Ten quarter or six semester college or university credits in literature and a graduate degree or current graduate-student status in a related program (education, composition/rhetoric, TESOL, or technical writing [or literature, if the student has no teaching experience]).

#### Required Certificate Courses

ENGL 521 Graduate Research in Literature (5)  
 or ENGL 598 Seminar in Language and Literature (5)  
 Two approved 400 or 500 level literature courses or seminars (10) and  
 ENGL 698 Internship in Instruction (5)

**Minimum total credits for above master's degree** **20 credits**

## CERTIFICATE IN THE TEACHING OF WRITING AND POST-MASTER'S CERTIFICATE IN THE TEACHING OF WRITING (26-28 CREDITS)

Jennifer Heckler, Program Director	354 PUB	509.359.4872
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### STUDENT LEARNING OUTCOMES

#### Students will:

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

EWU graduate students in good standing who intend to pursue college teaching careers may complete the Certificate in the Teaching of Writing program while working toward their graduate degrees. The Certificate program provides an education in composition theories and pedagogies, including areas of curriculum development, assessment practices, research design, grammar instruction and teaching and/or tutoring. Credits earned as part of the certificate program may also be counted toward students' graduate requirements upon approval from their advisor.

Individuals who already have master's degrees and who have significant experience in education, literature, communications, business or technology may also pursue this program.

#### Required Certificate Courses

ENGL 511 The Composing Curriculum (5)  
 ENGL 520 Research Design (5)  
 ENGL 568 Technical Communication: Practice, Theory and Pedagogy (3)  
 ENGL 573 History of Rhetoric (5)  
 or ENGL 575 Contemporary Rhetorical Theories (5) or an approved substitution  
 ENGL 560 Modern Grammar (5)  
 or ENGL 564 Grammar and Composition (5)  
 ENGL 698 Internship in Instruction (3-5)  
 or ENGL 696 Writers' Center Internship (3-5)

ENGL 698 and ENGL 696 internships must be completed under the supervision of the current director of the English Composition program.

Any course substitutions must be approved by the current English Composition director before being submitted to the Graduate Studies office.

**Minimum total required credits for certificate** **26 credits**

## MASTER OF FINE ARTS IN CREATIVE WRITING

Gregory Spatz, Program Director	4th floor Riverpoint One	509.359.4972 gspatz@ewu.edu
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### STUDENT LEARNING OUTCOMES

#### Students will:

- develop advanced understanding of the publishing process;
- develop familiarity with advanced formal and technical aspects of foundational literary works from the tradition and selected contemporary works in that genre. This knowledge will be evident both in students' critical responses and in students' own creative works;
- demonstrate advanced ability to exercise self-criticism and to offer insightful, supportive and productive criticism to others. Part of this can be construed as students' development of editorial capacities, but part of it must be the development of a capacity to foster their own and others' continued artistic development through critical reading.

The Master of Fine Arts Program is an intensive, two-year, pre-professional course of study with an emphasis on the practice of literature as a fine art. The program includes coursework in the study of literature from the vantage point of its composition and history, but the student's principal work is done in advanced workshops and in the writing of a book-length thesis of publishable quality in fiction, literary nonfiction or poetry. The MFA is a terminal degree program.

#### Admission Requirements

Applicants must take the Graduate Record Exam (GRE) General Test, submit a writing sample consisting of 10-20 pages of poetry and/or 15-25 pages of prose with the application form, an 800 word letter stating the applicant's reasons for pursuing the MFA and two letters of reference.

Applicants for teaching assistantships must write an additional letter in which they describe their interest in and prior experience with teaching. Teaching assistantships are awarded after Feb. 15 for the following year. No applicant can be considered for a teaching assistantship until all documentation (completed application, GRE scores, writing sample, letters of recommendation and other written materials) has been received. Note especially that in order for the department to receive the GRE scores by mid-February, applicants must take the GRE *no later than the previous December*.

#### Completion Requirements

- Students should spend six quarters in residence.
- A student should concentrate in one of the following areas:  
 1. Poetry 2. Fiction 3. Literary Nonfiction  
 Students, however, are expected to take coursework in areas other than the one in which they concentrate.
- In consultation with a thesis advisor, each student will compile a list of fifteen books to augment the reading done in coursework. A portion of the oral examination, held near the end of each student's term of study, will be devoted to questions about this list and works covered in required form and theory literature courses.
- Each student must submit a literary thesis of substantial length and publishable quality. The thesis will be reviewed in the oral examination.

#### Course Requirements and Credit Hours

CRWR 517 Graduate Writing Workshop (20) This course may be repeated for credit; students should take one workshop from outside the major area.

#### The three literary form and theory courses in each student's major area of study

- CRWR 583 Fiction I—The Novel (5)  
 CRWR 584 Fiction II—The Short Form (5)  
 CRWR 585 Fiction III—Selected Topics in Craft (5)  
 or  
 CRWR 586 Literary Nonfiction I—Ancient Roots Through the 19<sup>th</sup> Century (5)  
 CRWR 587 Literary Nonfiction II—20<sup>th</sup> Century and Beyond (5)  
 CRWR 588 Literary Nonfiction III—Selected Topics (5)  
 or

- CRWR 589 Poetry I—Background and Theory (5)  
 CRWR 590 Poetry II—The Moderns and Modernism (5)  
 CRWR 592 Poetry III—Contemporary World Poetry and Poetics (5)

One literature course from outside the major area (5)  
 CRWR 600 Thesis (10-15)

#### Further electives in creative writing, literature and/or a secondary emphasis in one of the following areas (17 credits)

- Literary editing
  - Literary studies
  - Studies in a modern language
  - Studies in another art form: music, dance, etc.
  - Teaching composition
  - Teaching English as a second language
  - Technical and professional writing
- Variations are possible following consultation with student's program advisor.

**Minimum total credits for above master's degree** **72 credits**

## Creative Writing Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### CRWR 210

**Introduction to Creative Writing (5)**  
*Prerequisite: ENGL 101 or 201.*

This course introduces students to the process, techniques and forms of creative writing including poetry, fiction and nonfiction.

### CRWR 311

**Form and Theory of Fiction (5)**  
*Prerequisite: CRWR 210.*

Style and the techniques of fiction, including a delineation of the development of major technical trends in fiction.

### CRWR 312

**Form and Theory of Poetry (5)**  
*Prerequisite: CRWR 210.*

An intensive study of the history and current use of prosody and poetics and the application of traditional and innovative theories of contemporary poetry.

### CRWR 313

**Form and Theory of Literary Nonfiction (5)**  
*Prerequisites: CRWR 210.*

Students will study the nature of literary nonfiction. Contemporary sub-genres to be studied may include nature writing, travel writing, science writing, the memoir, literary journalism and others.

### CRWR 314

**Advanced Creative Writing—Poetry (5)**  
*Prerequisites: CRWR 210 with a minimum grade of 3.0 or permission of instructor.*

This course is an intensive study in writing poetry, including the reading of contemporary and modern poetry to further students' study of craft. Extensive poetry and craft reading as well as completing a poetry portfolio is required.

### CRWR 315

**Advanced Creative Writing—Poetry (5)**  
*Prerequisites: CRWR 210 with a minimum grade of 3.0 or permission of instructor.*

This course is an intensive study in writing literary short stories, including the readings on craft and contemporary modern fiction. Students will write two-three short stories which will be critiqued by instructor and peers.

### CRWR 414

**Literary Editing and Design (5)**  
*Prerequisites: ENGL 270, 271, CRWR 210.*

The history of literary magazine publishing in America since 1950. Also typography, layout, graphics and editorial vision. Students will be asked to examine and discuss various influential literary magazines of the past as well as the present and to produce a mock-up of their own literary magazine.

### CRWR 417

**Creative Writing Workshop (5)**  
*Prerequisite: CRWR 210.*

Workshop in various genres, e.g., fiction, poetry, creative nonfiction, drama, script writing or translation. This course may be repeated frequently. Different genres and subjects will be indicated in the quarterly course listings and on the student's permanent record.

### CRWR 469

**Literature of the Pacific Northwest (5)**  
*Prerequisite: ENGL 343 or ENGL 344.*

This course is a survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent works by such writers as Richard Hugo, James Welch, Carolyn Kizer and Ursula LeGuin. Addresses questions of geography and regional culture. (Cross-listed ENGL 469)

### CRWR 491

**Creative Writing Senior Thesis (5)**  
*[satisfies senior capstone university graduation requirement.]*

*Prerequisites: CRWR 311 or 312, 2 sections of CRWR 417.*

A class for senior creative writing majors. Students will revise poetry, fiction and essays from previous creative writing classes, culminating in a final portfolio of polished literary work. A third of the class will be workshops, a third discussion of assigned literary text to supplement the writing of the thesis and a third discussion of career issues (publishing, employment, graduate school).

### CRWR 495

**Willow Springs Internship (1-3)**  
*May be repeated for up to six quarters.*  
*Prerequisite: CRWR 417; permission of the instructor, department chair and college dean.*

Reading and critiquing manuscript submissions to EWU's nationally recognized literary journal.

### CRWR 498

**Seminar in Creative Writing or Literature (5)**  
*Prerequisites: grades of 2.5 or better in ENGL 270 and 271 (if topic is literature).*

Special topics in creative writing or literature. May be repeated for credit; the topic covered will be listed on the student's permanent record. (If topic is literature, this course has the above prerequisite and may be cross-listed with ENGL 498.)

### CRWR 499

**Directed Study (1-5)**  
*Prerequisites: permission of the instructor, department chair and college dean, and the director of the Creative Writing program.*  
Independent study under faculty direction, adapted to individual needs of the students.

### CRWR 514

**Literary Editing and Design (5)**  
*Prerequisite: graduate standing.*  
The class will study the history of literary magazine publishing in America since 1950. It will also study typography, layout, graphics and editorial vision. Students will be asked to examine and discuss various influential literary magazines of the past as well as the present and to produce a mock-up of their own literary magazine.

### CRWR 515

**Internship Literary Editing and Design (1-5)**  
*Prerequisite: graduate standing.*  
A practicum in literary production. The course offers hands-on training in connection with the literary magazine *Willow Springs*. Individually assigned projects typically include reading and editing submissions, proofreading, copy editing, layout, production and marketing.

### CRWR 517

**Graduate Writing Workshop: Fiction, Poetry, Literary Nonfiction, Drama, Scriptwriting, or Translation (5)**  
*Prerequisite: MFA students; others with instructor permission.*  
Classroom discussion of student writing, concentrating on editing and revision with a view to attaining publishable quality.

### CRWR 539

**Special Topics (1-5)**

### CRWR 569

**Literature of the Pacific Northwest (5)**  
A survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent work by such writers as Hugo, Welch, Kizer, Bass and LeGuin. The course also addresses questions of geography, economics and regional culture as they relate to the literature. (Cross-listed ENGL 569)

### CRWR 583

**Fiction I—The Novel (5)**  
*Prerequisite: MFA or English MA students (others with instructor permission).*

Study of the novel from a writer's point of view considering the roots, periods and stylistic approaches to the form. Works to be considered might include texts from antiquity to the present. Through a study of style, structure and historical development, the course will concern itself with the many shapes the novel takes, has taken or might take, while also examining common elements that link examples of the form.

### CRWR 584

**Fiction II—The Short Form (5)**  
*Prerequisite: MFA or English MA students (others with instructor permission).*

A study of the short story from a writer's point of view considering the roots, periods and stylistic approaches to the form. Works to be considered might include texts from Chaucer to the present. Through a study of style, structure and historical development, the course will concern itself with the many shapes the short story takes, has taken or might take, while also examining common elements that link examples of the form. An added area of study may be the novella.

### CRWR 585

**Fiction III—Selected Topics in Craft (5)**  
*Prerequisite: MFA or English MA students (others with instructor permission).*

Selected topics in fiction focusing primarily on elements of craft and technique, such as point of view, voice, setting, character and plot. Attention will be given to how the technical choices a writer makes regarding one or some of these elements serve to shape, limit and inform the fiction being examined. More than one topic may be considered during the course.

### CRWR 586

**Literary Nonfiction I—Ancient Roots Through the 19<sup>th</sup> Century (5)**  
*Prerequisite: MFA or English MA students (others with instructor permission).*

Intensive study of the nature and development of nonfiction, beginning with ancient Greek, Roman, Chinese and Japanese writings and the Bible, moving to the nonfiction of Continental writers such as Kempe, Montaigne, Browne, Swift, Johnson, Addison and Steele and Lamb and on to American writers such as Emerson, Thoreau, Twain and Muir. Forms such as oral traditions of indigenous peoples, exploration accounts, slave narratives, captive narratives, biography, autobiography, meditation, diaries/journals and the essay may be considered.

### CRWR 587

**Literary Nonfiction II—20<sup>th</sup> Century and Beyond (5)**  
*Prerequisite: MFA or English MA students (others with instructor permission).*

Intensive study of the nature and variety of modern and contemporary literary nonfiction, including such established writers as Woolf, Orwell, White, Didion, Mailer, Tom Wolfe, Tobias Wolff, Kingston, Momaday, McPhee, Baldwin, Walker, Kincaid, Dillard, Eiseley, Sanders, Rodriguez and Haines, as well as lesser-known contemporary writers. Forms such as memoir, essay, short nonfiction, literary journalism and the nonfiction novel may be considered, as well as effects of the works on the world.

### CRWR 588

**Literary Nonfiction III—Selected Topics (5)**  
*Prerequisite: MFA or English MA students (others with instructor permission).*

Advanced, close study of selected topics in creative nonfiction, such as nature writing, travel writing, oral history, memoir, diaries/journals, the personal essay, short nonfiction, radio commentary, literary journalism, biography, nonfiction literature for social change, creative nonfiction in translation, research methods, ethical questions, cross-cultural writing, political writing, historical writing and science writing. More than one topic will be considered during the course.

## CRWR 589

**Poetry I—Background and Theory (5)**

*Prerequisite: MFA or English MA students (others with instructor permission).*

A study of some early poetry important to the development of the art, including Sappho, Catullus, Horace, the poets of the Tang Dynasty and the English Metaphysicals. It will also include discussions of traditional forms and prosody.

## CRWR 590

**Poetry II—The Moderns and Modernism (5)**

*Prerequisite: MFA or English MA students (others with instructor permission).*

The course will begin with the study of Dickinson and Whitman and move through the “High Moderns” to Robert Lowell, Elizabeth Bishop and Roethke. It may also include discussion of Symbolism, the Spanish poets, the French Surrealists and other non-English speaking poets of the period.

## CRWR 592

**Poetry III—Contemporary World Poetry and Poetics (5)**

*Prerequisite: MFA or English MA students (others with instructor permission).*

An intensive study of selected authors and literary developments, both national and international, since 1960.

## CRWR 596

**Experimental Course (1-5)**

## CRWR 597

**Workshops (1-5)**

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## CRWR 598

**Seminar in Creative Writing or Literature (5)**

This course deals with specialized aspects of creative writing or literature. A student may take the seminar several times. The exact content of the course will be indicated in the title to be entered on his or her permanent record. (If the topic is literature, the course may be Cross-listed with ENGL 598.)

## CRWR 600

**Thesis (1-15)**

*Prerequisite: permission of the instructor, department chair and college dean.*

## CRWR 698

**Internship in Instruction (1-5)**

## English Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

## ENGL 100

**Fundamentals of English Composition (5)**

FALL/WINTER/SPRING

*Graded Pass/No Credit. Does not count toward the 180 credit requirement. Prerequisite: placement based on EWU writing placement test results or through General Advising.*

Provides opportunities for students to acquire familiarity with the standard written language of college-educated Americans. Employs lectures, small group activities, tutoring and counseling to encourage and lead students to practice a variety of language skills. This course prepares students for English 101.

## ENGL 101

**College Composition: Exposition and Argumentation (5)**

FALL/WINTER/SPRING/SUMMER

[satisfies the university competencies, writing.]

*Prerequisite: ENGL 100, Writing Placement Test or General Advising.*

Provides opportunities for students to develop and enhance their written communication skills. Stresses the organization, development and support of ideas and perspective in exposition and argumentation as public discourse, familiarization with library resources and application of the rules and conventions of standard American English.

## ENGL 111

**Writing for Academic Purposes (5)**

FALL/WINTER/SPRING/SUMMER

An integrated skills course to develop writing and grammar fluency in a variety of writing modalities through reading, writing and discussion to prepare students for the multifaceted demands of academic writing. (Cross-listed ELIC 111)

## ENGL 112

**Composition for Multi-Lingual Students (5)**

FALL/WINTER/SPRING/SUMMER

A course designed for the international student and those students whose native language is not English. Content is adapted to the needs of students in such areas as idiom, usage, reading comprehension and composition, as well as library activities. Students must earn a minimum grade of 2.0 before being allowed to proceed to English 101.

## ENGL 170

**Introduction to Literature (5)**

FALL/WINTER/SPRING/SUMMER

[satisfies the GECR for humanities and fine arts, list 1, literature.]

An examination of literary approaches in human experience including short fiction, poetry and drama. Principal attention to the elements that make up literature, with supporting discussion of ideas, attitudes, problems and values.

## ENGL 201

**College Composition: Analysis, Research and Documentation (5)**

FALL/WINTER/SPRING/SUMMER

[satisfies the university proficiencies, writing.]

*Prerequisite: English 101, Writing Placement Test or General Advising.*

Stresses research skills, analytical writing, logic and other skills necessary to comprehend, synthesize and respond intelligently to academic discourse. Practices source evaluation and documentation across the disciplines. A special study unit emphasizing effective use of library resources is included.

## ENGL 205

**Introduction to Technical Communication (5)**

FALL/WINTER/SPRING

*Prerequisite: ENGL 201.*

In this introduction to technical communication, students will learn the basic principles of effectively structuring information for a variety of purposes and audiences, using an applicable document type. Students will solve various communication problems individually and they will be required to work in teams to complete a research or service learning project.

## ENGL 270

**Introduction to Fiction (5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisites: ENGL 101; ENGL 201 recommended.*

The basic elements of fiction. Through class discussions and writing assignments, students analyze, interpret and evaluate individual short stories and a novella which are broadly representative of a variety of historical periods and narrative genres.

## ENGL 271

**Introduction to Poetry (5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisites: ENGL 101; ENGL 201 recommended.*

The basic elements of poetry. Presentation similar to ENGL 270.

## ENGL 273

**Critical Methodologies (5)**

*Prerequisite: ENGL 201*

This course is an introduction to the major ideas and questions in literary theory and criticism, from Plato to the present.

## ENGL 299

**Individual Study (1-5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisite: permission of the instructor, department chair and college dean.*

Special studies in English or composition. Such studies will vary according to faculty and student interest.

## ENGL 305

**Professional Communication (5)**

WINTER

*Prerequisite: ENGL 205.*

This course focuses on advanced technical communication skills. Students will learn about the usability of informational documents. They will work to improve the precision of their writing and the effectiveness of the design of documents. Students will work individually and in teams to complete a variety of projects, including a service learning or client based project.

## ENGL 315

**Topics in Literature and Culture (5)**

*Course may be repeated for credit if taken with a different topic. Prerequisite: ENGL 201.*

A thematically organized course dealing with literary and cultural topics as they are reflected in literature. Some representative topics are the following: The American Dream in Literature; The Image of Women in American Pioneer Literature; and The Colonial Experience in Literature.

## ENGL 321

**Children's Literature (5)**

WINTER

*Prerequisite: ENGL 201.*

Major types of literature for children in the elementary grades, with the greatest emphasis upon the distinguished and lasting fiction, folklore, fantasy, picture books and poetry.

## ENGL 323

### A Global View through Children's Literature (5)

[satisfies international studies university graduation requirement.]

By reading and discussing a variety of children's literature titles across several interrelated thematic units, students will examine cultural constructs, gain familiarity with international cultures, work toward empathy for other peoples and practice a critical reading stance about stories from around the world. Coursework will include papers, journals, large and small group discussions and presentations. (Cross-listed with EDUC 323)

## ENGL 340

### Survey of British Literature I (5)

Prerequisites: ENGL 201 and ENGL 271. English majors must have grades of 2.5 or better; non majors must have permission of the instructor.

This course covers the history of British Literature from the Anglo-Saxon period to Milton, focusing on works of representative authors and examining changes in literary forms and conceptions of culture and society.

## ENGL 341

### Survey of British Literature II (5)

Prerequisites: ENGL 201 and ENGL 271. English majors must have grades of 2.5 or better; non majors must have permission of the instructor.

This course covers the history of British literature beginning with the Restoration and ending with the Romantics, focusing on works of representative authors and examining changes in literary forms, including the beginnings of narrative form, as well as conceptions of culture and society.

## ENGL 342

### Survey of British Literature III (5)

Prerequisites: ENGL 201 and ENGL 271. English majors must have grades of 2.5 or better; non majors must have permission of the instructor.

This course covers the history of British literature beginning with the Victorians and ending with the present, focusing on works of representative authors and examining changes in literary forms, including the novel, as well as conceptions of culture and society.

## ENGL 343

### Survey of American Literature I (5)

Prerequisites: ENGL 201 and ENGL 271. English majors must have grades of 2.5 or better; non majors must have permission of the instructor.

This course covers the history of American literature from the origin narratives to Transcendentalism, focusing on works of representative authors and examining changes in literary forms, including the short story and in conceptions of American culture and society.

## ENGL 344

### Survey of American Literature II (5)

Prerequisites: ENGL 201 and ENGL 271. English majors must have grades of 2.5 or better; non majors must have permission of the instructor.

This course covers the history of American literature from the Civil War to the present, focusing on works of representative authors and examining changes in literary forms including the short story and in conceptions of American culture and society.

## ENGL 350

### Shakespeare (5)

Prerequisites: English majors must have grades of 2.5 or better in ENGL 201 and 271; non-majors must have permission of the instructor.

The course involves reading and interpreting the principal comedies, histories, tragedies and sonnets of Shakespeare.

## ENGL 360

### Language Structure and Use (5)

FALL/WINTER/SPRING

Prerequisite: ENGL 201.

The nature and function of language; approaches, concepts, component areas of linguistics.

## ENGL 380

### Survey of Native American Literatures (5)

SPRING

[satisfies cultural and gender diversity university graduation requirement.]

Prerequisite: ENGL 201.

Designed to introduce students to specific examples of narrative, ceremonial, ritualistic, religious and secular literatures from the oral traditions of Indian Nations in North America and South America. Also introduces students to contemporary genres (i.e., poetry, the short story, the novel and drama) as they emerge from the oral traditions, with the specific purpose of articulating the continuity as reflected in literary genres. (Cross-listed IDST 380)

## ENGL 381

### Contemporary African American Literature (5)

Prerequisite: ENGL 201.

Major African American literature of the 20<sup>th</sup> century: fiction, poetry, essay, autobiography and drama. (Cross-listed AAST 381)

## ENGL 382

### Studies in Epic Fantasy (5)

Prerequisite: ENGL 201.

Selected works by Tolkien, Lewis, Eddison, Carter, Cabell and others, with emphasis on the function of fantasy and its statements about contemporary society and the human imagination. Texts selected vary according to student interest.

## ENGL 384

### Folklore (5)

SPRING

Prerequisite: ENGL 201.

Surveys the nature of folklore in its theories and practices, with special attention to the function of the folk imagination. Topics include the oral tradition possessed by every group, widespread folk practices and beliefs and the methods of their collection and study.

## ENGL 385

### Mythology (5)

FALL/SPRING/SUMMER

Prerequisite: ENGL 201.

A survey of classical Greek myths, with special attention to the stories used in literature and an introduction to comparative mythology.

## ENGL 387

### Literature of the Bible (5)

WINTER/SUMMER

Prerequisite: ENGL 201.

Studies the literature of the Bible, both Old and New Testaments, in its historical, cultural and linguistic settings through selected readings.

## ENGL 389

### Women, Literature and Social Change (5)

SPRING-ODD YEARS

[satisfies cultural and gender diversity university graduation requirement.]

Prerequisite: ENGL 201.

Examines fictional images of women as these images reflect the changing roles and status of women from Greece to present, focusing on the 19<sup>th</sup> and 20<sup>th</sup> centuries. (Cross-listed WMST 389)

## ENGL 391

### The Teaching of English in the Elementary School (5)

FALL/WINTER

Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270 and 271; non-majors must have permission of the instructor.

An exploration of the English program in grades 1 through 8, with an emphasis on how to develop and teach creative and utilitarian writing lessons, small group and whole class discussion lessons.

## ENGL 395

### Field Work (1-10)

Prerequisites: ENGL 305, 404, 407 and 409; permission of the instructor, department chair and college dean

FALL/WINTER/SPRING/SUMMER

## ENGL 400

### Women and Men in Literature (1)

This course teaches the integration of women authors, the ideas of men writing about women and ideas interesting to women in the study of literature. We will deal with textbook selections and a comparative treatment of women and men in a literature survey course. The course will provide a feminist approach and review the literature on gender balance. (Cross-listed WMST 400)

## ENGL 404

### Software Documentation (5)

SPRING

Prerequisites: ENGL 205.

In this study of the software documentation process, students will acquire practical experience in developing document plans and then implementing them in the design and composition of printed user manuals and/or online help and/or training. In addition, students become acquainted with current issues in the field of software user education.

## ENGL 407

### Proposal Writing (5)

SPRING

Prerequisite: ENGL 201.

Investigation of funding sources, use of government documents for research and evaluation of submitted proposals are among areas covered. Emphasis is on clear, concise writing of individualized student projects.

## ENGL 408

### The Composition Process (5)

FALL/WINTER/SUMMER

Prerequisites: ENGL 201

Study and analysis of the cognitive steps taken and of the general process usually followed when a person writes clearly and effectively. Designed especially for those who are interested in the teaching of composition.

## ENGL 409

### Editing in Technical Communication (5)

WINTER

Prerequisite: ENGL 459.

This course develops the principles and practices of technical editing. Students will learn how to copy, edit and proofread a variety of technical and professional documents, using standard symbols and conventions. Students will also learn to use style sheets to track emendations and they will gain an understanding of the responsibilities of an editor to make texts effective and usable.

## ENGL 421

### Special Topics in Children's Literature (4)

Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, 270 and 271; non-majors must have permission of the instructor.

EagleNET will indicate specific topic to be considered. Offerings include picture books, fantasy literature, myths and folk tales, minority groups and new trends in children's literature.

## ENGL 436

### Seminar in Literature I: Major Authors (5)

Prerequisites: Three of the five survey courses. Two of ENGL 340-341-342 and one of either ENGL 343-344.

This seminar course, through extensive reading and writing as well as student presentations, focuses on the work of major authors from either British, American, Commonwealth or World literature. It considers their biography and the scope, influence and development of their achievement, as well as the stature of their principal works. The choice of authors will vary with the instructor.

## ENGL 437

### Seminar in Literature II: Studies in Genre (5)

Prerequisites: three of the five survey courses; two of ENGL 340-341-342; and one of either ENGL 343-344.

This seminar course, through extensive reading and writing as well as student presentations, focuses on a genre or genres in British, American, Commonwealth and/or World literature. Genres studied may include, but are not limited to, nonfiction, prose, poetry, film, drama and electronic media. The choice of genres will vary with the instructor.

## ENGL 438

### Seminar in Literature III: Literary Eras (5)

*Prerequisites: three of the five survey courses; two of ENGL 340-341-342 and one of either ENGL 343-344.*

This seminar course, through extensive reading and writing as well as student presentations, focuses on a specific era in literary history. The selection of literary era will vary with the instructor.

## ENGL 439

### Seminar in Literature IV: Special Topics (5)

*Prerequisites: three of the five survey courses; two of ENGL 340-341-342 and one of either ENGL 343-344.*

This seminar course, through extensive reading and writing as well as student presentations, focuses on a thematic issue in either British, American, Commonwealth, or World literature. These courses will explore the continuity of ideas across literary periods and cultures. The choice of topics will vary with the instructor.

## ENGL 450

### Special Topics in Shakespeare (5)

*Prerequisites: ENGL 340 and 350.*

This seminar course draws upon special topics such as dark and light comedy, the tragic heroes, Shakespeare history, etc., at the choice of the instructor. This course may be taken more than once—the particular subject matter is described by the added wording in the title—and can be substituted for ENGL 436.

## ENGL 452

### Chaucer (5)

*Prerequisite: ENGL 340.*

This course involves reading and interpretation of the chief poetry of Geoffrey Chaucer. This course can be substituted for ENGL 436.

## ENGL 459

### Grammar for Teachers (5)

*FALL/WINTER/SPRING/SUMMER*

*Prerequisite: ENGL 201.*

Major features of English grammar. Course covers word formation; part of speech identification; and the analysis of phrases, clauses and sentences.

## ENGL 460

### Modern Grammar (5)

*WINTER/SUMMER*

*Prerequisites: ENGL 201 and 459; ENGL 360 is recommended.*

Analysis of major syntactic rules of English from the standpoint of transformational grammar.

## ENGL 461

### Survey of Psycholinguistics (3)

*SPRING-EVEN YEARS*

*Prerequisite: ENGL 360.*

A survey of psycholinguistic process: language comprehension, production and acquisition.

## ENGL 464

### Grammar and Composition (5)

*Prerequisite: ENGL 459 or equivalent knowledge of traditional grammar.*

Analysis of basic writing problems (grammatical and punctuation errors and syntactic immaturity) in the writing of secondary students and the development of remediation materials and strategies.

## ENGL 468

### History of the English Language (5)

*FALL/SUMMER*

*Prerequisites: ENGL 201; ENGL 360 is recommended.*

Origins and development of the English language from prehistoric times to the present.

## ENGL 469

### Literature of the Pacific Northwest (5)

*Prerequisite: ENGL 343 or ENGL 344.*

This course is a survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent works by such writers as Richard Hugo, James Welch, Carolyn Kizer and Ursula LeGuin. Addresses questions of geography and regional culture. This course can be substituted for ENGL 439. (Cross-listed CRWR 469)

## ENGL 490

### Department Senior Capstone: (5)

#### Teaching English in Secondary School Or

#### Literature at the Crossroads: Literary Studies in the New Millennium Or Issues in Technical Communication

[satisfies senior capstone university graduation requirement.]

See your major department advisor for the appropriate section number.

## ENGL 493

### Teaching Literature to Adolescents (5)

*Prerequisites: English majors must have grades of 2.5 or better in ENGL 201, ENGL 271 and ENGL 270 or ENGL 273; non-majors must have permission of the instructor.*

The course involves the study and analysis of adolescent literature and of methods for teaching literature to various grade levels. It is designed primarily for those who will be teaching and dealing with adolescent responses to literature.

## ENGL 495

### Professional/Technical Communication Internship (5-15)

*FALL/WINTER/SPRING/SUMMER*

*Prerequisites: ENGL 305, 404, 407 and 409; permission of the instructor, department chair and college dean*

Course may be repeated. A minimum of 20 hours work per week as a student-intern in technical communication for a cooperating business, industry or agency. Students may earn from five to 15 credits.

## ENGL 496

### Tutoring Internship (1-3)

*FALL/WINTER/SPRING*

## ENGL 497

### Workshops, Short Courses, Conferences (1-5)

## ENGL 498

### Seminar (1-5)

*Prerequisite: three of the five English survey courses; two of ENGL 340-341-342 and one of either ENGL 343-344.*

## ENGL 499

### Directed Study (1-5)

*FALL/WINTER/SPRING/SUMMER*

*Prerequisite: permission of the instructor, department chair and college dean.*

Independent study under faculty direction, adapted to individual needs of the students.

## ENGL 503

### Information Design (5)

*Prerequisite: graduate standing or permission of the instructor.*

A study of the convergence of the visual and the verbal in professional communication, examining the variable expressive power of text and graphics both individually and in conjunction. Particular attention will be paid to the crafting of information for the World Wide Web. Students will study theories of information design and then apply them in individual and collaborative projects.

## ENGL 504

### Software Documentation (5)

*Prerequisites: graduate standing.*

In this study of the software documentation process, students will acquire practical experience in developing document plans and then implementing them in the design and composition of printed user manuals and/or online help and/or training. In addition, students research, write and present on current issues in the field of software user education.

## ENGL 507

### Proposal Writing (5)

Investigation of funding sources, use of government documents for research and evaluation of submitted proposals are among the areas covered. Emphasis is on clear, concise writing of individualized student projects.

## ENGL 509

### Editing in Technical Communication (5)

*Prerequisite: ENGL 459*

This course develops the principles and practices of technical editing. Students will learn how to copyedit and proofread a variety of technical and professional documents, using standard symbols and conventions. Students will also learn to use style sheets to track emendations, and they will gain an understanding of the responsibilities of an editor to make texts effective and usable. The course is taught in conjunction with ENGL 409, and graduate students are expected to complete additional work beyond that required for the undergraduate course.

## ENGL 511

### The Composing Curriculum (5)

*Prerequisite: current English teaching assistantship or permission of the instructor.*

A survey of recent composition research as it pertains to curriculum development. Emphasis will be placed on the students' own writing processes as they synthesize and summarize the scholarship in various formats.

## ENGL 520

### Research Design (5)

This course provides an introduction to basic principles of research design and to procedures for evaluating writing and writing practices for research purposes.

## ENGL 521

### Graduate Research in Literature (5)

*Prerequisite: graduate standing.*

The bibliography and techniques of literary scholarship and research. A study of manuscript form, a study of bibliography problems and examination and use of scholarly journals.

## ENGL 530

### Old English (5)

*Prerequisite: permission of the instructor.*

An introductory course in Old English preparatory for reading *Beowulf*. Knowledge of the language: phonology, morphology, syntax and vocabulary. Development of skill in reading through selections in the text.

## ENGL 531

### Seminar in Medieval Literature (5)

Medieval English literature, such as love allegory, romances, folk drama, miracle plays, religious and scholastic writings, to be read in the original Middle English where available. Students may select particular areas for intensive work and research.

## ENGL 532

### Chaucer (5)

*Prerequisite: graduate standing.*

This course deals with specialized aspects of Chaucer's language and literature.

## ENGL 533

### Seminar in 17<sup>th</sup> Century Literature (5)

Various aspects of prose and poetry, with particular emphasis upon Milton, Donne and Dryden. Bacon, Jonson, Burton, Overbury, Selden, Hobbes, Herbert, Browne, Taylor, Cowley, Evelyn, Aubrey, Bunyan, Pepys and Traherne may be the subjects of research by particular students.

## ENGL 534

### Seminar in 18<sup>th</sup> Century Literature (5)

Same approach as ENGL 533, with particular emphasis upon the Augustan Age and the Age of Johnson. Lesser figures like Defoe, Addison, Steele, Akenside, Gray, Collins, Goldsmith and the various novelists may be the subjects for research by particular students.

## ENGL 535

### Seminar in 19<sup>th</sup> Century Literature (5)

Same approach as ENGL 533, with particular emphasis upon the Romantic Movement and the Victorian Age. Students may elect to specialize in particular figures in either period: Shelley, Keats, Byron, Coleridge, Tennyson, Browning, Arnold, etc.



## ENGL 536

### Seminar in 20<sup>th</sup> Century British Literature (5)

A topic based study of the form, meaning, influence, reception and aesthetic value of key British writers of the 20<sup>th</sup> century.

## ENGL 539

### Special Topics (1–5)

## ENGL 540

### Seminar in American Literature to 1860 (5)

Major figures and ideas of the American Renaissance. Students may select earlier figures from the colonial period and the 18<sup>th</sup> century, particularly Mather, Edwards, Taylor, Franklin, Paine, Irving, Cooper, etc., for intensive work.

## ENGL 541

### Seminar in American Literature to 1920 (5)

The main group of writers of the realistic and naturalistic movement will be studied, with particular emphasis upon Howells, James, Garland, Dreiser and Norris. Some attention will be given to regional writers like Twain, Harte and Harris and to the American Poetry Renaissance.

## ENGL 542

### Seminar in American Literature Since 1920 (5)

Major figures studied will be from among these: Pound, Eliot, Stevens, Jeffers, Williams, Roethke, Ransom, Faulkner, Warren, Hemingway, Bellow, etc.

## ENGL 550

### Shakespeare Seminar (5)

*Prerequisite:* ENGL 350 or permission of the chair.

This course examines in detail a combination or a single selected theme, genre or critical approach in Shakespeare studies. Offerings vary in content and students may repeat this course for credit with permission of the chair. Term projects are required of all students.

## ENGL 553

### Major Literary Figures (5)

*Prerequisite:* graduate standing.

Will focus on the work of major figures from either British, American or world literature, considering their biography, the scope and development of their achievement and the stature of their principal works. May be taken more than once; subject matter described by the added wording in the title.

## ENGL 555

### Contemporary Composition Theory (5)

*Prerequisite:* ENGL 511 or 408.

This course will provide students with the historical frameworks for understanding composition theory, acquaint them with major theories and theorists and enable them to draw from contemporary theory for scholarship and pedagogy.

## ENGL 560

### Modern Grammar (5)

*Prerequisite:* ENGL 459.

Analysis of major syntactic rules of English from the standpoint of transformational grammar.

## ENGL 564

### Grammar and Composition (5)

*Prerequisite:* ENGL 459 or equivalent knowledge of traditional grammar.

Analysis of basic writing problems (grammatical and punctuation errors and syntactic immaturity) in the writing of secondary students and the development of remediation materials and strategies.

## ENGL 568

### Technical Communication: Practice, Theory and Pedagogy (3)

The course introduces students to contemporary theories influencing the development of technical communication. The course also covers professional and pedagogical practices and examines how those practices both inform theory and are shaped by it.

## ENGL 569

### Literature of the Pacific Northwest (5)

*Offered every other year.*

A survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent work by such writers as Hugo, Welch, Kizer, Bass and LeGuin. The course also addresses questions of geography, economics and regional culture as they relate to the literature. (Cross-listed CRWR 569)

## ENGL 570

### History of Criticism (5)

*Prerequisite:* graduate standing.

A study of major approaches in the evaluation of literature with emphasis on the historical development of Western criticism from classical times to the 1950s. Previous work in literary criticism will be assumed.

## ENGL 571

### Modern Criticism (5)

*Prerequisite:* Graduate standing.

A study of major approaches in 20<sup>th</sup> century literary criticism with emphasis on developments since the 1950s. Previous work in literary criticism will be assumed.

## ENGL 573

### History of Rhetoric (5)

A survey of major rhetorical traditions from classical times to the present. Major emphasis will be placed on the decline of invention in classical rhetoric and the rise of new rhetorical systems in the 18<sup>th</sup> and 20<sup>th</sup> centuries.

## ENGL 575

### Contemporary Rhetorical Theories (5)

In-depth survey of contemporary rhetorical theories—e.g., developmental rhetoric, process rhetoric, new romantic rhetoric, conceptual rhetoric, neo-classical rhetoric.

## ENGL 577

### Seminar in Professional Preparation (2)

*Prerequisites:* ENGL 511 or 408, ENGL 520, ENGL 564, 560 or 459, ENGL 573, ENGL 555.

A seminar for enriching students' skill in responding to and applying theoretical work. It will also prepare students for their MA qualifying exams on their professional practice in rhetoric, composition and technical communication.

## ENGL 580

### Second Language Acquisition (5)

*Prerequisite:* ENGL 360, the equivalent, or permission of the instructor.

Study of theories of language acquisition and development of reading, writing, speaking and listening in a foreign/second language. First language acquisition will also be discussed briefly.

## ENGL 581

### Second Language Curriculum Design and Assessment (5)

*This is a research-based course, which has no official prerequisite, though some ESL background is highly recommended.*

A course directed at prospective ESL teachers and curriculum designers which presents and reviews various current forms of curriculum at all levels (K–13) with an emphasis on secondary and post-secondary, both collegiate and non-collegiate settings.

## ENGL 582

### Modern Language Methodology (5)

Examines current theories, methods and research in teaching English and other languages as foreign or second languages. Students may do research in languages other than English. Some foreign language experience would be very helpful, though not necessary.

## ENGL 595

### Practicum in the Public Schools (1–5)

*Prerequisite:* permission of the instructor, department chair and college dean.

The development, reinforcement, integration and application of content gained in previous and concurrent graduate courses. This course is intended for students employed as teachers in the elementary or secondary classroom.

## ENGL 596

### Experimental Course (1–5)

## ENGL 597

### Workshops (1–5)

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## ENGL 598

### Seminar in Language and Literature (5)

This course deals with specialized aspects of language and literature. A student may take the seminar several times. The exact content of the course will be indicated in the title to be entered on his or her permanent record. (May be cross-listed CRWR 598)

## ENGL 599

### Independent Study (1–5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## ENGL 600

### Thesis (1–12)

*Prerequisite:* Master of Arts in English candidacy; permission of the instructor, department chair and college dean.

Independent research study under the direction of a graduate advisory committee.

## ENGL 601

### Professional Essay (1–12)

*Prerequisite:* permission of the instructor, department chair and college dean.

A formally considered summation and emphasis drawn from the principal coursework and professional context of the candidate's program.

## ENGL 620

### Internship in Curriculum Development (1–5)

*May be repeated once.*

Training in the assessment and revision of college writing courses.

## ENGL 694

### Internship in Teaching Writing (1)

Training in the strategies and practices of teaching writing. Emphasis is on designing curricular materials for use in teaching college-level writing courses.

## ENGL 695

### Internship in Teaching Rhetoric (1)

*Prerequisite:* permission of the instructor, department chair and college dean.

Training in the strategies and practices of teaching advanced writing. Emphasis is on designing curricular materials for use in teaching college-level writing courses.

## ENGL 696

### Writers' Center Internship (1–5)

*Graded Pass/No Credit.*

*Prerequisite:* permission of Writers' Center director.

This course includes readings in writing center theory and practice as well as in-depth observation of Writers' Center sessions with professional responders.

## ENGL 697

### Professional Writing Internship (1–10)

*Prerequisite:* permission of the instructor, department chair and college dean.

Intended for graduate students assigned to writing projects in business, government or industry; may be as a campus resident or on location.

## ENGL 698

### Internship in Instruction (1–5)

A one-to five-credit internal or external internship in the teaching of a college- or university-level composition or literature course. The specific type of course will be determined by the program requirements. The mentor for the internship must be a lecturer or professor who is teaching a college- or university-level course.

## ENGLISH LANGUAGE INSTITUTE

*College of Arts and Letters*

Jenifer Hermes, Director	350 Patterson Hall	509.359.6003
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The English Language Institute is a program focused on helping students improve English language skills in order to participate in academic programs. The curriculum is for non-native speakers of English. After receiving recommendation from the ELI faculty, admissible students can matriculate directly into undergraduate studies at EWU. With the ELI faculty recommendation, students may also enter the Graduate Preparation Program or MBA Preparation Program as a step into graduate studies.

The ELI is fully accredited by the Commission on English Language Program Accreditation (CEA) and agrees to uphold the CEA Standards for English Language Programs. The ELI is also a member of UCIEP, a Consortium of University and College Intensive English Programs in the USA, AAIEP, American Association of Intensive English Programs and NASFA, National Association of International Educators.

### English Language Institute Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET. ELIC (classes for credit) and ELIN (classes for non-credit).

#### ELIC 111

##### **Writing for Academic Purposes (5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* ELI 074 or placement.

An integrated skills course to develop writing and grammar fluency in a variety of writing modalities through reading, writing and discussion to prepare students for the multifaceted demands of academic writing. (Cross-listed ENGL 111)

#### ELIC 113

##### **Reading for Academic Purposes (5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* ELI 074.

An integrated skills course that uses essay and narrative at a university level to develop advanced skills in reading, writing, critical thinking and discussion.

#### ELIC 114

##### **University Seminar (5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* ELI 064 or placement.

An integrated second language skills course focusing on listening and note taking that prepares students to discuss issues in seminar. Emphasis is given to analyzing, synthesizing and evaluating university level content from lectures and GEGR class observation.

#### ELIC 116

##### **Research Paper (3)**

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* ELI 074 or placement.

A graduated course designed to familiarize students with the process of writing a research paper, synthesis of multiple sources, critical thinking, avoiding plagiarism and use of library and Internet resources.

## ENGLISH AS A SECOND LANGUAGE

College of Arts and Letters

Gina Mikel Petrie, Program Director	354 Patterson Hall	509.359.6938
<i>Minor</i>		

Faculty: J. Hermes,, G. Petrie

### UNDERGRADUATE PROGRAM

The Teaching of English as a Second Language program (TESL) is offered as a minor in cooperation with the Departments of English and Anthropology. This program works closely with Spokane area English language programs through academic service learning to provide opportunities to put theory into practice in purposeful ways. Completion of either ANTH 445 or ENGL 360 before taking ESLG 480 or permission of the instructor is a prerequisite.

The minor in English as a Second Language is designed for teacher preparation for employment in the U.S. (English as a Second Language) and overseas (English as a Foreign Language). Students are prepared through the examination of fundamentals of linguistics, second language acquisition and culture. An understanding of methods and assessment is built upon this theoretical basis. A practicum experience enables students to put theory into practice. This program is designed as a sequence through an academic year but can be taken over multiple years.

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

## English as a Second Language Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### ESLG 480

**Second Language Acquisition Theory and Instruction (4)**  
FALL

*Prerequisite:* ANTH 445 or ENGL 360 or permission of instructor.

This course briefly reviews the various linguistic systems and their importance in language learning. Acquisition theories are introduced. The developmental process of interlanguage and the factors that impact effective language learning are covered. This course includes practical understanding of how SLA theories relate to instructional choices.

### ESLG 481

**Methods and Materials in Teaching English as a Second or Foreign Language (4)**  
WINTER

*Prerequisite:* ESLG 480 or permission of instructor.

This course provides an overview of the current major concepts shaping the choice of language teaching methods. This course covers the following elements: teaching language within content areas such as math, science and social studies; developing individual language skills as well as integrating them; and, choosing, developing and using materials effectively to support the language learning process.

### ESLG 484

**Supporting Second Language Literacy Learning (3)**  
WINTER

*Prerequisite:* ESLG 480 or permission of instructor.

This course provides an understanding of effective curriculum and strategies for assisting language learners to develop oral and print literacy. Emphasis is given to matching instructional choices to populations and particular students.

### ESLG 486

**English as a Second Language Practicum (3)**  
SPRING

*Prerequisite:* ESLG 480 and ESLG 481.

Readings and discussions support the continued development of effective strategies for working with language learners. Students observe and carry out instruction in a field placement with English language learners.

### ESLG 488

**Second Language Print Literacy Theories (3)**  
SPRING

*Prerequisite:* ESLG 480 and ESLG 481

This course examines current and seminal research that provides insight into the factors affecting the development of literacy by second language learners. Topics covered include prior literacy backgrounds, home-school connections, orthographies and vocabulary development.

### ESLG 489

**Cultural and Linguistic Diversity in the Classroom (4)**  
FALL

This course provides an introduction to the various cultural and linguistic backgrounds in the region. It covers the impact of background cultures on the interactions that occur and expectations that exist in school environments. It also provides an understanding of the role of culture in developing theories about what it means 'to read'.

## ENGLISH AS A SECOND LANGUAGE MINOR (29 CREDITS)

**Foundation Electives: choose one from the following (5 credits)**

ANTH 445 Anthropological Linguistics (5)  
ENGL 360 Language Structure and Use (5)

**Required Courses (21 credits)**

ESLG 480 Second Language Acquisition Theory and Instruction (4)  
ESLG 481 Methods and Materials in Teaching English as a Second or Foreign Language (4)  
ESLG 484 Supporting Second Language Literacy Learning (3)  
ESLG 486 English as a Second Language Practicum (3)  
ESLG 488 Second Language Literacy Theories (3)  
ESLG 489 Cultural and Linguistic Diversity in the Classroom (4)

**Electives choose from the following (3 credits)**

ESLG 493 K-12 English Language Literacy Assessment and Placement (3)  
ESLG 494 Adult English Language Literacy Assessment and Placement (3)  
Education majors seeking Washington State Endorsement should choose the following from the elective list:  
ESLG 493 K-12 English Language Literacy Assessment and Placement (3)

**Foundation credits**

**5 credits**

**Required program credits**

**21 credits**

**Elective credits**

**3 credits**

**Minimum total credits for above minor**

**29 credits**

*Note: This minor satisfies the endorsement for Preschool to grade 12.*

### ESLG 493

**K-12 English Language Literacy Assessment and Placement (3)**  
SPRING

*Prerequisite:* ESLG 480 and ESLG 481

This course provides exposure to placement practices and issues for English language learners including the standardized tests used to assess them. It includes a focus on quality classroom assessment with an emphasis on authentic assessment.

### ESLG 494

**Adult English Language Literacy Assessment and Placement (3)**  
SPRING

*Prerequisite:* ESLG 480 and ESLG 481.

This course provides exposure to and evaluation of the standardized tests used to assess adult language learners' proficiency. In addition, focus is given to the range of testing choices teachers have for classroom assessment of skills. Students will develop several classroom language tests.

## ENVIRONMENTAL SCIENCE

*College of Science, Health and Engineering*

Biology		
Ross Black	234 B Hall of Sciences	509.359.4727
Rebecca Brown	254 Hall of Sciences	509.359.2528
Suzanne Schwab	268 Hall of Sciences	509.359.4727
Chemistry/Biochemistry		
Jeff Corkill	228 Hall of Sciences	509.359.6518
Geology		
John Buchanan, Program Director	120 Hall of Sciences	509.359.7493
Rik Orndorff, Geology Advisor	124 Hall of Sciences	509.359.2855
BS		

### UNDERGRADUATE PROGRAM

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

#### **BACHELOR OF SCIENCE (BS)**

##### *STUDENT LEARNING OUTCOMES*

##### **Students will:**

- develop broad-based knowledge of major concepts in the area of environmental science and an understanding of fundamental roles that biology, chemistry and geology play in environmental science;
- demonstrate knowledge of the interrelationship between the geosphere, atmosphere and biosphere;
- use modern instrumentation and classical techniques for the analysis of soil and water samples and demonstrate an ability to design and carry out experiments and to interpret data;
- develop sufficient preparation in environmental science to successfully compete in a graduate or professional program or to realize employment in an environmental science-related career;
- demonstrate effective oral and written communication skills and critical thinking skills as related to the field of environmental science.

#### **ENVIRONMENTAL SCIENCE MAJOR (132–137 CREDITS)**

The Environmental Science program offers a practical, technically based, cross-disciplinary program centered on biology, chemistry and geology. The program integrates classroom work with extensive field, lab and research experience and allows students opportunities to interact with working environmental professionals. All students take an identical core of Environmental Science courses complemented by a concentration in one of the three core sciences. Motivated students have the opportunity to obtain a double major in both Environmental Science and their concentration area. Graduates leave Eastern with the opportunity for immediate employment in the environmental profession or for entry into graduate or professional school.

Although a major in Environmental Science may be declared upon arrival at Eastern, students must petition for formal admission to the program after completion of 50 credit hours of the core courses. This formal acceptance must be granted before students enroll in the junior seminar series (ENVS 391–393). To be accepted, a student must have maintained a minimum average GPA of 2.50 in the core courses. After acceptance, students must maintain a 2.50 GPA overall to remain in the program. To finish in four years, it is assumed that students will start the program with the necessary math background to enter into the calculus sequence.

#### **Environmental Science Required Courses (88 credits)**

- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)
- BIOL 270 Biological investigation (3)
- BIOL 440 Ecology (4)
- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- CHEM 316 Environmental Chemistry (5)
- DSCI 245 Data Analysis for Business (4)
- DSCI 346 Advanced Data Analysis for Business (4)
- ENVS 100 Introduction to Environmental Science (5)
- ENVS 391 Environmental Science Seminar (1)
- ENVS 392 Environmental Science Seminar (1)
- ENVS 393 Environmental Science Seminar (1)
- ENVS 488 Environmental Reg. Framework (3)
- ENVS 490 Environmental Science Senior Capstone (4)<sup>1</sup>
- GEOG 323 GIS for Environmental Science (3)
- GEOLOGY 120 Physical Geology—The Solid Earth (5)
- GEOLOGY 121 Physical Geology—Surficial Processes (5)
- GEOLOGY 220 Environmental Geology (4)
- GEOLOGY 470 Hydrogeology (4)
- MATH 161 Calculus I (5)

#### **Environmental Emphases**

Students must satisfy course requirements in any one of the following three subject areas:

#### **ENVIRONMENTAL BIOLOGY (45 CREDITS)**

##### **Required General Biological Knowledge**

##### **Any two of the following (10 credits)**

- BIOL 301 Microbiology (5)
- BIOL 302 Botany (5)
- BIOL 303 Invertebrate Zoology (5)
- BIOL 304 Vertebrate Zoology (5)

##### **All of the following (16 credits)**

- BIOL 310 Fundamentals of Genetics (5)
- BIOL 423 Systematics and Evolution (5)
- BIOL 441 Ecology Lab (2)
- BIOL 444 Field Ecology (4)

##### **Required Organism and/or Habitat-Specific Knowledge (15 credits)**

- BIOL 311 Field Botany (5)
- BIOL 324 Entomology (5)
- BIOL 405 Limnology (5)
- BIOL 409 Mycology (5)
- BIOL 450 Mammalogy (5)
- BIOL 454 Ornithology (5)
- BIOL 462 Ichthyology (5)
- BIOL 481 Freshwater Invertebrate Zoology (5)

##### **Required Applied Biology and Management (4 credits)**

- BIOL 442 Conservation Biology (4)
- BIOL 443 Wildlife Management (4)
- BIOL 463 Fisheries Biology and Management (4)

*Required environmental science credits*

**88 credits**

*General biological knowledge credits*

**26 credits**

*Required organism and/or habitat-specific knowledge credits*

**15 credits**

*Required applied biology and management credits*

**4 credits**

*Minimum total credits for above emphasis*

**133 credits**

## ENVIRONMENTAL CHEMISTRY (47–49 CREDITS)

### All Required Supporting Courses (17 credits)

PHYS 151 General Physics (4)  
 PHYS 152 General Physics (4)  
 PHYS 153 General Physics (4)  
 MATH 162 Calculus II (5)

### All Required General Chemistry Courses (27 credits)

CHEM 304 Quantitative Analysis (6)  
 CHEM 319 Modern Inorganic Chemistry (5)  
 CHEM 351 Organic Chemistry (4)  
 CHEM 352 Organic Chemistry (4)  
 CHEM 416 Advanced Environmental Chemistry (3)  
 CHEM 421 Physical Chemistry (4)

### Chemistry Elective, select one (4–6 credits)

CHEM 353 Organic Chemistry (3)  
 and CHEM 372 Organic Chemistry Lab I (3)  
 CHEM 418 Modern Analytical Chemistry (5)  
 CHEM 422 Physical Chemistry (3)  
 and CHEM 431 Physical Chemistry Lab (1)  
 CHEM 480 Biochemistry (5)

### Recommended supporting courses, not required

CSCD 210 Programming Principles (5)  
 CSCD 255 C Programming for Engineers (5)

<b>Required environmental science credits</b>	<b>88 credits</b>
<b>Required supporting credits</b>	<b>17 credits</b>
<b>Required general chemistry credits</b>	<b>26 credits</b>
<b>Chemistry elective credits</b>	<b>4–6 credits</b>
<b>Minimum total credits for above emphasis</b>	<b>135 credits</b>

## ENVIRONMENTAL GEOLOGY (46-47 CREDITS)

### All Required Geology Courses (38 credits)

GEOL 122 Historical Geology (5)  
 GEOL 311 Mineralogy I (4)  
 GEOL 312 Mineralogy II (4)  
 GEOL 313 Igneous and Metamorphic Petrology (4)  
 GEOL 330 Structural Geology I (4)  
 GEOL 331 Structural Geology II (4)  
 GEOL 411 Sedimentology and Stratigraphy (4)  
 GEOL 463 Environmental Geochemistry (5)  
 GEOL 475 Engineering Geology: Soils (4)

### Select any two (8–9 credits)

GEOL 360 Geologic Hazards (4)  
 GEOL 408 Invertebrate Paleontology (4)  
 GEOL 462 Principles of Geochemistry (5)

<b>Required environmental science credits</b>	<b>88 credits</b>
<b>Required geology credits</b>	<b>46–47 credits</b>
<b>Minimum total credits for above emphasis</b>	<b>134 credits</b>

<sup>1</sup>Students in the Environmental Science program will be required to take the Environmental Science capstone. Exceptions will only be made for students pursuing a double major but prior written approval of the Program Director will be required. This exception will ensure that students are not required to take two capstone courses.

## Environmental Science Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### ENVS 100

#### Introduction to Environmental Science (5)

[satisfies the GECR for natural sciences, environmental science.]

*Prerequisites:* CPLA, English and Math clearance.

This course is an introductory exploration of environmental science that emphasizes a scientific approach toward understanding contemporary human interaction with the natural environment. The structure, function and interrelationships of terrestrial, aquatic and atmospheric systems are treated through the application of biological, chemical and geological principles. This course includes a weekly laboratory that uses basic quantitative techniques for collecting and analyzing data from environmental systems.

### ENVS 323

#### GIS Environmental Sciences (3)

*Prerequisite:* CPLA 101 or CPLA 120.

Introduction to Geographic Information Systems (GIS) with an emphasis on its applications in the environmental sciences. Course includes hands-on GIS work in the lab. This course satisfies an option for the Certificate in GIS. (Cross-listed GEOG 323)

### ENVS 391, 392, 393

#### Environmental Science Seminar (1, 1, 1)

*Prerequisite:* Formal admission to the Environmental Science Program.

This course focuses on career development for the Environmental Science student and is given in three 1-credit increments. Students may only enter the sequence in fall and all three courses must be completed sequentially in the same academic year. Interaction with working professionals and refining of oral and written presentation skills are emphasized. During the spring quarter, students will concentrate on preparations for their comprehensive mid-term program assessment and testing. To enroll in this course, students must have completed 50 credit hours in the environmental science core with a minimum GPA of 2.50 in these courses. An accepted petition for formal admission to the program is also required.

### ENVS 488

#### Environmental Regulatory Framework (3)

This course acquaints students with federal, state and local environmental laws, regulations and ordinances. It includes a brief historical perspective of the 1970's when most of the main laws were promulgated and examines how well they have been implemented through time. This course also brings students up-to-date on current events regarding the environment by reviewing newspaper articles, writing brief summary papers and discussing the articles in class.

### ENVS 490

#### Environmental Science Senior Capstone (4)

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* completion of ENVS 391-393 and senior standing.

The environmental science capstone is the final core course in the program. Students from the three emphasis areas will work as teams and complete an integrative project involving library research, field and lab work. The final will consist of a comprehensive oral and written examination covering all aspects of the environmental science curriculum and the student's concentration area.

## FILM

### College of Arts and Letters

Marvin Smith, Chair	107 RTV Building	509.359.6390
<i>BA</i>	<i>Minors</i>	

Faculty: S. Monroe, T. Mullin, P. Porter, M. Smith

## UNDERGRADUATE PROGRAM

The Film program prepares students for creative roles in the motion picture and television industry. The 81 credit program provides intensive experience in production and writing as well as media theory and criticism. Graduates are required to write a classically structured, feature length screenplay and complete a major film/video production or theory/criticism project. A faculty-student panel reviews both the script and the project as a part of the Senior Capstone experience.

Admission to the program is restricted to fall quarter. Failure to complete courses as they are offered will result in a significant delay in progress toward graduation. Transfer students, including students with AA degrees, must complete FILM 214 no later than their first fall quarter in the program.

The Film Program provides students a variety of electronic media facilities, including radio and television studios, electronic field production units and audio and video editing suites.

The location of the campus in proximity to Spokane, a center of motion picture production, allows students to participate in internship programs in a wide range of communication settings.

**Transfer Requirements for Film:** Students must enter the program in the fall quarter. Students should make application for major status prior to the fall quarter they intend to begin their major in FILM and consult with the department chair on transferability of courses.

All students will be admitted to full major standing only after completion of all lower-division required GEGR courses and acceptance by the department.

**Foreign Language Requirements for FILM:** Two years of a single foreign language in high school or one year of a single foreign language at the college level is required for graduation with a BA major in FILM.

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

### **BACHELOR OF ARTS (BA)**

#### STUDENT LEARNING OUTCOMES

##### Students will:

- direct and produce fiction and nonfiction short videos;
- write classically structured screen plays of varying lengths;
- integrate knowledge of video production, writing and critical practice to their creative work;
- apply theories of the filmic arts as a means of deepening their criticism.

#### FILM MAJOR (81 CREDITS)

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

#### Required Courses

- FILM 110 Introduction to Electronic Media Production (5)
- FILM 214 Film and the Humanities (5)
- FILM 221 Narrative Writing for the Film (5)
- FILM 305 Acting for Directors and Writers I (2)
- FILM 306 Acting for Directors and Writers II (2)
- FILM 311 Film Production (5)
- FILM 312 Film Directing and Producing (5)
- FILM 321 Writing for Film I (5)
- FILM 322 Writing for Film II (5)
- FILM 410 Advanced Film Production (5)
- FILM 417 Advanced Writing for Film (4)
- FILM 420 Feature Film Writing (4)
- FILM 465 Film History I (5)
- FILM 466 Film History II (5)
- FILM 467 Film Theory and Criticism (5)
- FILM 470 Film Criticism (Topic 1) (4)
- FILM 470 Film Criticism (Topic 2) (4)
- FILM 482 Senior Film (1)
  - or FILM 483 Senior Thesis: Criticism (1)
- FILM 484 Oral Examination: Screenwriting (1)
- FILM 490 Film Senior Capstone (4)

#### Optional Courses

- FILM 439 Special Topics in the Film (1-5)
- FILM 480 Field Production I (4)
- FILM 481 Field Production II (4)
- FILM 495 Field Experience in Radio Television (5-12)

**Total credits for above major**

**81 credits**

### **MINORS**

#### FILM GENERAL MINOR (30 CREDITS)

##### Required Courses

- FILM 110 Introduction to Electronic Media Production (5)
- FILM 214 Film and the Humanities (5)
- FILM 221 Narrative Writing for Film (5)
- FILM 321 Writing for Film I (5)
- FILM 465 Film History I (5)
- FILM 466 Film History II (5)

**Total credits for above minor**

**30 credits**

*Note: this minor can be completed in one year beginning in a fall quarter.*

#### FILM STUDIES MINOR (24 CREDITS)

##### Required Courses

- FILM 214 Film and the Humanities (5)
- FILM 465 Film History I (5)
- FILM 466 Film History II (5)
- FILM 467 Film Theory and Criticism (5)
- FILM 470 Film Criticism (4)

*Note: students seeking the Film Studies Minor must allow for two years of enrollment to meet course prerequisites.*

**Total credits for above minor**

**24 credits**

#### SCREENWRITING MINOR (28 CREDITS)

##### Required Courses

- FILM 214 Film and the Humanities (5)
- FILM 221 Narrative Writing for Film (5)
- FILM 321 Writing for Film I (5)
- FILM 322 Writing for Film II (5)
- FILM 417 Advanced Writing for the Film (4)
- FILM 420 Feature Film Writing (4)

*Note: students seeking the Screenwriting Minor must allow for two years of enrollment to meet course prerequisites.*

**Total credits for above minor**

**28 credits**

## GRADUATE PROGRAM

The Department of Theatre and Film does not offer a graduate degree but does cooperate in the Master of Science in Communications and in individualized interdisciplinary programs. The MS in Communications program is also described elsewhere in this catalog. Proposed interdisciplinary programs must be developed in consultation with a Theatre and Film advisor and submitted in compliance with requirements listed under Interdisciplinary Graduate Programs.

*Note: any student enrolling in upper-division courses must be an FILM major or have permission of the instructor.*

## Film Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### FILM 110

#### Introduction to Electronic Media Production (5)

*Prerequisite:* completion of University Proficiencies in writing.  
Survey of basic television production techniques, hands-on laboratory experience with electronic media equipment.

### FILM 214

#### Film and the Humanities (5)

[satisfies the GECR for humanities and fine arts, list 2, fine arts.]  
Explores the varieties of human experience as they are expressed through the vocabulary of the filmic arts. Critical viewing, thinking and writing are emphasized.

### FILM 221

#### Narrative Writing for the Film (5)

*Prerequisite:* completion of University Proficiency in Writing.  
The study and creation of narrative structures in film and video. Topics addressed include fiction and nonfiction, story world and screen world, selectivity and objectivity and devices used to represent tense and relationship. Students write critical papers as well as original scripts and view films and videos. All work submitted must be typed. (four lectures, one film screening per week)

### FILM 305

#### Acting for Directors and Writers I (2)

*Prerequisite:* FILM 110 and FILM 221 or permission of the instructor.  
Explores the art of film acting from the perspectives of the director and the writer.

### FILM 306

#### Acting for Directors and Writers II (2)

*Prerequisite:* FILM 305 or permission of the instructor.  
Further explores the creative dynamics between film directors, writers and actors.

### FILM 311

#### Film Production (5)

*Prerequisites:* FILM 110, 214, 221.  
Aesthetic considerations of the video and audio aspects of television production. Various techniques and media are considered. Laboratory exercises encourage audio and video exploration of new forms and techniques. Four lectures and one lab per week.

### FILM 312

#### Film Directing and Producing (5)

*Prerequisites:* FILM 110, 311.  
Experience in directing and producing television shows, development of programs, set design and construction, lighting, special effects and camera positioning.

### FILM 321

#### Writing for Film I (5)

*OFFERED ONCE A YEAR.*  
*Prerequisites:* FILM 214, 221.  
The course provides experience in writing the short film. Students will learn to develop story through character, dialogue and action. Criticism and revision are emphasized. Five lectures per week.

### FILM 322

#### Writing for Film II (5)

*OFFERED ONCE A YEAR.*  
*Prerequisite:* FILM 321.  
Adapting pre-existing materials, ideas and out-of-copyright literary work into producible short screenplays. Narrative problem solving, structure, criticism and revision are emphasized.

### FILM 399

#### Special Studies in Radio Television (1-5)

*Prerequisites:* permission of the instructor, department chair and college dean.  
Subjects studied vary according to faculty and student interest.

### FILM 410

#### Advanced Film Production (5)

*Prerequisites:* FILM 110, 311, 312.  
Planning, designing, budgeting and proposing television programs. Time, talent, union requirements and resource budgeting. Selection of locations, logistical planning, aesthetic considerations, criteria for director selection and channels of distribution. Participants in this course will prepare fully budgeted original program proposals and present them to clients in classroom role-play situations. (three lectures, one practicum per week)

### FILM 417

#### Advanced Writing for Film (4)

*Prerequisite:* FILM 322.  
Workshop in various forms of script writing, e.g., documentary, narrative fictional, narrative nonfictional, comedy, adaptation. This course may be repeated for credit when topics vary. Different topics will be indicated on EagleNET and on the student's permanent record. (four lectures per week)

### FILM 420

#### Feature Film Writing (4)

*Prerequisite:* FILM 417 or permission of the instructor.  
Students will write a first draft of a feature film screenplay from a treatment or story outline. This course may be repeated for credit when screenplay project is different.

### FILM 439

#### Special Topics (1-5)

*Prerequisite:* permission of the instructor.  
The topics in this course will vary. Examples may include writing for specific genres, examination of films from a historical period and the screenplay as literature.

### FILM 465

#### Film History I (5)

*Prerequisite:* FILM 214.  
This course examines the history and development of the filmic arts from inception through the 1950's with an emphasis on analysis, critical thinking and writing. Three lectures/discussions and four hours of screenings per week.

### FILM 466

#### Film History II (5)

*Prerequisite:* FILM 465.  
History and development of the filmic arts from the 1950s to the present. Emphasis on analysis, critical thinking and writing. Three lecture/discussion and four hours of screenings per week.

### FILM 467

#### Film Theory and Criticism (5)

*Prerequisite:* FILM 466.  
Explores the major film theories of the past century. Critical thinking, writing and analytic skills are emphasized. three lectures, four hours of screenings per week.

### FILM 470

#### Film Criticism (4)

*Prerequisite:* FILM 467 or permission of the instructor.  
This variable topic class explores a significant theory or issue within the filmic arts. Emphasizes critical viewing, reading and writing. May be repeated for credit when topics vary.

### FILM 480

#### Field Production I (4)

*OFFERED ONCE A YEAR.*  
*Prerequisite:* FILM 410.  
Preproduction, production and post-production of 30 minute scripts. Emphasis on both schedule adherence and aesthetic realization.

### FILM 481

#### Field Production II (4)

*OFFERED ONCE A YEAR.*  
*Prerequisites:* FILM 410, 480.  
Preproduction, production and post-production of 30-minute scripts. Emphasis on both schedule adherence and aesthetic realization.

### FILM 482

#### Senior Film (1)

*Prerequisites:* permission of instructor.  
Students will complete a short film and screen it for the public and the FILM faculty. Directors will discuss storytelling and aesthetic choices following the screening.

### FILM 483

#### Senior Thesis: Criticism (1)

*Prerequisites:* FILM 470.  
Students compose and defend a thesis in Film Criticism.

### FILM 484

#### Oral Exam: Screenwriting (1)

*Prerequisites:* concurrent registration in FILM 490.  
Students will prepare a feature length screenplay for submission to faculty as a part of an oral examination in the FILM major.

### FILM 490

#### Film Senior Capstone (4)

*OFFERED ONCE A YEAR.*  
[satisfies senior capstone university graduation requirement.]  
*Prerequisite:* final quarter senior status.  
Creation and defense of a full length screenplay or teleplay.

### FILM 495

#### Field Experience in Radio-Television (5-12)

*Prerequisite:* permission of the instructor, department chair and college dean.  
On-the-job experience in commercial radio and television stations, advertising agencies, public relations and communications-oriented industries.

### FILM 496

#### Experimental Course (1-5)

### FILM 497

#### Workshops, Short Courses, Conferences (1-5)

*May be repeated.*

### FILM 498

#### Seminar (1-5)

*May be repeated when topics vary.*

### FILM 499

#### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

### FILM 598

#### Seminar in Radio-Television (1-5)

*May be repeated when topics vary.*

### FILM 599

#### Independent Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

### FILM 601

#### Research Report in Radio-Television (1-6)

*Prerequisite:* permission of the instructor, department chair and college dean.  
Independent research resulting in a scholarly paper under the direction of the student's graduate committee.

### FILM 696

#### College Teaching Internship (5-15)

## FOOD AND NUTRITION/ DIETETICS

Food and Nutrition/Dietetics does not offer a degree program, but the courses support other programs.

### Food and Nutrition Dietetics Courses

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*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

#### FNDT 356

##### Nutrition (5)

FALL/WINTER/SPRING

*Prerequisite:* CHEM 162.

Nutrients, processes of digestion, absorption, metabolism and nutritive requirements. For health science majors.

#### FNDT 456

##### Nutrition and Aging (3)

WINTER

*Prerequisites:* successful completion of a 200-level English course and MATH 100 or Mathematics clearance by Test. (In addition, if you are earning an Aging Studies minor, you should have taken AGST 310 or have special permission of the instructor.)

Current information regarding nutrition and its relationship to aging. Topics covered are: theories and physical aspects of aging, nutrition and aging, dietary studies and nutrition programs serving the elderly. Class activities include development of nutrition education materials for this population group.



## FRENCH

See MODERN LANGUAGES AND LITERATURES.



## GEOGRAPHY

### College of Social and Behavioral Sciences

Stacy Warren, Chair	103 Isle Hall	509.359.2433
<i>BA</i>	<i>Minors</i>	<i>Certificates</i>

Faculty: M. Folsom, L. Quinn, R. Quinn, D. Turbeville, S. Warren

## UNDERGRADUATE PROGRAMS

The Department of Geography and Anthropology offers courses of study leading to the Bachelor of Arts in Geography. Minors in Geography are also offered, as well as Certificates in Geographic Information Systems (GIS) and Wetlands Science and Management. The Geography program is designed for students seeking professional careers in environmental fields, GIS, education and graduate study. Typical career fields include computer cartography and GIS, urban and regional planning, community development, environmental analysis, park ranger, intelligence analyst, hydrologist, climatologist, natural resources specialist, demographer, historic preservation specialist and numerous other related environmental fields.

The Department of Geography has a number of physical facilities available for student use in conjunction with coursework. Included are a cartography lab, a map library and a GIS and computer-mapping laboratory.

**Admissions Requirements for Geography and Anthropology:** Students who plan to become candidates for advanced degrees are advised to complete two years of a foreign language. Also, Geography majors are advised to take at least one course in statistics.

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

### **BACHELOR OF ARTS (BA)**

#### STUDENT LEARNING OUTCOMES

##### Students will:

- demonstrate proficiency in interpreting existing and creating new maps, in both paper and digital formats;
- demonstrate awareness of the diversity of cultural and natural landscapes on a global scale;
- demonstrate basic knowledge of the content and history of geography's main sub disciplines, including physical, human, regional and cartographic techniques;
- apply basic research methodologies and field techniques to geographic research;
- demonstrate communication skills and critical thinking abilities required to interpret and express geographic information in clear written form.

### **GEOGRAPHY MAJOR (60–65 CREDITS)**

The Geography program has four major missions: 1. providing general education courses to enrich the liberal arts offerings in both the sciences and social sciences; 2. offering specialized or more advanced courses to service other programs in the University; 3. providing a solid academic major for students wishing to pursue graduate study or work as a professional; and 4. supporting research, consulting and other services for the region. Cooperative studies and programs are coordinated with Environmental Science, Biology, Geology, History, Children's Studies, International Affairs, and Urban and Regional Planning.

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

### Required Courses

#### **Disciplinary Foundation Courses (10 credits)**

- GEOG 100 Fundamentals of the Physical Environment (5)
- GEOG 101 Fundamentals of Human Geography (5)

#### **CSBS Foundation Courses (5 credits)**

- CSBS 310 Foundations of Social and Behavioral Science Theory (5)

#### **Choose one of the following (5 credits)**

- CSBS 320 Introductory Statistics for the Social Sciences (5)
- CSBS 330 Integrated Social Science Methods (5)
- CSBS 331 Documents-Based Research Methods (5)
- GEOG 328 Geographic Information Systems I (5)

#### **Disciplinary Core Courses (20 credits)**

- GEOG 201 Introduction to Field Research (5)
- GEOG 227 Introduction to Map and Air Photo Analysis (3)
- GEOG 230 World Regional Geography (5)
- GEOG 392 History and Philosophy of Geography (2)
- GEOG 490 The Geographer's Capstone (5)

#### **Elective Concentration: Choose one of the following (20–25 credits)**

##### **CSBS Certificate Program**

Students may select one of the approved interdisciplinary certificate programs from the CSBS Certificate Program List, with approval of the Geography Program Director. Additional Geography electives may be required to reach the 20 credit minimum if the approved Certificate is less than 20 credits.

##### **Geography Graduate School Track**

Students may follow the traditional four field focus (human, physical, regional, technical) that is the expected preparation for graduate school. See full Geography Graduate School Track list below.

##### **Specialization Track**

Under certain circumstances, students may be allowed to design 20 to 25 credit group of electives that best expose them to the branch of geography they wish to pursue, with approval of the Geography Program Director.

##### **Geography Graduate School Track Coursework**

Select a minimum of 5 credits from each of the following four groups (20 credits minimum)

##### **Human:**

- GEOG 250 Global Economic Development (3)
- GEOG 317 Resources and Conservation (3)
- GEOG 355 The Geography of Theme Parks (2)
- GEOG 357 The Geography of Childhood (3)
- GEOG 406 Women and Men in the Cultural Landscape (1)
- GEOG 450 Global Transportation Development (3)
- GEOG 459 Political Geography (3)
- GEOG 465 Urban Geography: Origins, Forms and Functions (3)
- GEOG 469 Built Environments of North America: Symbol and Structure (3)

##### **Physical:**

- GEOG 204 Atmospheric Environment (5)
- GEOG 305 Introduction to Oceanography (5)
- GEOG/BIOG 306 Forest and Rangelands (5)
- GEOG/BIOG 312 Fundamentals of Soil Science (4)
- GEOG 314 Weather and Climate (5)
- GEOG 315 Surface Hydrology (4)
- GEOG 325 Wetland Science I (4)
- GEOG 410 Geomorphology (5)
- GEOG 420 Applied Geography Studies (2–5)

##### **Regional:**

- GEOG 330 Geography of the Pacific Northwest (4)
- GEOG 332 Geography of Latin America (4)
- GEOG 333 Geography of Monsoon Asia (4)
- GEOG 498 Seminar in Geography (1–5)

##### **Techniques:**

- GEOG 328 Geographic Information Systems I (5)
- GEOG 329 Air Photo Interpretation (5)
- GEOG 420 Applied Geographic Studies (2–5)
- GEOG 427 Desktop Mapping (3)
- GEOG 428 Geographic Information Systems II (5)

<b>Disciplinary foundation credits</b>	<b>10 credits</b>
<b>Social and behavioral sciences foundation credits</b>	<b>10 credits</b>
<b>Disciplinary core credits</b>	<b>20 credits</b>
<b>Elective credits</b>	<b>20–25 credits</b>
<b>Minimum total credits for above major</b>	<b>60 credits</b>

*Note: a minor is strongly recommended for the Geography BA.*

## **CERTIFICATES**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- demonstrate mastery of foundational concepts of geographic information science;
- demonstrate mastery of foundational concepts of social context of geographic information;
- have the ability to critically evaluate quality and accuracy of spatial data;
- show demonstrated proficiency with GIS software;
- have the ability to communicate geographic information through well-designed maps;
- have the ability to work in teams.

## **CERTIFICATE IN GEOGRAPHIC INFORMATION SYSTEMS (24–30 CREDITS)**

The Certificate in Geographic Information Systems offers students an intensive, interdisciplinary course of study in the field of Geographic Information Systems (GIS) technology. Candidates must take four required classes and choose three additional classes from a list of options for a total of 24–30 credits. All students study a core of computer mapping and spatial analysis basics and then focus on their own application area (e.g. wildlife biology, wetlands, programming, cartographic design). An internship or similar participation in a 'real world' GIS project is a required component of the certificate program. This certificate program is open to all majors and post-degree students. In order to qualify for admission to the GIS Certificate Program, full-time EWU students must hold a GPA of 3.0 or higher and be entering or past their junior year, or obtain special permission from the certificate program advisor. Post-degree continuing education students who did not graduate from their previous school with at least a 3.0 will be admitted on a probationary basis. A 3.0 grade or higher must be earned in each course for it to count toward the Certificate.

#### **Required Certificate Courses (17 credits)**

GEOG 328 Geographic Information Systems I (5)  
 GEOG 428 Geographic Information Systems II (5)  
 GEOG 429 Geographic Information Systems III (5)  
 GEOG 493 GIS Portfolio (2)

#### **Electives**

#### **GIS Specialty—Choose one (3 credits)**

GEOG 427 Desktop Mapping (3)  
 or GEOG 499 Directed Study (3)

#### **Interdisciplinary—Choose one (1–5 credits)**

GEOG 323 GIS Environmental Science (3)  
 \*PLAN 496 Experimental Course (1–5 credits) can be substituted for the Interdisciplinary requirement on approval of the GIS Certificate Program advisor.

#### **Application Area: Choose one (3–5 credits)**

Student selects appropriate (non-GIS) course with approval of certificate advisor, to complement chosen application area focus, e.g. Soils, Wetlands, Visual Basic, Global Issues.

**Required program credits** 17 credits

**Elective credits** 7–13 credits

**Minimum total credits for above certificate** 24 credits

## **CERTIFICATE IN WETLANDS SCIENCE AND MANAGEMENT(31–33 CREDITS)**

The Certificate in Wetlands Science and Management provides EWU students with a focused training in the field of Wetland Science. The curriculum encompasses both the physical science that defines wetlands and the social context of wetlands in terms of their functions and value to society. Successful completion of the Wetlands Certificate requires 23 credits of required class work and 8 to 10 credits of electives for a total of 31 to 33 credits. Coursework is interdisciplinary, blending together classes from biology, geography and planning. This certificate program is open to all majors.

#### **Required Certificate Courses (23 credits)**

BIOL 311 Field Botany (5)  
 GEOG 312 Fundamentals of Soil Science (4)  
 GEOG 325 Wetland Science I (4)  
 GEOG 490 The Geographer's Capstone (5)  
 PLAN 430 Environmental Planning (5)

#### **Electives—Students must choose two courses (8 to 10 credits)**

BIOL 405 Limnology (5)  
 GEOG 315 Surface Hydrology (4)  
 GEOG 328 Geographic Information Systems I (5)  
 GEOG 410 Geomorphology (5)  
 GEOL 470 Hydrogeology (4)  
 PLAN 431 Environmental Impact Statements (3)  
 PLAN 440 Land Use Planning (5)

Other courses can be substituted as electives if selected in consultation with and approved by the Wetlands Certificate coordinator.

**Required program credits** 23 credits

**Elective credits** 8–10 credits

**Minimum total credits for above certificate** 31 credits

## **MINOR**

### **GEOGRAPHY MINOR (14–15 CREDITS)**

#### **Required Courses (10 credits)**

GEOG 100 Fundamentals of the Physical Environment (5)  
 GEOG 101 Fundamentals of Human Geography (5)

#### **Electives (4–5 credits)**

Select courses in consultation with department advisor.

**Required program credits** 10 credits

**Elective credits** 4–5 credits

**Minimum total credits for above minor** 14 credits

## **GRADUATE PROGRAM**

The Department of Geography and Anthropology does not offer a graduate degree program but does offer graduate level coursework on a limited basis.

## Geography Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### GEOG 100

#### Fundamentals of the Physical Environment (5)

[satisfies the GECR for natural sciences, geography.]

An introduction to the principal components of the earth's natural systems of weather, climate, water, soils, natural vegetation and landforms and their interrelationships.

### GEOG 101

#### Fundamentals of Human Geography (5)

[satisfies the GECR for social sciences, list 2, anthropology, geography, psychology and sociology.]

An introduction to the study of spatial variations among human cultures and the patterns of interaction between humans and the natural environment, with special emphasis on topics including language, religion, demography, political systems, technology, agriculture, manufacturing and urbanization.

### GEOG 115

#### Investigating Earth Science (5)

[satisfies the GECR for natural sciences, geology.]

*Prerequisite:* pre-university basic skills in mathematics.

For students planning to teach elementary school. Includes inquiry-based earth science investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements. (Cross-listed GEOL 115)

### GEOG 201

#### Introduction to Field Research (5)

This course presents the fundamentals of field research design and performance.

### GEOG 204

#### Atmospheric Environment (5)

[satisfies the GECR for natural sciences, geography.]

*Prerequisite:* mathematics clearance.

An introduction to the earth-atmosphere system. The course surveys the physical nature of the atmosphere including weather elements, weather systems and climate. The course addresses the social and environmental issues related to natural and human induced changes in the composition of the atmosphere.

### GEOG 227

#### Introduction to Map and Air Photo Analysis (3)

The primary focus of this course is mastering the uses of maps and remote imagery as sources of geographic information, both environmental and cultural. Special attention will be directed toward maps as communication devices. The course assumes no specific prior knowledge about maps and mapping and will be of value for those wishing to move on to cartography and geographic information systems (GIS) courses as well as general background for social science and education majors.

### GEOG 230

#### World Regional Geography (5)

[satisfies international studies university graduation requirement.]

A survey of world geographical relationships. Includes an examination of the distribution of selected physical and human phenomena and the processes responsible for the distributions and the varying interrelationships from place to place between humans and the environment.

### GEOG 250

#### Global Economic Development (3)

This course is a survey of the patterns, structures and locational principles of economic activity, including world regional and historical economic development, natural resources, agriculture, manufacturing, transportation, communications and the distribution of service sectors. Particular emphasis will be placed on the process of globalization, free trade and the increasing significance of space and place in the 21<sup>st</sup> century global economy.

### GEOG 299

#### Special Studies (1–15)

*Prerequisite:* permission of the instructor, department chair and college dean.

Subjects studied vary according to faculty and student interest.

### GEOG 300

#### Physical Geography (5)

*Prerequisite:* GEOG 100 or permission of the instructor.

Systematic study of physical events and processes within the human environment including elements of landforms, weather and climate, vegetation and soils.

### GEOG 301

#### Human Geography (5)

*Prerequisite:* successful completion of ENGL 201.

A study of humans, focused on their interaction with the physical and cultural environments of the earth.

### GEOG 305

#### Introduction to Oceanography (5)

*Prerequisite:* mathematics clearance.

An introduction to the nature, occurrence, distribution and interrelationships of phenomena in the oceans, the basins and margins.

### GEOG 306

#### Natural Vegetation Ecology of North America (5)

*Prerequisite:* GEOG 100 or permission of the instructor.

This course is an introduction to the processes and patterns of vegetation, emphasizing the Pacific Northwest. (Cross-listed BIOL 306)

### GEOG 312

#### Fundamentals of Soil Science (4)

*Prerequisite:* successful completion of MATH 100 or mathematics clearance by test.

A general introduction to physical, chemical and biological properties of soils. (Cross-listed BIOL 312)

### GEOG 314

#### Weather and Climate (5)

*Prerequisite:* GEOG 204 or 10 credits of upper division science or permission of the instructor.

Includes the principles of meteorology, description and use of instruments, weather and climate controls.

### GEOG 315

#### Surface Hydrology (4)

*Prerequisite:* mathematics clearance.

A comprehensive treatment of the hydrologic environment of the earth. Topics include: components of the hydrologic cycles, hydrography of major climate regions, water quality assessment and global water resource problems.

### GEOG 317

#### Resources and Conservation (3)

Studies the nature and distribution of natural resources and problems and principles of their use and conservation.

### GEOG 320

#### Middle Eastern History and Culture (5)

Examines the various ethnic, religious and national communities of the Middle East in historical and contemporary context. (Cross-listed ANTH 320 and HIST 320)

### GEOG 321

#### GIS for Social Sciences (3)

*Prerequisite:* CPLA 101

Introduction to Geographic Information Systems (GIS) with an emphasis on its applications in the Social Sciences, including census data, demographic analysis, social justice and related mapping of social phenomena. Course includes hands-on GIS work in the lab.

### GEOG 323

#### GIS for Environmental Sciences (3)

*Prerequisite:* CPLA 101 or CPLA 120.

Introduction to Geographic Information Systems (GIS) with an emphasis on its application in the Environmental Sciences. Course includes hands-on GIS work in the lab. This course satisfies an option for the Certificate in GIS. (Cross-listed ENVS 323)

### GEOG 325

#### Wetland Science I (4)

*Prerequisite:* permission of the instructor.

An introduction to the fundamental processes that form and sustain wetlands. Emphasizes the distinctive hydrology, soils and vegetation of wetlands and field experience in delineation. Examines issues of regulation. Focus is on Pacific Northwest wetlands.

### GEOG 328

#### Geographic Information Systems I (5)

*Prerequisite:* Computer Literacy.

Introductory survey of geographic information systems. Focus is on (1) computer techniques for the input, storage, manipulation, analysis and output of spatial data and (2) the social and administrative creation and dissemination of geographic information. Lecture and laboratory.

### GEOG 329

#### Air Photo Interpretation (5)

*Prerequisite:* junior standing or permission of the instructor.

Aerial photographs as records of the earth surface; recognition, measurement and interpretation of natural and man-made features.

### GEOG 330

#### Geography of the Pacific Northwest (4)

*Prerequisite:* junior standing.

An introduction to regional geographic studies on a local scale. A survey and appraisal of the interrelated elements of the economy, resources, population and physical environment as they affect the growth and development of the region.

### GEOG 332

#### Geography of Latin America (4)

*Prerequisite:* junior standing.

The study of the physical and human geography of the Americas south of the Rio Grande. Emphasizes explanatory description.

### GEOG 333

#### Geography of Monsoon Asia (4)

This course is a regional study of non-Russian Asia and adjacent islands, from humid monsoon lands of the far east to the arid eastern Mediterranean.

### GEOG 334

#### The Historical Geography of Canada (4)

Canada occupies a strategic place in world geography owing to its central location with regard to Europe, Asia and the United States; its resource base, its role in regional and world organizations and the distinctive national characteristics and traditions that its peoples have developed. This course provides an overview of the major geographic regions of Canada based on physical environments, history, settlement patterns, natural resources, transportation and industry, urbanization and cultural and ethnic diversity. (Cross-listed HIST 334)

### GEOG 335

#### The Geography of the Pacific Rim (4)

The growing importance of the nations surrounding the Pacific Ocean in world economic development and international relations has been apparent since the early 1900s, but today—at the threshold of a new century—it is of critical importance. The destiny of the United States and the Pacific Northwest in particular, is inextricably linked to events in such places as China, Japan, the Koreas, Indonesia, Australia, Latin America, Canada and Russia, to name but a few. This course will focus on the major trading nations of the Pacific Rim and examines their relationships with the nations of North America and each other with an approach that blends geography, economics, political science and cultural awareness.

## GEOG 336

**Geographies of Conflict in the Middle East (5)**  
Examines the Middle East and its various ethnic, political, economic, religious and environmental conflicts from a geographic perspective. The course's holistic combination of geographic and anthropological inquiry will offer insights into how the natural environment and built environment interact and engage with the cultural and political landscapes of the Middle East. (Cross-listed ANTH 336 and HIST 336)

## GEOG 355

### The Geography of Theme Parks (2)

*Prerequisite: ENGL 201*

Examination of the geographic history and characteristics of the theme park as a 'serious' part of the built environment. We consider the environmental, economic, political, cultural, architectural and technological impacts of theme parks on urban and suburban space around the world.

## GEOG 357

### The Geography of Childhood (3)

*Prerequisite: ENGL 201*

Examination of the geographic aspects of childhood across space and time. Focus on how cultures in different places and at different times have created, maintained and controlled spaces for children, including where children are born, who cares for infants, the conditions of schooling, leisure spaces provided and the 'virtual geographies' of television and the Internet.

## GEOG 390

### Earth Science Teaching Methods (1)

*Prerequisite: GEOL 120, GEOL 121, GEOG 314, PHYS 121; EDUC 303 or permission of the instructor. SCED 390 co-requisite.*

This course is designed for Earth Science majors planning to teach middle school, junior or senior high school. It includes the development of curriculum and the organization of teaching materials, techniques and evaluation. (Cross-listed GEOL 390)

## GEOG 392

### Seminar in History and Philosophy of Geography (2)

*Prerequisite: junior standing or permission of the instructor.*

The development of geographic thought from early to contemporary time.

## GEOG 399

### Directed Study (1-15)

*Maximum of 6 credits may be earned, permission of the instructor, department chair and college dean.*

Individual study concerned with an appropriate problem closely directed by a geography staff member. Science or social studies credits may be earned depending on the nature of the problem undertaken.

## GEOG 406

### Women and Men in the Cultural Landscape (1)

The created landscape reflects human values and experience. This course examines ways in which women and men create, use and experience the humanized landscape. We will examine spatial patterns of human activity from a variety of times and places, linking geographic theory to everyday environments. The course will include map work, slide analysis and a field exercise as tools for identifying and interpreting cultural landscapes. (Cross-listed WMST 406)

## GEOG 410

### Geomorphology (5)

*Prerequisite: GEOG 100 or GEOL 121 or permission of the instructor.*

This course treats the development of the surface features of the earth caused by mountain-building, weathering, erosion and deposition.

## GEOG 420

### Applied Geographic Studies (2-5)

*Prerequisite: junior or permission of the instructor.*

Problem formulation and analysis as they apply to geographic studies. Practical use of geographical techniques mainly for student-originated studies. The course may be repeated for different problems. Credits vary, depending on type of study undertaken.

## GEOG 427

### Desktop Mapping (3)

*Prerequisite: CPLA 101 or permission of the instructor.*

Advanced production of maps and related graphics using computer techniques. Emphasis is placed on the design and creation of thematic maps. Lecture and laboratory.

## GEOG 428

### Geographic Information Systems II (5)

*Prerequisite: GEOG 328.*

Advanced course in geographic information systems and their applications. Through detailed examination of conceptual issues and in-depth laboratory work, students develop and implement a project that involves the computer analysis of spatial data. Lecture and laboratory.

## GEOG 429

### Geographic Information Systems III (5)

*Prerequisite: GEOG 428, or instructor's permission.*

Advanced course in geographic information systems and their applications. Each student will be responsible for designing and carrying out a GIS project using real world data. Course required for certification in GIS.

## GEOG 436

### Politics of Culture: Israel and Palestine (5)

Examines the role of culture in the political struggles between Israelis and Palestinians. Explores the influence of national, religious, ethnic and historical narratives in the conceptualization of the Israeli-Palestinian conflict. This course will consider how a detailed knowledge of these 'politics of culture' can provide meaningful insights to potential avenues of cultural reconciliation and, ultimately, a more peaceful environment for Israelis and Palestinians. (Cross-listed ANTH 436 and HIST 436)

## GEOG 450

### Global Transportation Development (3)

*Prerequisite: GEOG 101 or permission of the instructor.*

Transportation, involving the movement of goods, people and information, is the most tangible expression of interaction between regions and places. Because it is a major force in shaping the landscape, transportation studies assume a central position in the field of geography. The creation of rapid and economical access is central to the process of development at local, regional and national scales. Changes in modes of transport, particularly since the mid-19<sup>th</sup> century, have revolutionized trade, travel and communication. The evolution of transport networks has been critical in fostering urbanization and a specialized space economy. In this course we will explore the basic concepts of geographical transportation analysis and apply them to a variety of historical and contemporary topics.

## GEOG 459

### Political Geography (3)

*Prerequisite: junior standing or permission of the instructor.*

Spatial aspects of political phenomena. Examines the geographical environment as it affects and is affected by political phenomena.

## GEOG 465

### Urban Geography: Origins, Forms and Functions (3)

Urbanization has been such a central aspect of human civilization that the forces affecting cities and towns are almost as diverse as those shaping culture itself. This course in urban geography will deal with two major aspects of urbanization: the role, purpose and evolution of cities; and the processes at work in our society that both create and transform the physical structure of cities. Because urban places are central to our economy as well as society, we will consider a broad and varied range of material from other academic disciplines, with the primary focus on the North American city.

## GEOG 469

### Built Environments of North America: Symbol and Structure (3)

*Prerequisite: GEOG 101 or permission of the instructor.*

This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effects of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration. (Cross-listed with HIST 469, PLAN 469)

## GEOG 490

### The Geographer's Capstone (5)

*Prerequisite: senior standing or permission of the instructor. [satisfies senior capstone university graduation requirement.]*

This course is a departmental capstone highlighting original geographic research projects designed by students, integrating both physical and human geography topics. The course culminates in a "Geography Conference" that students plan and host to display their work.

## GEOG 493

### GIS Portfolio (2)

*Prerequisite: GEOG 429 or instructor's permission.*

Exit synthesis for the certificate in GIS or related GIS studies. Students will produce two versions of a GIS portfolio highlighting their GIS work, one in hard copy and one on the web using appropriate web publishing and map serving software.

## GEOG 495

### Internship (1-15)

*Prerequisite: permission of the instructor, department chair and college dean.*

## GEOG 497

### Workshops, Short Courses, Conferences (1-15)

## GEOG 498

### Seminar (1-5)

*Prerequisites: 15 credits successfully completed in geography or permission of the instructor.*

Advanced group study. Discussion topics selected for each seminar.

## GEOG 499

### Directed Study (1-15)

*Prerequisite: permission of the instructor, department chair and college dean.*

## GEOLOGY

### College of Science, Health and Engineering

Richard Orndorff, Chair	130 Science Building	509.359.2286 geol@ewu.edu www.ewu.edu/geology
BA	BS	Minor

Faculty: J. Buchanan, E. Gilmour, L. McCollum, C. Nezat, R. Orndorff, J. Thomson  
Lecturer: Sharen Orndorff

## UNDERGRADUATE PROGRAMS

Geology is the science of planet Earth. Geologists use elements of chemistry, physics, biology and mathematics in interpreting the evolution of the earth and its life forms. Applied geology addresses exploitation of earth resources, environmental quality and hazards and practical understanding of the planet on which we live.

Geology is a field-oriented science and our curriculum emphasizes field studies. However, geologists increasingly employ advanced chemical and physical analytic techniques and use computers to model natural systems. Eastern has specialized laboratory facilities for analytical geochemistry. Extensive collections of minerals, rocks and fossils are available for study and research.

Nationwide, approximately half of recent geology graduates are employed in environmental fields while a third go on to graduate school. Most of the rest go into the petroleum industry, teaching, government or mining. The Geology Department has close relations with geotechnical/environmental consulting firms, government agencies and mining companies in the Pacific Northwest. These relationships help to place students and graduates in jobs.

Students should decide on a geology major early to ensure timely graduation with the many credits needed in the Bachelor of Science program. For the BS in Geology, ENGL 205 *Introduction to Technical Communication*, GEOG 328 *Geographic Information Systems I* and GEOG 428 *Geographic Information Systems II* are desirable. Substitutions of courses in the Geology major must be approved by the department. Interested students should contact the department for guidance as early as possible. Most graduate schools require a full year of calculus.

An opportunity exists to earn a double major with a BS in both Geology and Environmental Science. (See catalog section on Environmental Science.)

**General Admissions Requirements for Geology:** High school students planning to major in Geology should take two years of algebra, one year of geometry/trigonometry and one year of chemistry and physics. They are also encouraged to take four years of English. The ability to express ideas and concepts clearly and concisely, both orally and in written form, is fundamental to all sciences.

Entering freshmen and transfer students electing to major in Geology should contact the Department for advising as soon as possible. Failure to do so may result in an additional year to finish the BS program. Especially important for beginning students is early completion of the chemistry sequence.

#### Grade Requirement:

2.50 cumulative average  
2.0 in each course

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

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- develop effective skills in oral and written communication in order to be successful in the field of geology;
- understand basic principles of the history and development of the earth through time;
- learn and demonstrate the proper use of office, laboratory and field equipment used in the field of geology.

The Bachelor of Arts serves students interested in geology-oriented fields which do not require the full range of professional training. Employment opportunities include such varied possibilities as park naturalist, urban and regional planner or geological technician.

### GEOLOGY MAJOR (65-72 CREDITS)

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

#### Required Courses (31–37 credits)

- GEOL 120 Physical Geology--The Solid Earth (5)
- GEOL 121 Physical Geology--Surface Processes (5)
- GEOL 122 Historical Geology (5)
- GEOL 311 Mineralogy I (4)
- GEOL 312 Mineralogy II (4)
- GEOL 313 Igneous and Metamorphic Petrology (4)
- GEOL 490 Senior Capstone: Geology Field Camp (10)  
or GEOL 490 Senior Capstone: Water in the West (4)  
or GEOL 491 Senior Thesis (4)

#### Required Supporting Courses (10 credits)

- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)

#### Choose one from the following (4–5 credits)

- BIOL 171 Biology I (4)
- GEOG 328 Geographic Information Systems I (5)
- GEOG 410 Geomorphology (5)
- MATH 161 Calculus I (5)
- MATH 380 Elementary Probability and Statistics (5)
- PHYS 131 Introductory Physics I (4)  
and PHYS 161 Mechanics Lab (1)

#### Electives (20 credits)

- GEOL 220 Environmental Geology (4)
- GEOL 330 Structural Geology I (4)
- GEOL 331 Structural Geology II (4)
- GEOL 360 Geologic Hazards (4)
- GEOL 408 Invertebrate Paleontology (4)
- GEOL 411 Sedimentology and Stratigraphy (4)
- GEOL 470 Hydrogeology (4)
- Geology field course (up to 5 credits)

*Required program credits*

*Required supporting credits*

*Elective credits*

*Minimum total credits for above major*

*31–37 credits*

*14–15 credits*

*20 credits*

*65 credits*

## BACHELOR OF SCIENCE (BS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- develop effective oral and written communication skills necessary for employment in the various fields of geology;
- develop critical thinking skills to solve geological problems encountered in the various fields of geology;
- understand and be able to use the tools and equipment available to professional geologists to solve geological problems;
- have a solid understanding of geologic principles and processes that operate in the complex systems of the earth.

The Bachelor of Science program prepares students for careers as professional geologists, provides the basis for admission to graduate school and prepares students seeking registration and licensing as professional geologists. Some courses in the BS degree will also count as Natural Science GEGRs and satisfy the University proficiency in mathematics requirement.

### GEOLGY MAJOR (105–108 CREDITS)

#### Required Courses (53 credits)

- GEOL 120 Physical Geology—The Solid Earth (5)
- GEOL 121 Physical Geology—Surficial Processes (5)
- GEOL 122 Historical Geology (5)
- GEOL 311 Mineralogy I (4)
- GEOL 312 Mineralogy II (4)
- GEOL 313 Igneous and Metamorphic Petrology (4)
- GEOL 330 Structural Geology I (4)
- GEOL 331 Structural Geology II (4)
- GEOL 408 Invertebrate Paleontology (4)
- GEOL 411 Sedimentology and Stratigraphy (4)
- GEOL 490 Senior Capstone: Geology Field Camp (10)

#### Required Supporting Courses (28 credits)

- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- CHEM 153 General Chemistry (5)
- GEOG 323 GIS for Environmental Science (3)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- or MATH 380 Elementary Probability and Statistics (5)

#### Choose one of the following sequences (12–15 credits)

- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)

or

- PHYS 131 Introductory Physics I (4)
- PHYS 132 Introductory Physics II (4)
- PHYS 133 Introductory Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)

or

- BIOL 171 Biology I (4)
- BIOL 172 Biology II (4)
- BIOL 173 Biology III (4)

#### Electives (12 credits)

Select credits from Geology courses, 8 of which must be upper-division.

**Required program credits** **53 credits**

**Required supporting credits** **40–43 credits**

**Elective credits** **12 credits**

**Minimum total credits for above major** **105 credits**

*Note:* GEOL 307 may not be used to fulfill the upper-division electives for the BS degree in Geology.

## MINOR

### GEOLGY MINOR (24 CREDITS)

#### Required Courses

- GEOL 120 Physical Geology—The Solid Earth (5)
- GEOL 121 Physical Geology—Surficial Processes (5)
- GEOL 122 Historical Geology (5)
- GEOL 307 Rocks and Minerals (5)
- Geology elective (4)

**Total credits for above minor** **24 credits**

## Geology Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### GEOL 100

#### Discovering Geology (5)

FALL/WINTER/SPRING/SUMMER

[satisfies the GEGR for natural sciences, geology.]

This course explores the interactions between human beings and their geological environment. The earth is a dynamic planet affected by sudden, violent events such as volcanic eruptions, earthquakes and floods, as well as by slower processes operating over long time spans that create, move and destroy continents and oceans. Other topics include study of energy, mineral and water resources and their importance to modern society. Topics are presented at a level intended for non-science majors. Satisfies lab science requirement at most universities.

### GEOL 115

#### Investigating Earth Science (5)

[satisfies the GEGR for natural sciences, geology.]

*Prerequisite:* pre-university basic skills in mathematics.

For students planning to teach elementary school. Includes inquiry-based earth science investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements. (Cross-listed GEOG 115)

### GEOL 120

#### Physical Geology—The Solid Earth (5)

FALL/WINTER

[the completion of GEOL 120 counts as one course for the GEGR in natural sciences, geology; the completion of GEOL 120 and 121 counts as two courses for the GEGR for natural sciences, geology.]

*GEOL 120 and 121 may be taken in either order.*

*Prerequisites:* two semesters of high school chemistry, MATH 104 or equivalent.

Introduction to physical geology for students interested in earth and environmental science. This course covers the origin of the earth, its internal structure and minerals, rocks and volcanoes. Earthquakes, mountains and continental drift are discussed in the context of plate tectonics. The formation of mineral deposits is also covered. Weekly laboratories and one field trip are required.

### GEOL 121

#### Physical Geology—Surficial Processes (5)

WINTER/SPRING

[the completion of GEOL 121 counts as one course for the GEGR in natural sciences, geology; the completion of GEOL 120 and 121 counts as two courses for the GEGR for natural sciences, geology.]

*GEOL 120 and 121 may be taken in either order.*

*Prerequisites:* GEOL 120 or 100, CPLA 101, MATH 104 or equivalent.

Introduction to physical geology for students majoring in geology, earth science or environmental science. This course emphasizes the quantitative analysis of processes that shape the earth's surface (gravity, wind, water and ice) including weathering and erosion, the creation of sediments and sedimentary rocks and the development of landforms. Energy resources and the concept of earth systems are also explored. Weekly laboratories and one field trip are required.

### GEOL 122

#### Historical Geology (5)

SPRING

*Prerequisite:* GEOL 121.

Introduction to earth history for students majoring in geology, earth science or environmental science. This course covers the diversity of life, catastrophic extinctions and the effect of biologic change on the environment. The basic principles of stratigraphy, use of stable isotopes to interpret sedimentary environments and the stratigraphic and tectonic history of the earth are also explored. Other topics include identification of the common fossil groups, survey of the fossil record in the context of geological evolution and practice using geologic maps. Weekly laboratories and one field trip are required.

## GEOL 220

### Environmental Geology (4) WINTER

*Prerequisite:* GEOL 120 or 121.

Relationship of human activities with earth materials and processes, water quality, atmospheric composition, waste disposal, natural resources, the importance of an interdisciplinary approach to environmental problems. Field trips emphasize local environmental problems. Laboratory.

## GEOL 297

### Workshops, Short Courses, Conferences (1-5) At a lower division level.

## GEOL 299

### Special Studies (1-5)

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* permission of the instructor, department chair and college dean.

Topics vary with interest of student and instructor.

## GEOL 307

### Rocks and Minerals (5) SPRING

*Does not satisfy elective requirements for the BS Degree in Geology. Prerequisite:* GEOL 100 or 120.

This course, designed for Earth Science BAE majors, involves a survey of the common rocks and minerals in the earth's crust, including their occurrence, associations and uses. Methods of identification are stressed during required in-class lab exercises. One optional weekend field trip will be offered.

## GEOL 311

### Mineralogy I (4) FALL

*Prerequisites:* GEOL 120 and CHEM 151. CHEM 151 may be taken concurrently with GEOL 311.

The student majoring in geology will learn how to describe the external morphology of well-formed crystals using crystallographic techniques and will gain an understanding of the composition, origin, occurrence, distribution and significance of the most abundant non-silicate minerals (native elements, sulfides, oxides and hydroxides, halides, carbonates and sulfates). Weekly laboratories and one weekend field trip required.

## GEOL 312

### Mineralogy II (4) WINTER

*Prerequisite:* GEOL 311.

The student in the second course of a three-course series will gain an understanding of the structure, composition, origin, occurrence, distribution and significance of the most abundant silicate minerals. The techniques of optical mineralogy using a petrographic microscope will be introduced as a tool for mineral identification. Weekly laboratories required.

## GEOL 313

### Igneous and Metamorphic Petrology (4) SPRING

*Prerequisites:* GEOL 311 and 312

The third course in a series is a comprehensive study of the classification, description and origin of igneous and metamorphic rocks. Students will learn about the use of minerals in helping to interpret the geologic and tectonic significance of the rocks in which they are found. The course builds on skills learned in GEOL 311 and 312 and stresses hand sample and thin section descriptive techniques. Weekly laboratories as well as one weekend field trip are required. Additional field trips may be offered.

## GEOL 330

### Structural Geology I (4) WINTER

*Prerequisite:* GEOL 120.

Analysis of the kinematics and mechanics of rock deformation and an introduction to geologic structures. Laboratory introduces the solution of structural geology problems, the map-based interpretation of geologic structures and the creation of geologic cross sections. Weekly laboratory exercises. Designed to be taken in series with GEOL 331.

## GEOL 331

### Structural Geology II (4) SPRING

*Prerequisite:* GEOL 330.

Continuation of an introduction to geologic structures from GEOL 330 and an exploration of the plate tectonic setting of geologic structures. Introduction to the field study of geologic problems with weekly field trips that emphasize the collection and analysis of geologic field data to solve structural problems. Weekly field trips and laboratory exercises required.

## GEOL 338

### Discovering Women in Science (1)

The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOL 338, CHEM 338, HIST 338, PHYS 338, PSYC 338, WMST 338)

## GEOL 360

### Geologic Hazards (4)

*Prerequisite:* GEOL 100 or 115 or 120 or 121, or GEOG 100 or 115.

Introduction to geologic hazards affecting humankind; emphasis on earthquakes, volcanism, floods and landslides. Applications to geological site engineering and city/regional planning.

## GEOL 380

### World Resources and Population (5)

[satisfies international studies university graduation requirement.]

Interaction between population and resource utilization. Renewable and non-renewable energy resources, food and water supply, soil erosion and degradation and deforestation will be related to population growth.

## GEOL 390

### Earth Science Teaching Methods (1)

FALL

*Prerequisite:* GEOL 120, GEOL 121, GEOG 314, PHYS 121; EDUC 303 or permission of the instructor. SCED 390 co-requisite.

This course is designed for Earth Science majors planning to teach middle school, junior or senior high school. It includes the development of curriculum and the organization of teaching materials, techniques and evaluation. (Cross-listed GEOG 390)

## GEOL 397

### Workshops, Short Courses, Conferences (1-5)

## GEOL 408

### Invertebrate Paleontology (4)

SPRING

*Prerequisites:* GEOL 121, 122 or permission of the instructor.

Principles of paleontology including methods of description and analyses of invertebrate fossils. Emphasis on principles of morphology and evolutionary development of invertebrates and the use of invertebrate fossils in biostratigraphy and paleoecology. Laboratory.

## GEOL 411

### Sedimentology and Stratigraphy (4)

FALL

*Prerequisite:* GEOL 122, 307 or 312, or permission of the instructor.

Study of the origin of sediments and sedimentary rocks for advanced geology majors. Description and interpretation of facies and environments of deposition and classification of clastic and chemical sedimentary rocks is emphasized. Stratigraphic principles, nomenclature and correlation is also treated. Lecture and weekly laboratory.

## GEOL 455

### Geology of the Colorado Plateau (4) Course fee.

*Prerequisite:* GEOL 100 or permission of the instructor.

This course is a week-long field study of the rocks and landforms of the Colorado Plateau region, specifically in Arches and Canyonlands National Parks. Geologic evolution and structural geology of the region will be discussed and the ancient sedimentary environments of deposition will be emphasized. A field trip will be held during the week of spring break.

## GEOL 462

### Principles of Geochemistry (5)

*Prerequisites:* GEOL 311, 312, 313 or permission of the instructor.

Abundance of elements in the solar system. Origin, chemical evolution and composition of the earth; distribution and migration of chemical elements; differentiation history of the earth into crust, mantle and core. Origin and evolution of the hydrosphere and atmosphere. Chemical processes involved in weathering of rocks, chemical sedimentation and diagenesis.

## GEOL 463

### Environmental Geochemistry (5)

*Prerequisite:* CHEM 152 or permission of the instructor.

Application of principles of geochemistry to environmental problems, including air and water pollution, water-rock interactions, weathering and soil formation. Origin, distribution and transport of inorganic contaminants in air, water, soils, sediments and plants. The behavior of trace elements in near surface environments.

## GEOL 470

### Hydrogeology (4)

*Prerequisites:* GEOL 120 or 121, MATH 106, or permission of the instructor.

Relationship between groundwater and geologic materials, emphasizing quantitative analysis and principles governing groundwater flow. Lecture and weekly lab.

## GEOL 475

### Engineering Geology: Soils (4)

SPRING

*Prerequisites:* GEOL 220, 313, 411 or 470 or permission of the instructor.

Engineering geology of soil and rock is closely related to geotechnical engineering. It includes the properties of soils and rock units related to hydraulic conductivity, compressibility, consolidation, fractures and stress.

## GEOL 490

### Senior Capstone: Field Camp (10)

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* junior/senior standing and permission of the instructor.

This course applies geologic principles to the solution of field problems in the Rocky Mountain fold and thrust belt. This four-week course of study includes geologic mapping, description of stratigraphic relationships, structural analysis, and GPS data collection. Maps, cross sections and a formal report of the field study are required. Location of the camp is Dillon, Montana. Course fee is to be determined.

## GEOL 490

### Senior Capstone: Water and the West (4)

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* junior/senior standing.

This course focuses on the relationships between human activities and water resources in the largely arid western United States. Topics include tectonic and meteorological controls on the distribution and quantity of water and the history of conflict over scarce surface and groundwater resources. Case studies involve examples from the western United States and other countries including dry-land irrigation in Israel, dam building in Egypt and China, and fishery loss in Mexico.

## GEOL 491

### Senior Thesis (4)

[satisfies senior capstone university graduation requirement.]

*Prerequisites: senior standing and permission of the instructor.*

Directed research on a geological problem and organization of the results for oral and written presentation. End of program assessment will be required. May be used to fulfill the Senior Capstone requirement.

## GEOL 495

### Practicum (1-5)

FALL/WINTER/SPRING/SUMMER

*Prerequisite: permission of the instructor, department chair and college dean.*

Participation in supervised experiences involving acquisition of data or applications of knowledge to help solve geologic problems. Credits earned in this course are not applicable to degree requirements.

## GEOL 496

### Experimental Courses (1-5)

## GEOL 497

### Workshops, Short Courses, Conferences (1-5)

## GEOL 498

### Seminars (1-5)

## GEOL 499

### Directed Study (1-5)

FALL/WINTER/SPRING/SUMMER

*Prerequisite: permission of the instructor, department chair and college dean.*

Seminar in a selected field of geology to suit a student's need. May be repeated for a total of 15 credits if a different study is undertaken each time.

## GOVERNMENT

### College of Social and Behavioral Sciences

David May, Chair	208 D Patterson Hall	509.359.2363, 509.359.2412
BA	Minor	Certificates

Faculty: V. Asthana, K. Edquist, M. Garcia, T. Hawley, J. Headley, D. May, K. Pirsch, M. Sharifi

## UNDERGRADUATE PROGRAMS

The Department of Government and the International Affairs Program offer courses focusing largely on the study of political science, a liberal arts discipline which seeks to understand the political condition and potential of humanity. Each of the department's three degree programs is designed to provide the student with a broad understanding of political phenomena suitable to a liberal arts degree. Thus each, regardless of its specific content, requires courses in political philosophy, in American political institutions and processes and in comparative and/or international politics. In addition, the pre-law program is designed to prepare the student for a particular vocational goal. The department's International Affairs Program provides a more interdisciplinary approach to the study of government and politics. The discipline of Political Science—and therefore the program of the Department of Government—is strongly committed to a liberal arts orientation. In concert with the rest of the University the department believes also in linking traditional liberal arts preparation with meaningful career preparation through the inclusion of minor and supporting coursework and/or through student involvement in certificate programs in this or other departments. Employment opportunities for graduates are many and varied. A number of those who graduate each year continue their studies in law or other professional and graduate programs. A similar number find employment in the public sector or with domestic or international business firms. Opportunities also exist in party politics, campaign organizations, the military forces or with the communications media.

The department maintains close relations with the programs in Criminal Justice and contains the International Affairs program. In each, selected government courses are required parts of the core curriculum.

**Internship and Work-Study Programs for Students:** The department maintains a dynamic internship program which provides practical experience with local political and governmental agencies and annually sponsors a Winter Quarter in Olympia in which selected students intern with the Washington State Legislature. When possible, it is strongly urged that students include an internship as a part of their program.

In addition to external internships, students may gain practical experience through a combination of work/study and internship with a particular faculty member. Students qualifying for such programs assist the professor to whom they are assigned with research work in an area of the faculty member's interest. The department has an active faculty with diverse research interests who have produced books and monographs, presented papers at conventions of national and regional Political Science associations and of other, more specialized scholarly organizations and completed research grants funded by agencies of the government. The opportunity to assist in such work is of value particularly to those students planning to continue their studies, or to work in the public sector in areas necessitating faculty guidance in research techniques.

**Pi Sigma Alpha:** In the Spring of 1982, the Nu Gamma Chapter of Pi Sigma Alpha, the National Political Science Honorary Society, was chartered at Eastern. This student organization serves as a vehicle for recognition of outstanding academic achievement in government and complements the department's participation in the University Honors Program. Pi Sigma Alpha sponsors a number of social and intellectual programs for students and faculty and with its help the department attempts to maintain contact with its graduates to make available to students their experiences and insights into the value of an education in government.

## GERMAN

See MODERN LANGUAGES AND

LITERATURES.



**General Admissions Requirements for Government:** Successful completion of ENGL 101 or its equivalent is required of all majors in Government; successful completion of a 200-level English course is strongly recommended for all majors in government. Course offerings at the 300-400 level are designed to provide maximum flexibility for faculty and students. Prerequisite courses are required for 300 and 400 level courses and students should consult an advisor to ensure that their course selections are appropriate.

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

## **BACHELOR OF ARTS (BA)**

### *STUDENT LEARNING OUTCOMES*

*(Student Learning Outcomes are the same for the 57 credit major, 72 credit major and 82 Pre-Law Option)*

#### **Students will:**

- demonstrate basic knowledge, skills and values related to various forms and structure in governments and relate those specifics to political and policy outcomes as necessary for responsible and active participation as both national and international citizens;
- effectively apply critical thinking and problem solving skills to political issues and should be able to utilize normative and empirical analysis tools in the study of national and international political realities;
- be able to apply an understanding of foundational and enduring political thought and ideas throughout history to questions of politics and policy at the national and international levels;
- demonstrate an awareness of the role played by race, ethnicity, gender and religion in historic and contemporary political debates and an awareness of effects of multiculturalism and diversity on domestic and international affairs;
- possess effective communication skills including the verbal and writing skills needed to communicate clearly and effectively, make persuasive, professional presentations and convey information essential to the discipline and beyond in an orderly and understandable manner;
- demonstrate analytical and conceptual skills, reading skills, critical thinking and problem solving skills and be able to effectively apply those skill sets to political issues.

The 57-credit major is designed for the student with a strong interest in the political realm who wishes to combine such interest with study of another major or minor field. The 72-credit major is designed for those with a more concentrated interest in government who do not wish to complete a structured minor or who may be interested in graduate study in political science. The 82-credit Pre-law Option within the 72-credit major is designed for students interested in law school or work as a paralegal.

## **GOVERNMENT MAJOR (57 CREDITS)**

*Note:* Two years of a single high school foreign language or one year of a single college level foreign language is required. *Note:* THIS OPTION REQUIRES A SEPARATE MINOR OR GOVT/CSBS APPROVED CERTIFICATE PROGRAM FOR COMPLETION. *Note:* NO SUBSTITUTIONS FOR CORE COURSES.

### **Required Introductory Courses (15 Credits)**

- GOVT 100 Modern Government in American Context (5)
- GOVT 202 Introduction to Political Theory (5)
- GOVT 203 Introduction to Comparative Politics (5)
- or GOVT 204 Introduction to International Politics (5)

### **Methods Requirement, Choose one (5 Credits)**

- CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)
- CSBS 320 Introductory Statistics for the Social Sciences (5)
- CSBS 330 Integrated Social Science Methods (5)
- CSBS 331 Documents-Based Research Methods (5)
- GOVT 360 State Legislative Politics Experience (5)

### **Disciplinary Core (25 Credits)**

**Choose two different courses from two Subfields and one from the third.**

### **Required Senior Level Courses— 400 Level Requirements (12 Credits)**

- GOVT 490 Senior Capstone: Globalization (5)
- GOVT 493 Portfolio Assessment (2)
- Choose one additional 400 level course below HIST 470 (5)

<b>Required Introductory Courses</b>	<b>15 credits</b>
<b>Methods Requirements</b>	<b>5 credits</b>
<b>Disciplinary core credits</b>	<b>25 credits</b>
<b>Senior level credits</b>	<b>12 credits</b>
<b>Total credits for above major</b>	<b>57 credits</b>

## **BACHELOR OF ARTS (BA)**

### **GOVERNMENT MAJOR (72 CREDITS)**

*Note:* Two years of a single high school foreign language or one year of a single college level foreign language is required. *Note:* NO SUBSTITUTIONS FOR CORE COURSES.

### **Required Introductory Courses (20 Credits)**

- GOVT 100 Modern Government in American Context (5)
- GOVT 202 Introduction to Political Theory (5)
- GOVT 203 Introduction to Comparative Politics (5)
- GOVT 204 Introduction to International Politics (5)

### **Disciplinary Core (20 Credits)**

- GOVT 300 U.S. Judicial Process (5)
- GOVT 320 International Systems (5)
- GOVT 332 The U.S. Presidency (5)
- GOVT 335 U.S. Congress (5)

### **Methods Requirement, Choose one (5 Credits)**

- CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)
- CSBS 320 Introductory Statistics for the Social Sciences (5)
- CSBS 330 Integrated Social Science Methods (5)
- CSBS 331 Documents-Based Research Methods (5)
- GOVT 360 State Legislative Politics Experience (5)

### **Required Senior Level Courses (7 Credits)**

- GOVT 490 Senior Capstone: Globalization (5)
- GOVT 493 Portfolio Assessment (2)

### **Elective Requirements (20 Credits)**

- Choose two 300 level courses from two subfields (10)
- Choose two 400 level courses below GOVT 470 from two subfields (10)

<b>Required introductory credits</b>	<b>20 credits</b>
<b>Required disciplinary core credits</b>	<b>20 credits</b>
<b>Required methods credits</b>	<b>5 credits</b>
<b>Required senior level credits</b>	<b>7 credits</b>
<b>Elective credits</b>	<b>20 credits</b>
<b>Total required credits for above program</b>	<b>72 credits</b>

### **PRE-LAW OPTION (82 CREDITS)**

Students must complete the required introductory courses, the disciplinary core and the methods requirement and required senior level courses.

### **Elective Requirements (30 Credits)**

- Choose two 300 level courses from two subfields (10)
- Choose two 300 level courses from the American Government subfield (10)
- Choose two 400 level courses below GOVT 495 from two subfields (10)

<b>Required introductory credits</b>	<b>20 credits</b>
<b>Required disciplinary core credits</b>	<b>20 credits</b>
<b>Required methods credits</b>	<b>5 credits</b>
<b>Required senior level credits</b>	<b>7 credits</b>
<b>Elective credits</b>	<b>30 credits</b>
<b>Total required credits for above program</b>	<b>82 credits</b>

### **SUBFIELD DISTRIBUTION LISTS:**

#### **Political Philosophy:**

- GOVT 305 Jurisprudence (5)
- GOVT 313 Ancient and Medieval Political Thought (5)
- GOVT 314 Modern Western Political Thought (5)
- GOVT 317 American Political Thought (5)
- GOVT 318 Marx and Marxism (5)
- GOVT 319 Nations, Nationalism and Patriotism (5)
- GOVT 401 Topics in Political Theory (5)

#### **American Government and Politics:**

- GOVT 300 U.S. Judicial Process (5)
- GOVT 302 Criminal Procedure (5)
- GOVT 304 U.S. Civil Rights and Liberties (5)
- GOVT 305 Jurisprudence (5)
- GOVT 306 Basic Concepts of Criminal Law (5)
- GOVT 307 U.S. Constitutional System (5)
- GOVT 317 American Political Thought (5)
- GOVT 330 Federalism, State and Local Politics (5)
- GOVT 332 The US Presidency (5)
- GOVT 333 Public Management (5)
- GOVT 335 U.S. Congress (5)
- GOVT 336 U.S. Political Parties and Elections (5)
- GOVT 360 State Legislative Politics Experience (5)
- GOVT 370 Mock Trial I (5)
- GOVT 400 Topics in American Politics (5)
- GOVT 470 Mock Trial II (5)

## International Relations/Comparative Politics:

- GOVT 320 International Systems (5)
- GOVT 321 International Organizations (5)
- GOVT 322 International Political Economy (5)
- GOVT 323 U.S. Foreign Policy (5)
- GOVT 326 European Politics (5)
- GOVT 327 Politics of Developing Nations (5)
- GOVT 328 Politics of People's Republic of China (5)
- GOVT 329 Politics of South Asia (5)
- GOVT 402 Topics in International Relations and Comparative Politics (5)

## CERTIFICATES

### ASIA STUDIES CERTIFICATE (34 CREDITS)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- demonstrate awareness of historical, social, cultural, geographic and political dynamics in Asia and Asian countries;
- apply normative and empirical tools to the study of Asian political, cultural and governmental realities, both past and present;
- apply knowledge of Asian history to interpret current political, social and cultural dynamics in Asia and in comparison to other world regions;
- acquire basic communication skills in at least one Asian language;
  - attain advanced understanding of Asia sufficient to enter graduate studies concerning the region, or a career track wherein expertise in Asia is necessary.

Interest in Asia and Asian Studies has increased dramatically in recent years. For some, Asia represents opportunity for business, trade and commercial exchange as one of the new and vast marketplaces of the 21<sup>st</sup> century. For others, Asia is a place where remarkable expressions of traditional culture such as religion, poetry and art have stayed alive even into the 21<sup>st</sup> century. Located in the Pacific Northwest, Washington State is a gateway to the East and offers an ideal setting to learn about the interactions between Asia and the rest of the world. This Asia Studies Certificate offers students the opportunity for a highly specialized and integrative look at trans-regional and international issues related to Asia focusing on the culture, history, politics and languages of the region.

Acceptance to the certificate program requires that the student have at least a 3.0 cumulative grade point average in all courses at EWU and the approval of the certificate coordinator. In no course required for the certificate can the student receive below a 3.0 and all courses within the certificate must have a 3.3 minimum cumulative grade point average.

All required courses for the certificate other than the language requirement must be completed at EWU. Transfer credits other than language credits will not be accepted for certificate completion.

Completion of this certificate will also satisfy the minor requirement for students completing majors where a minor is required.

#### Required Certificate Courses

1. Language requirement: 10 credits of a relevant language. This may be met with credits from outside of EWU.
  2. Choose two courses from two of the areas and one course from the third\*
  3. All students must complete the 1 credit assessment course. (GOVT 493)
- All course selections must be approved by the certificate coordinator

#### Government:

- GOVT 322 International Political Economy (5)
- GOVT 327 Politics of Developing Nations (5)
- GOVT 328 Politics of the People's Republic of China (5)
- GOVT 329 Politics of South Asia (5)
- INST 380 Japan Today (4)

#### History:

- HIST 300 Nationalism and Colonialism in Southeast Asia (5)
- HIST 310 Imperial China (5)
- HIST 410 China in the 19th and 20th Centuries (5)
- HIST 416 History of Modern Japan (5)
- HIST 498 Democracy and Human Rights in Asia (1-5)

#### Anthropology/Geography:

- ANTH 349 Major Civilizations of Asia (5)
- GEOG 333 Geography of Monsoon Asia (4)
- GEOG 335 The Geography of the Pacific Rim (4)

#### Directed Study Assessment

- GOVT 493 Portfolio Assessment (1)

<b>Required language credits:</b>	<b>10 credits</b>
<b>Area course credits:</b>	<b>23-25 credits</b>
<b>Assessment course:</b>	<b>1 credit</b>
<b>Minimum total required credits for certificate:</b>	<b>34 credits</b>

\*Other courses may be substituted as electives if selected in consultation with and approved by the certificate coordinator

## PUBLIC POLICY AND ADMINISTRATION CERTIFICATE (44 CREDITS)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- acquire an understanding of the institutional, political, legal and economic processes of the United States;
- acquire an understanding of the public policies of the U.S. and the ways in which they are created by and carried out through political and economic processes;
  - demonstrate an ability to analyze political and economic phenomena through oral and written communication skills in public presentations, written reports and documents.

The Certificate in Policy Administration is intended for students who are interested in pursuing a graduate level education in an applied field. Completion of the 44 credit certificate provides a sharply focused view of policy implementation and application within the American system of government. In addition, the certificate provides students the opportunity to receive advanced placement standing within EWU's Master's Program in Public Administration. Students who complete the certificate will be required to take 36 credits of MPA "core courses" instead of the normally required 40 and will be required to complete 10 elective credits, rather than the usually required 20. Acceptance to the certificate program requires that the student have at least a 3.0 cumulative grade point average in all courses at EWU and the approval of the certificate coordinator. In no course required for the certificate can the student receive below a 3.0 and all courses within the certificate must have a 3.3 minimum cumulative grade point average.

All required courses for the certificate must be completed at EWU, transfer credits will not be accepted for certificate completion.

Completion of this certificate will also satisfy the minor requirement for students completing majors where a minor is required.

#### Government requirements (15 credits)

- GOVT 330 Federalism, State and Local Politics (5)
- GOVT 332 The U.S. Presidency (5)
- GOVT 333 Public Management (5)

#### Statistics Requirement (5 credits)

- (meets MPA statistics background requirement)
- CSBS 320 Statistics for the Social Sciences (5)
- or MATH 380 Elementary Probability and Statistics (5)

#### English Requirement (5 credits)

- ENGL 205 Introduction to Technical Writing (5)

#### Economics Requirement (10 credits)

- ECON 200 Introduction to Microeconomics (5)
- ECON 450 Public Finance and Public Policy (5)

#### And one of the following (5 credits)

- ECON 452 Health Economics (5)
- ECON 457 Natural Resource Economics (5)
- ECON 458 Regional Economics (5)
- ECON 470 International Economics (5)

#### Exit Synthesis Requirement (4 credits)

- PADM 507 Public Policy Analysis (4)

<b>Required government credits</b>	<b>15 credits</b>
<b>Required statistics credits</b>	<b>5 credits</b>
<b>Required English credits</b>	<b>5 credits</b>
<b>Required economics credits</b>	<b>15 credits</b>
<b>Required exit synthesis credits</b>	<b>4 credits</b>
<b>Total credits for above certificate</b>	<b>44 credits</b>
<i>(to qualify for the Advanced Standing MPA Program)</i>	

## MINOR

### GOVERNMENT MINOR (25 CREDITS)

#### Required Courses (15 credits)

- GOVT 100 Modern Government in American Context (5)
- GOVT 202 Introduction to Political Theory (5)
- GOVT 203 Introduction to Comparative Politics (5)
- or GOVT 204 Introduction to International Politics (5)

#### Electives (10 credits)

Select two courses from the 300-400 level below 470 (excluding 370 but may include 490).

<b>Required program credits:</b>	<b>15 credits</b>
<b>Elective credits:</b>	<b>10 credits</b>
<b>Required credits for above minor:</b>	<b>25 credits</b>

## Government Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### GOVT 100

#### Modern Government in American Context (5) FALL/WINTER/SPRING/SUMMER

[satisfies the GECR for social sciences, list 1, economics and government.]

A general introduction to the concepts, methods and concerns involved in the study of government, this course discusses fundamental ideas such as power, ideology and constitutionalism; the citizen role in democratic politics; the structure and processes of major governmental institutions; and selected areas of policy making. Emphasizes the comparison of the American political system with that of other major, chiefly democratic, systems.

### GOVT 202

#### Introduction to Political Theory (5)

This course is an introduction to major thinkers and ideas within the tradition of Western political thought. Authors may include Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. Themes discussed include power, human nature, rights, political legitimacy and the ideal form of government. The course is also a primer on how to think and write theoretically. Through the essay composition process, students will refine their critical thinking skills and their ability to construct arguments of their own.

### GOVT 203

#### Introduction to Comparative Politics (5)

[satisfies international studies university graduation requirement.]

An introduction to concepts, such as state, power, ideology and political phenomena, emphasizing similarities and differences in selected political systems.

### GOVT 204

#### Introduction to International Politics (5)

[satisfies international studies university graduation requirement.]

A basic introduction to the nature of politics in the international arena, with special attention to the instruments of national power, diplomacy, international law and the role of various international organizations and alliance systems.

### GOVT 299

#### Special Studies (1-5) FALL/WINTER/SPRING

*Prerequisite:* permission of the instructor, department chair and college dean.

Subjects studied vary according to faculty and student interest.

### GOVT 300

#### U.S. Judicial Process (5)

*Prerequisite:* GOVT 100.

This course examines the relationship of judicial behavior to structure, politics and the behavior of other actors in the judicial process. This includes examination of judicial processes from the trial court level through the Supreme Court of the United States.

### GOVT 302

#### Criminal Procedure (5)

This course is an examination of the philosophic and legal bases for protection of the rights of the criminally accused, with emphasis on Supreme Court decisions on the fourth, fifth and sixth Amendments and on the due process clause of the 14<sup>th</sup> Amendment.

### GOVT 304

#### U.S. Civil Rights and Liberties (5)

*Prerequisite:* GOVT 100

This course examines the history and development of civil rights and liberties in the constitutional context of the United States. It emphasizes the problems of racial, religious, economic, political and sexual discrimination and their remedies under the law.

### GOVT 305

#### Jurisprudence (5)

*Prerequisites:* GOVT 100 and GOVT 202

This course examines the philosophical underpinnings of the idea of law by examining the evolution of legal thought from Natural Law thinkers through Postmodern conceptions of legal reasoning. It includes discussion about the concepts of rules and justice as well as the nature and possibility of legal reasoning.

### GOVT 306

#### Basic Concepts of Criminal Law (5)

A survey of the basic concepts and content of the American substantive criminal law, including consideration of the purposes of the criminal law, the basic concepts utilized to define criminal offenses, defenses to criminal charges and examination of selected substantive offenses: e.g., assault, homicide, larceny.

### GOVT 307

#### U.S. Constitutional System (5)

*Prerequisites:* GOVT 100 and GOVT 300

This course examines the principal structural features of the U.S. governmental system, primarily through the study of decisions of the United States Supreme Court. Particular attention is paid to the structural realities of separation of powers and federalism and to the development of the specific powers of the national government in the light of the powers retained by the states.

### GOVT 313

#### Ancient and Medieval Political Thought (5)

*Prerequisite:* GOVT 202

This course engages thinkers and themes from the political theory of ancient Greece. Authors read include the pre-Socratics, Plato, Aristotle, and Seneca, among others. Questions concerning the nature and purpose of politics, the ideal political order, the definition of justice and virtue, and classical conceptions of knowledge, among others, will be pursued in detail. In addition to comparing various authors on these questions, students will spend some time considering the relationship between ancient views and more contemporary attitudes.

### GOVT 314

#### Modern Western Political Thought (5)

*Prerequisite:* GOVT 202

This course is a detailed encounter with various thinkers of the Western political theoretical tradition, including Machiavelli, Hobbes, Locke, Rousseau, and John Stuart Mill, among others. Ideas discussed include human nature, the rise of the modern state, the role of the individual and the people, the role of law, and the origins and nature of political power.

### GOVT 317

#### American Political Thought (5)

*Prerequisites:* GOVT 100 and GOVT 202

This course examines the major works which have influenced the political debate and the creation of institutions in the United States. Emphasis will be on America's liberal tradition and those values which are in competition with the liberal philosophy in the United States. Other topics in the tradition of American political thought include democracy, liberty, individualism, localism and equality.

### GOVT 318

#### Marx and Marxism (5)

*Prerequisites:* GOVT 202 and GOVT 203

This detailed examination of the political, economic and social theory of Karl Marx begins with a discussion of the ideas of G.W.F. Hegel, perhaps the most important European philosopher of the 19<sup>th</sup> Century and a major influence on Marx's thinking. Students subsequently read a large number of primary texts by Marx himself with excerpts from the writings of Vladimir Lenin, the protagonist of the 1917 Russian Revolution.

### GOVT 319

#### Nations, Nationalism and Patriotism (5)

*Prerequisites:* GOVT 100 and GOVT 202

This course is a detailed inquiry into nations, nationalism and patriotism, with specific emphasis on the United States. Authors read include Benedict Anderson, Anders Stephanson and David Campbell, among others. Topics explored include the conceptual predicates upon which nations depend, the idea of citizenship, violence and warfare, national identity, manifest destiny and more.

### GOVT 320

#### International Systems (5)

*Prerequisite:* GOVT 204

This course is a focused study of contemporary theories, debates and major scholarly traditions in the study of international politics. By studying and analyzing contending perspectives in world politics, the course covers how scholars of international relations differ from each other in their conceptualization of what the system is or ought to be. The course enables students to have a comprehensive appreciation of the global issues, difficulties and challenges that states and non-state actors face as they interact in the global arena.

### GOVT 321

#### International Organizations (5)

[satisfies international studies university graduation requirement.]

*Prerequisites:* GOVT 203 or GOVT 204 or permission of instructor.

The course engages students in a study of the history, structures and processes of international organizations within the world community. Focusing primarily on the United Nations system and its role in shaping global, national, group and state-society relations, the course also addresses other organizations such as the European Union and the World Trade Organization, as well as non-governmental organizations (NGOs).

### GOVT 322

#### International Political Economy (5)

*Prerequisite:* GOVT 204

This course examines international economic systems and their relation to world political realities. Students will examine theories of state political-economic relations and the history of international efforts to manage trade, monetary and financial systems by applying theories to contemporary global political economics, such as North-South issues and the political economy of oil and war.

### GOVT 323

#### U.S. Foreign Policy (5)

*Prerequisite:* GOVT 203 and GOVT 204

In this course students analyze important cases in U.S. foreign policy formulation since WW II with particular emphasis on the bureaucratic factors that shape foreign policy decisions.

### GOVT 326

#### European Politics (5)

[satisfies international studies university graduation requirement.]

*Prerequisites:* GOVT 203 or permission of instructor.

This course is an in-depth study of political life in European states beginning with the origins and contemporary practices of parliamentary democracy in Europe. It also addresses contemporary challenges to and opportunities for European states, including European integration through the European Union and the North Atlantic Treaty Organization (NATO), the broadening of the West toward the former Soviet states and the social, political and economic implications of immigration and international crime and violence.

### GOVT 327

#### Politics of Developing Nations (5)

*Prerequisites:* GOVT 203 and GOVT 204

This course examines the problems that attend political development in developing nations emphasizing the dilemmas of political development in traditional and transitional societies. Special emphasis is placed on nation-building; economic and social change; ideologies and political development; and elites, political parties, military and bureaucracies.

**GOVT 328**

**Politics of the People's Republic of China (5)**

*Prerequisites: GOVT 203 and GOVT 204*

This in-depth study of the modern political history and contemporary political system of China includes the fall of imperial China; the origins, development and victory of the Chinese Communist revolution; the rule and legacy of Chairman Mao Zedong, particularly the Great Leap Forward and the Cultural Revolution; economic reform, governance and political repression (especially the Tiananmen crisis) in the era of Deng Xiaoping; and current Chinese politics in the post-Deng China. The course focuses on China's domestic politics as well as China's position in the region and its role in the world.

**GOVT 329**

**Politics of South Asia (5)**

[satisfies international studies university graduation requirement.]

*Prerequisite: GOVT 203 or GOVT 204 or permission of instructor.*

This course examines the complex and dynamic regions of South Asia. Constituting nearly a fourth of all humanity and hosting almost half of the world's poor, the subcontinent is a region where histories, geographies and politics intertwine. The course introduces students to the political evolution of the region and to the major scholarly debates on the countries of India, Pakistan, Sri Lanka, Bangladesh and Nepal. Particular emphasis is placed on colonial legacies, nationalism and histories of state formation as well as political institutions and their evolution. Other topics may include democracy and dictatorship, socio-cultural diversity and ethnic conflicts, regionalism, communalism and linguistic politics, development and security concerns.

**GOVT 330**

**Federalism, State and Local Politics (5)**

*Prerequisites: GOVT 100*

This course examines the theory, history and functioning of the U.S. federal system of government. Emphasis is placed on the structure of the system as well as the interrelationships that exist. State and local governments are examined and emphasis is placed on policy formation, dispersion and implementation as well as the consequences of those policies.

**GOVT 332**

**The U.S. Presidency (5)**

*Prerequisites: GOVT 100*

This course examines the role of the President in the government of the United States and in international relations. It considers the dynamics of presidential power in the U.S. government as well as relations between the President and other branches of government as well as with the people.

**GOVT 333**

**Public Management (5)**

*Prerequisites: GOVT 100*

The course examines the fundamental concepts, approaches and leading theories of policy analysis. From a linear conception of policymaking to a more complex understanding of policy, this course provides both critical and practical understanding of public policy issues, including those in the realm of social welfare, health, energy, environment, food and agriculture, and national and global security. The course content encompasses the development, formulation, implementation and evaluation of policy. While dealing with substantive sectors and institutional aspects of public policy analysis the course also includes consideration of the complex interplay of power, knowledge and agency in the making of policy.

**GOVT 335**

**U.S. Congress (5)**

*Prerequisites: GOVT 100*

This course examines the role of representative governance in the United States by exploring the theoretical underpinnings of the U.S. Congress as created by the Founders, as well as its functions and how those have evolved. It also studies relations between the Congress and the other branches and how members of Congress interact, both institutionally and individually.

**GOVT 336**

**U.S. Political Parties and Elections (5)**

*Prerequisite: GOVT 100.*

This course examines two of the ways that people can affect the political system, by voting and joining political parties, and it considers ways to link those through political campaigns. It will analyze and evaluate party systems and explore the functions of modern U.S. political parties. Students will explore how and why people vote, the nature of modern elections and the evolution of campaigning in the United States.

**GOVT 350**

**Contemporary Political Problems (1-5)**

A topical course designed to accommodate the interest of the general student and the department faculty. Topics vary from quarter to quarter and are listed on EagleNET. Recent offerings include *Latin American Politics and International Security*. Analysis of contemporary problems may be under the guidance of one or more department members.

**GOVT 360**

**State Legislative Politics Experience (5)**

*Prerequisite: permission of the instructor.*

This course is designed to be a guided field experience with students in Olympia during the winter legislative session. It will connect the practical experiences students receive while interning in the Washington State legislature with theoretical models of legislative behavior and case studies of legislative action. Course requires instructor approval and acceptance into the Washington State Legislative Internship Program.

**GOVT 370**

**Mock Trial I (5)**

FALL

*Prerequisite: permission of instructor.*

Mock Trial I exposes students to courtroom procedures in civil or criminal cases, studying a trial as one form of dispute resolution. Working in teams, students receive a fictional legal case and prepare and argue both sides of that case by applying rules of evidence in a simulated courtroom. Students play the roles of attorneys and witnesses as they prepare and present their case to a panel of judges. GOVT 370 focuses on the basics of preparing and building a fictional legal case and introduces students to trial advocacy.

**GOVT 397**

**Workshop in Government (1-5)**

Specialized offerings in a workshop-type situation of materials emphasizing current topics and problems in the political arena.

**GOVT 400**

**Topics in American Politics (5)**

An intensive examination of selected questions in the arena of American political institutions, processes and public policy. Topics vary from quarter to quarter and include executive reorganization, congressional reform, politics and the press, post-partisan politics and various policy impact studies that cover the values of individual choice and problems of political economy.

**GOVT 401**

**Topics in Political Theory (5)**

Each of the topics chosen for this course explores in some depth the fundamental relationship between such common political phenomena as obligation, consent, freedom, law, authority, etc. The course is structured so that even when the particular topic is quite narrow, its development touches on the major nodes in the web of relationships these phenomena have with one another.

**GOVT 402**

**Topics in International Relations and Comparative Politics (5)**

*Prerequisites: GOVT 203 and GOVT 204.*

The topic of this course varies from quarter to quarter, depending on student and faculty interests. Topics in the past have included international law, international organizations (especially the European Union), problems of the international political system, comparative analysis of West European gender regimes, causes of political change and political stability, modernization and political development, causes and results of revolutions, the impact of social forces on the political system. The course may cover other topics as faculty and student interests change.

**GOVT 470**

**Mock Trial II (5)**

WINTER

*Prerequisite: GOVT 370 or permission of instructor.*

Mock Trial II exposes students to more advanced courtroom procedures in civil or criminal cases. Working in teams, students work with a fictional legal case to prepare and argue both sides by applying rules of evidence in a simulated courtroom. Students play the roles of attorneys and witnesses as they prepare and present their case to a panel of judges at local and regional competitions. Students may also engage in negotiation competitions as an alternate form of dispute resolution. This course follows GOVT 370 with more emphasis on conducting competitive mock trials.

**GOVT 490**

**Senior Capstone: Globalization (5)**

[satisfies senior capstone university graduation requirement.]

*Prerequisites: GOVT 204 and senior standing; or permission of instructor.*

This course is a senior-level seminar designed to integrate and further refine the analytical, writing and presentation skills acquired as a Government or International Affairs major. Its premise is that any student of politics or international affairs should graduate a bachelor's degree program with a refined sensibility of the concept (and varying realities) of globalization. The course covers case studies and theoretical analyses of the global dynamics of economic, cultural, religious, media and political relations as well as the influence of technology on globalization. Students prepare and present an original, extensive case study and analysis of globalization processes, if possible relating to the student's work as an International Affairs or Government major. (Cross-listed INST 490)

**GOVT 493**

**Portfolio Assessment (1-2)**

*Prerequisite: senior standing or declared major GOVT or INAF or permission of instructor.*

Advised by a member of the Government faculty, the student compiles an assessment portfolio of academic assignments completed in program specific courses at EWU. Taken during the term in which the student expects to complete the requirements for a program of study, this course provides the student with an opportunity to undertake guided academic/career planning as well as to participate in summative assessments.

**GOVT 495**

**Public Affairs Internship (1-5)**

*Prerequisite: permission of the instructor, department chair and college dean.*

Guided field experience designed to acquaint you with the formation and instrumentation of public policy; involves actual work with a political party, interest group, legislative body or administrative agency.

**GOVT 498**

**Seminar (1-5)**

*Prerequisite: permission of instructor.*

An in-depth analysis of particular political phenomena, with emphasis on student research. Usually offered on an interdisciplinary basis in cooperation with other departments offering similar courses.

**GOVT 499**

**Directed Study (1-5)**

*Prerequisite: permission of the instructor, department chair and college dean.*

Projects in selected fields of government.

## HEALTH SERVICES ADMINISTRATION

### College of Business and Public Administration

Mary Ann Keogh Hoss, Program Director	353 Riverpoint	509.358.2230 or 358.2263 mhoss@ewu.edu
<i>BA</i>	<i>Minor</i>	<i>Graduate Certificate</i>

Faculty: M. Hoss, M. Johnston

## UNDERGRADUATE PROGRAMS

The Health Services Administration Program is offered by the College of Business and Public Administration. This Interdisciplinary program is designed for students interested in a variety of careers in the field of health services administration. Positions are with long term care facilities, health maintenance organizations, health insurance companies, home health agencies, mental health agencies, physician practices, health departments, various regulatory agencies and community-based agencies among others. Responsibilities carried out by health managers/administrators include: budgeting/financial management, planning, human resource management, data analysis, marketing, physician relations and administration.

The required courses are in the areas of health services administration, business, health and economics. In addition, the program requires that the student complete a track or a minor in a specific sub-specialty. Examples of tracks include: aging, social work, planning, human resource management and information technology. Students must have approval of the program advisor for track or minor chosen and courses selected. HSAD students must maintain a 3.0 cumulative GPA for all HSAD classes and no more than two course grades may be below 3.0. Students earning three or more grades of less than 3.0 in HSAD courses will be dismissed from the program. The culmination of the student's experience in the program will be an internship in a health care setting. To qualify for the internship, the student must have at least a 3.0 grade point average in HSAD classes plus permission from the department.

Students in the Health Services Administration Program must have an overall cumulative grade point average of 2.25 and not less than a 2.0 in any given course. Also, students must complete one year of a foreign language, such as Spanish or sign language in college or two years of a single high school foreign language.

Upon acceptance to the program students must complete at least 92 credit hours. Students choosing to minor in health services must complete 20 credit hours. Courses are offered on an every other year basis and students should check with the program director and class schedule each quarter.

**Professional Membership Requirements:** Every student graduating in Health Services Administration must be a student member of a professional organization at least by their senior year.

**Work Experience Requirements:** It is strongly advised that all students seek as much practical experience as possible, whether voluntary or paid. Students are urged to consult with their advisors in order to plan their program.

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

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- develop excellent oral and written communication skills;
- apply strategies learned in the core curriculum during an internship;• articulate health services competencies gained in core curriculum classes.

## HEALTH SERVICES ADMINISTRATION MAJOR (92-93 CREDITS)

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

### Required Courses (84-85 credits)

- ACCT 251 Principles of Financial Accounting (5)
- ACCT 252 Principles of Managerial Accounting (4)
- BUED 302 Business Communication (4)
- DSCI 245 Data Analysis for Business (4)
- ECON 200 Introduction to Microeconomics (5)
- ECON 445 Insurance and Risk (5)
- ECON 452 Health Economics (5)
- HLED 256 Medical Terminology (1)
- HSAD 300 Health Care Organization and Administration (4)
- HSAD 310 Health Care Supervision (4)
- HSAD 322 Health Care Technology (4)
- HSAD 410 Health Law, Regulation and Ethics (4)
- HSAD 435 Process Improvement in Health Care (4)
  - or OPSM 330 Operations Management (4)
- HSAD 440 Health Care Research Design and Methods (3)
  - or EXSC 455 Research and Analysis (2)
- HSAD 460 Long Term Care Administration (4)
  - or HLED 370 Personal and Community Health (4)
- HSAD 470 Reimbursement and Management Strategies in Healthcare (4)
- HSAD 490 Senior Capstone: The Impact of Culture, Gender and Race on Health (4)
- HSAD 495 Internship (5)
- HUMR 328 Human Resource Management (4)
- MISC 311 Information Technology in Business (4)
- MKTG 310 Principles of Marketing (4)

### Track or minor (8 credits minimum)

Courses to be selected with approval of Health Services Administration Advisor

<b>Required program credits</b>	<b>84-85 credits</b>
<b>Track or minor credits</b>	<b>8 credits</b>
<b>Minimum total credits for above major</b>	<b>92 credits</b>

## MINOR

## HEALTH SERVICES MANAGEMENT MINOR (20 CREDITS)

### Required Courses (16 credits)

- HSAD 300 Health Care Organization and Administration (4)
- HSAD 310 Health Care Supervision (4)
- HSAD 322 Health Care Technology (4)
- HSAD 410 Health Law, Regulation and Ethics (4)
- Electives—Choose one of the following (4 credits)**
- HSAD 435 Process Improvement in Health Care (4)
- HSAD 460 Long Term Care Administration (4)

<b>Required program credits</b>	<b>16 credits</b>
<b>Elective credits</b>	<b>4 credits</b>
<b>Total credits for above minor</b>	<b>20 credits</b>

## GRADUATE PROGRAM

The College of Business and Public Administration through its Health Services Administration Program, offers graduate courses and a graduate-level certificate in health services administration. Courses from health services administration are often included in a number of programs such as: Social Work, the Master of Business Administration, the Master of Public Administration and Master of Urban and Regional Planning.

In general, the graduate courses are designed to expand one's understanding of issues that impact the successful delivery of health services. The individual classes focus on unique organizational issues that impact health delivery. The topics covered in these classes will be useful to health-related professionals who have specialty expertise in a health discipline and desire a greater understanding of the legal, fiscal and managerial aspects of delivering health care in several different environments. They also will aid non-health professionals who wish a better understanding of financing and delivery of public and private/non-profit health care.

This graduate certificate supports the goals of the College and University by providing opportunities for people to expand their collaborative, critical thinking, change management and strategic planning skills. Students who successfully complete a certificate offered by this program will become more effective manager/administrators or collaborators within the health delivery system. The program believes in the concept that "health is a team affair" and is committed to providing education, research and service opportunities for students to become effective collaborators in personal community health enhancement.

### *Objectives Of The Certificate Program*

The program has objectives to provide students opportunities to:

1. Expand their understanding of the fiscal, legal and operational constraints and to identify opportunities for financing;
2. Enhance communication, interpersonal collaboration, leadership, strategic planning, change management and critical thinking skills;
3. Expand their knowledge of future health care issues.

### *Admission Requirements/Preparation*

The Health Services Administration program encourages people with a bachelor degree and who are interested in health services administration, to enroll in the graduate courses offered. Depending on one's background and multitude of health care entities (public and experience, certain prerequisite courses could be needed. Students who have a bachelor's degree in business, public administration, social work or related disciplines may have the necessary preparation to enroll in the courses and Certificate Program with little or no additional preparation. Students who have a bachelor's degree in business, public administration, social work or related disciplines may have the necessary preparation to enroll in the courses and Certificate Program with little or no additional preparation. The identification of necessary prerequisites would occur through a review of transcripts and other application material by the program director.

### *Program Requirements*

1. Two copies of official transcripts for all college work completed;
2. Meet graduate program admission requirements;
3. A letter describing one's background and experience in the health delivery system and how the Health Services Administration Certificate fits into one's professional goals.
4. Application materials should be sent directly to Graduate Studies Office, 206 Showalter, Eastern Washington University, Cheney, WA 99004-2444

### *Application Deadline*

The Health Services Administration programs accept students into courses at any time. HSAD 500, U.S. Health Care Systems is the first class and is offered in the fall. It is the prerequisite for the remaining classes.

## CERTIFICATE

### GRADUATE CERTIFICATE IN HEALTH SERVICES ADMINISTRATION

The Health Services Administration Certificate is intended to provide students who have an interest in working within the health field with an understanding of the many different types of health organizations that exist in the U.S. The courses also present students with an overview of the financial, legal and administrative issues that face all health administrators in today's market.

Students who wish a Health Services Administration Certificate must successfully complete the following courses:

#### **Required Courses**

- HSAD 500 U.S. Health Care Systems (4)
- HSAD 510 Health Law (4)
- HSAD 520 Health Reimbursement Issues (4)
- HSAD 530 Seminar on Business and Health (4)
- HSAD 598 Seminar in Health Services Administration (4)

#### **Total required credits**

**20 credits**

HSAD 500, 510 and 520 are the core classes for the certificate. HSAD 530 and 598 must be completed for the certificate-only students. For students in master's programs seeking the Professional Specialization Option, the core classes must be completed. Master's students are strongly encouraged to complete HSAD 530 and 598. Master's students, with their program advisor, may determine that other classes would better meet the needs in gaining insight into health issues in their specific discipline. This process will include the HSAD program advisor.

## Health Services Administration Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### HSAD 300

#### Health Care Organization and Administration (4) FALL/SPRING

This is a survey course that looks at the multitude of healthcare entities (public and private), how they interact and the issues that are in today's complex health care environment.

### HSAD 310

#### Health Care Supervision (4) WINTER

*Prerequisite:* HSAD 300 or consent of the instructor.

Topics covered include: tasks, education, roles and values of health services managers in various settings; control, organization behavior, design, professional integration, adaptation and accountability. Case analysis method will be emphasized.

### HSAD 322

#### Health Care Technology (4) SPRING

*Prerequisites:* HSAD 300, MISC 311 or consent of the instructor.

This course introduces the student to the technology used in health care for administrative, clinical and facility needs. Support systems for health care are also discussed. This illustrates the breadth and scope of technology in health care and its impact on patients, providers and payors.

### HSAD 399

#### Special Studies (1-10) FALL/WINTER/SPRING/SUMMER

*Prerequisites:* permission of the instructor, department chair and college dean.

Subjects vary according to faculty and student interest and need.

### HSAD 410

#### Health Law, Regulation and Ethics (4) FALL

*Prerequisites:* HSAD 300, 310, 322 or consent of the instructor.

This course is an introduction to health-related legislation, regulation and certification/accreditation programs. The legal and ethical implications for providers and consumers of health care are explored. Topics covered include contracts, fraud and abuse, antitrust and corporate, criminal and tax law, informed consent, patient rights, medical worker issues and conflict of interest. Ethics, risk management and corporate compliance, will also be discussed.

### HSAD 435

#### Process Improvement in Health Care (4)

*Prerequisites:* HSAD 300, 310, 322 and 410 or consent of the instructor.

This course examines strategic planning in health care, the application of quality management in health care and strategies for competitive advantage. The student is exposed to a variety of strategies as well as a systems approach to understanding concepts as they apply to health care.

### HSAD 440

#### Health Care Research Design and Methods (3) WINTER

*Prerequisites:* DSCI 245, HSAD 300 or consent of the instructor.

This course covers the methods used in health services research and evaluation which includes research designs, measurement and methods of analysis. The objective of the course is to provide the student with an understanding of the research process as it relates to health care.

### HSAD 460

#### Long Term Care Administration (4) WINTER

*Prerequisite:* HSAD 300 or consent of the instructor.

The administration issues of care for long term patients will be addressed with specific discussion on the aged and primary and extended care of the age. The peculiar social, cultural and economic environment will be discussed as each is related to accessibility and availability of health services and the aspects of administration in long term care facilities.

### HSAD 470

#### Reimbursement and Management Strategies in Healthcare (4) WINTER

*Prerequisite:* : HSAD 300, 310, 322, 410, ACCT 251, 252, MISC 311, DSCI 245, EGON 200.

This course examines reimbursement and management strategies in health care, through medical practice simulation. Topics include an introduction to health care strategic planning, review of current implementation of billing and coding and decision making in practice management. This course also reviews performance metrics and overall operation and financial health of a practice.

### HSAD 490

#### Senior Capstone: The Impact of Culture, Gender and Race on Health (4) SPRING

[satisfies senior capstone university graduation requirement.]

This course examines health related differences due to the impact of gender, ethnicity and race on health. It attempts to put this information in a context which allows health program managers to use this information to better plan, design and implement programs which are sensitive to the health needs of diverse populations. To achieve this goal the class will examine epidemiological research, historical and cultural studies and social and psychological theories pertaining to health status and communication.

### HSAD 495

#### Internship (5) SPRING

*Prerequisites:* HSAD 300, 305, 310, 322, 410, 415, 420, 440, 450; upper division GPA of at least 3.0; permission of the instructor, department chair and college dean.

Students will spend 16-20 hours a week on-site under the direct supervision of a supervisor learning the day to day operations of a health care organization.

### HSAD 499

#### Directed Study (5) FALL/WINTER/SPRING/SUMMER

*Prerequisite:* permission of the instructor, department chair and college dean.

Individual study in a field of special interest.

### HSAD 500

#### U.S. Health Care Systems (4) FALL

*Prerequisite:* graduate standing.

This course concentrates on the health care environment and how it impacts on health services administration. Considerable time is spent discussing the effectiveness of the health care system in the United States as it exists today. Topics to be covered include: the various health care delivery models, financing health care, managed care organizations, Medicare and Medicaid, health manpower, single and multi-hospital systems, long-term care and historical data.

### HSAD 510

#### Health Law (4) SUMMER

*Prerequisite:* HSAD 500.

The objective of the course is to develop in the student an appreciation for the depth and reach of the law in all facets of the health care delivery process. The course will emphasize the impact of the law in private and public health settings. Topics include an introduction to our legal system, professional liability issues related to providers, legal issues in the operation and regulation of health care institutions and legal issues in the institution-patient relationship as well as the institution-physician relationship.

### HSAD 520

#### Health Reimbursement Issues (4) WINTER

*Prerequisites:* HSAD 500 and either BADM 530 or PADM 507 and 513 or consent of the instructor.

Reimbursement issues are reviewed for two perspectives (1) institutions/providers and (2) payers and users of health care, such as insurers, business and consumers. Topics covered from the providers' perspective include evaluation of one's financial information for clinical and managerial decisions. Topics covered from the payer's perspective include financial incentives and disincentives. Implications for efficient and effective delivery of health care services are identified and explored.

### HSAD 530

#### Seminar on Business and Health (4) SPRING

*Prerequisites:* HSAD 500 and advanced graduate standing or consent of the instructor.

This course examines the role companies and other employers play in the development of health policy and provision of health services pertaining to employee benefits.

### HSAD 560

#### Managed Care Systems (4)

*Prerequisites:* HSAD 500, 520 or consent of the instructor.

An examination of the challenges associated with organizing and managing various types of managed care systems (Health Maintenance Organizations (HMOs), Preferred Providers Organizations (PPOs), etc.). The course places special emphasis on the organization and management of physicians' practice and the principles of health insurance, including premium development and risk management. Other topics include contractual relationships with hospitals, utilization review, quality assurance systems and marketing.

### HSAD 595

#### Internship (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

### HSAD 596

#### Experimental Course (2-5)

### HSAD 598

#### Seminar in Health Services Administration (4) SUMMER

This course is designed to emphasize the manager's role when conducting grant writing or research within the field of health care. The course will emphasize the managerial applications of survey research and grant writing from both a theoretical and practical perspective. Students will learn to conduct survey research or write a grant during this course with the assistance of the instructor.

### HSAD 599

#### Directed Readings (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

## HEALTH EDUCATION

See PHYSICAL EDUCATION, HEALTH AND RECREATION.

## HISTORY

### College of Social and Behavioral Sciences

J. William T. Youngs, Chair	200E Patterson Hall	509.359.6944 history@ewu.edu
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<i>BA</i>	<i>Minors</i>	<i>History Endorsement</i>	<i>MA</i>	<i>Certificate</i>
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Faculty: G. Bazemore, M. Conlin, R. Dean, A. Garcia, K. Huttenmaier, J. Kieswetter, A. LeBar, L. Phillips, R. Sauders, M. Seedorf, E. Slack, W. Youngs, L. Zhu

## UNDERGRADUATE PROGRAMS

George Santayana wrote that “Those who cannot remember the past are condemned to repeat it.” History provides the most useful key of knowledge for unlocking all other realms of human development. It embraces many fields of academic inquiry and uses them to provide a detailed picture of various cultures and their governments, legal systems, social behavior, art, economic systems, literature, religions, medicines, technologies, sports, fashions and a myriad other endeavors. A university-level education would be inconceivable without it, because learning about the past is imperative to understanding the present and preparing for the future. The study of history provides a solid foundation not only for history and social studies education majors but for careers in law, business, government, international relations, journalism, library services and museums, to name but a few. As peoples of different ethnicities interact with each other more frequently in the 21<sup>st</sup> century, understanding each others’ past paves the way for harmonious and beneficial cross-cultural relations.

In addition to resources of the university library, students have access to materials at the Northwest Museum of Arts and Culture and the Washington State Archives, Eastern Region. Internships are available at several agencies in the area, such as the Northwest Museum of Arts and Culture, the University Archives and the City/County Historic Preservation Office.

**History Degree Descriptions:** The History Department offers both a major and a minor for the bachelor of arts degrees. History courses also appear in Africana Studies, American Indian Studies, Chicano Studies and Women’s Studies Programs. The department also offers a Master of Arts degree.

Any student who is considering a major or minor in history is strongly encouraged to consult with an advisor from the Department of History in the early stages of his or her academic study at EWU. History majors are strongly encouraged to complete two or more years of a college-level foreign language.

**General Degree Completion Requirements:** Courses used to fulfill the History Program requirements for the BA (50 and 65 credit options) and the History Minor (18 credits) require a minimum of 2.0 in each course and a minimum GPA of 2.5 for all such courses.

History majors (65 or 50 credit option) require at least one course (4–5 credits) from a non-Western and/or pre-modern area.

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

### **BACHELOR OF ARTS (BA)**

#### STUDENT LEARNING OUTCOMES

##### Students will:

- display an ability to do original research in library, archival and electronic resources;
- develop writing proficiency on historical topics;
- analyze and interpret a wide spectrum of historical source materials;
- demonstrate knowledge about a wide variety of historical issues, themes, events and persons;
- articulate how their historical training can be applied in various careers;
- display an appreciation for the culturally diverse nature of human beings from a historical perspective.

### HISTORY MAJOR (50 CREDITS)

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

#### Required Courses

##### Introductory Surveys chosen from the following (5 credits)

- HIST 104 East Asia: Tradition and Transformation (5)
- HIST 105 Western Heritage: Origins to the 18<sup>th</sup> Century (5)
- HIST 106 Western Heritage: 18<sup>th</sup> Century to the Present (5)
- HIST 110 The American Experience: A Survey (5)

##### Foundation Courses (15 credits)

- CSBS 331 Documents-Based Research Methods (5)
- HIST 290 History Today: Issues and Practices (5)
- or CSBS 310 Foundations of Social and Behavioral Science Theory (5)
- HIST 490 Senior Capstone Seminar (5)

##### Core Courses (30 credits)

- U.S. History (10)
- European History (10)
- Global/Comparative History (10)

##### Pre-Modern or Non-Western core courses:

Choose one or more courses listed under the 65-credit major (counts toward core courses requirement above)

<i>Required introductory survey credits</i>	<i>5 credits</i>
<i>Required foundation credits</i>	<i>15 credits</i>
<i>Required core credits (need 25 credits or more upper-division)</i>	<i>30 credits</i>
<i>Total credits for above major (35 credits must be upper-division)</i>	<i>50 credits</i>

*Note:* The above major requires the completion of a minor or certificate approved by a history advisor.

*Note:* Students must complete at least 25 credits of this major at Eastern Washington University.

### HISTORY MAJOR (65 CREDITS)

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

#### Required Courses

##### Introductory Surveys chosen from the following (10 credits)

- HIST 104 East Asia: Tradition and Transformation (5)
- HIST 105 Western Heritage: Origins to the 18<sup>th</sup> Century (5)
- HIST 106 Western Heritage: 18<sup>th</sup> Century to the Present (5)
- HIST 110 The American Experience: A Survey (5)

##### Foundation Courses (15 credits)

- CSBS 331 Documents-Based Research Methods (5)
- HIST 290 History Today: Issues and Practices (5)
- or CSBS 310 Foundations of Social and Behavioral Science Theory (5)
- HIST 490 Senior Capstone Seminar (5)

##### Core Courses (40 credits)

- U.S. History (10)
- European History (10)
- Global/Comparative History (10)
- Additional Electives (10)

##### Pre-Modern or Non-Western core courses:

Choose one or more of the following (counts toward core courses requirement above)

- HIST 310 Imperial China (5)
- HIST/AAST 315 African History (5)
- HIST 341 The Renaissance and the Reformation Europe (5)
- HIST 365 Latin American History (5)
- HIST 410 China in the 19<sup>th</sup> and 20<sup>th</sup> Centuries (5)
- HIST 416 Modern Japan (5)
- HIST 425 Greek History to 400 BC (5)
- HIST 426 Hellenistic Greece (5)
- HIST 427 Roman Republic (5)
- HIST 428 Roman Empire (5)
- HIST 429 Ancient Near East (5)
- HIST 430 History of England to 1603 (5)
- HIST 455 Medieval Russia (5)
- HIST 461 Colonial Latin America (5)
- HIST 463 Cultural History of Latin America (5)
- HIST 464 History of Mexico (5)

<i>Required introductory survey credits</i>	<i>10 credits</i>
<i>Required foundation credits</i>	<i>15 credits</i>
<i>Required core credits (need 30 credits or more upper-division)</i>	<i>40 credits</i>
<i>Total credits for above major (45 credits must be upper-division)</i>	<i>65 credits</i>

*Note:* Students must complete at least 25 credits of this major at Eastern Washington University.



## Distribution list:

### U.S. History:

- HIST 303 U.S. History, 1607–1877 (5)
- HIST 304 U.S. History, 1877–Present (5)
- HIST 305 Paths to the American Present (5)
- HIST 373 History of the American Wilderness (5)
- HIST 392 Women in the American West (4)
- HIST/WMST 394 Women in American History (4)
- HIST 470 First American Frontier, 1607–1763 (4)
- HIST 471 Era of the American Revolution, 1763–1789 (4)
- HIST 472 Young Republic, the U.S. from 1783–1824 (5)
- HIST 473 Age of Jackson (5)
- HIST 475 Civil War and Reconstruction (5)
- HIST 478 Contemporary America (5)
- HIST 481 History of American Foreign Relations from 1898 (5)
- HIST 482 History of the American Frontier (5)
- HIST 483 History and Government of the Pacific Northwest (5)
- HIST 487/ECON 412 Economic History of the United States (5)

### European History:

- HIST 306 Modern Europe (5)
- HIST 341 Renaissance and Reformation (5)
- HIST 350 War and Society (5)
- HIST 360 History of Spain (5)
- HIST/GERM 382 20<sup>th</sup> Century Germany, From World Wars to Cold War. Culture, Political Conflict and National Identity (5)
- HIST 425 Greek History to 400 BC (5)
- HIST 426 Hellenistic Greece (5)
- HIST 427 Roman Republic (5)
- HIST 428 Roman Empire (5)
- HIST 429 Ancient Near East (5)
- HIST 430 History of England to 1603 (5)
- HIST 431 History of England 1603 to 1870 (5)
- HIST 432 Modern Britain Since 1870 (5)
- HIST 433 British Empire Since 1850 (5)
- HIST/ANTH 435 Irish History and Culture (5)
- HIST 445 History of Modern Germany (5)
- HIST 448 French Revolution and Napoleon (5)
- HIST 454 Diplomatic History of Europe, 1914 to the Present (5)
- HIST 455 Medieval Russia (5)
- HIST 456 Imperial Russia (5)
- HIST 457 20<sup>th</sup> Century Russia (5)

### Global/Comparative History:

- HIST/AAST 215 Early African American History (5)
- HIST/AAST 216 20<sup>th</sup> Century African American History (5)
- HIST/CHST 218 Chicano History (5)
- HIST 301 History of the Present (5)
- HIST 310 Imperial China (5)
- HIST 313 Asian American History (5)
- HIST/AAST 315 African History (5)
- HIST 350 War and Society (5)
- HIST 365 Latin American History (5)
- HIST 410 China in the 19<sup>th</sup> and 20<sup>th</sup> Centuries (5)
- HIST 416 Modern Japan (5)
- HIST 440 History of World War I (4)
- HIST 441 History of World War II (4)
- HIST 461 Colonial Latin America (5)
- HIST 463 Cultural History of Latin America (5)
- HIST 464 History of Mexico (5)

## CERTIFICATE

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate awareness of the historical, social, cultural, geographic and political dynamics of the Latin American and Iberian countries (Latin America, Spain, and Portugal);
- apply normative and empirical tools to the study of Latin American and Iberian political, cultural and governmental realities, both past and present;
- apply knowledge of Latin American and Iberian history to interpret current political, social and cultural dynamics in Latin America and Iberia (Spain and Portugal) and in comparison to other world regions;
- acquire basic communication skills in Spanish, French or Portuguese;
- attain advanced understanding of Latin America and Iberia, sufficient to enter graduate studies concerning the region, or a track wherein expertise in Latin America, Spain and/or Portugal is necessary.

## LATIN AMERICAN AND IBERIAN STUDIES

### CERTIFICATE (35 CREDITS):

Stretching over twenty countries, from Mexico to Central America and the Caribbean to South America, Latin America is a major world region, neighbor to the United States and increasingly the point of origin for a significant number of Americans. Through growing hemispheric links such as NAFTA, CAFTA and the OAS, Latin America has been and will continue to be a major area of U.S. business, economic and political relations. The Latin American and Iberian Studies Certificate will provide the EWU student, and the Spokane metropolitan area, with the opportunity to gain a highly specialized and integrative knowledge of the internal and international issues related to Latin America and Iberia (Spain and Portugal), by focusing on culture, history, politics and language in a premier public university setting.

Acceptance to the certificate program requires that the student have at least a 3.0 cumulative GPA in all courses at EWU and the approval of the certificate coordinator. In no course required for the certificate can the student receive below a 3.0 and all courses within the certificate must have a 3.3 minimum cumulative GPA.

All courses for the certificate must be completed at EWU; transfer credits will not be accepted for certificate completion. Completion of this certificate will also satisfy the minor requirement for students completing majors where a minor is required.

#### Required Certificate Courses:

**Language requirement (15 credits)** instruction in the Spanish, Portuguese or French languages through the Modern Languages and Literatures language programs.

#### Students must take all of the following (11 credits)

- ANTH 357 Peoples of Latin America (5)
- HIST 365 Latin American History (5)
- HIST/GOVT/ANTH 493 Certificate Synthesis/Portfolio Assessment (1)

#### Students select two courses from the following (9 credits minimum)

##### Anthropology:

- ANTH 366 Revolution and Development in the 3rd World (5)
- ANTH 455 Archaeology of Meso-America (5)

##### Chicano Studies:

- CHST 218 Chicano History (5)
- CHST 300 Survey of Chicano Literature (5)
- CHST 340 Latina/o Communities in the U.S.: Field Research in Chicana/o Latina/o Studies (5)

##### Geography:

- GEOG 332 Geography of Latin America (4)

##### Government:

- GOVT 320 International Systems (5)
- GOVT 322 International Political Economy (5)
- GOVT 327 Politics of Developing Nations (5)
- GOVT 402 Topics in International Relations and Comparative Politics (5)

##### History:

- HIST 360 History of Spain (5)
- HIST 461 Colonial Latin America (5)
- HIST 463 Cultural History of Latin America (5)
- HIST 464 History of Mexico (5)
- HIST 490 Senior Capstone Seminar (5)

**Students may incorporate the following courses into the program when certificate themed and with the approval of the certificate coordinator.**

- ANTH 499 Directed Study (5)
- CHST 499 Directed Study (5)
- GOVT 499 Directed Study (5)
- HIST 499 Directed Study (5)

Other certificate-themed courses at the 300 or 400 level may exceptionally fulfill requirements with the approval of the certificate coordinator.

**Required language credits:** 15 credits

**Core requirements:** 11 credits

**Area requirements:** 9 credits

**Minimum number of credits for above certificate:** 35 credits

## MINORS

### HISTORY MINOR (18 CREDITS)

#### Required Courses

Select history courses from two or more of the three above-listed areas (U.S. History, European History, Global/Comparative History). At least 10 credits of coursework for the minor must be upper-division.

**Total credits for above minor**

**18 credits**

### HISTORY/SECONDARY MINOR (30 CREDITS)

This minor satisfies the endorsement for grades 5-12.

**Note:** This minor endorsement requires a grade of 2.5 in all coursework done in the minor at Eastern.

#### Required Courses

HIST 104 East Asia: Tradition and Transformation (5)  
 or HIST 365 Latin America History (5)  
 HIST 105 Western Heritage: Origins to the 18<sup>th</sup> Century (5)  
 HIST 106 Western Heritage: 18<sup>th</sup> Century to the Present (5)  
 or HIST 306 Modern Europe (5)  
 HIST 303 U.S. History, 1607-1877 (5)  
 HIST 304 U.S. History, 1877-Present (5)  
 HIST 483 History and Government of the Pacific Northwest (5)

**Total credits for above minor**

**30 credits**

### Course Requirements for Teacher Certification/Add-on Endorsements (For students who currently possess a Washington State Teaching Certificate)

### HISTORY/ADD-ON ENDORSEMENT (49 CREDITS)

This add-on satisfies the endorsement for grades 5-12.

**Note:** This add-on endorsement requires a grade of 2.5 in all coursework done in the add-on at Eastern.

#### Required Courses

ECON 100 General Education Economics (5)  
 GOVT 100 Modern Government in American Context (5)  
 GEOG 101 Fundamentals of Human Geography (5)  
 HIST 104 East Asia: Tradition and Transformation (5)  
 or HIST 365 Latin America History (5)  
 HIST 105 Western Heritage: Origins to the 18<sup>th</sup> Century (5)  
 HIST 106 Western Heritage: 18<sup>th</sup> Century to the Present (5)  
 or HIST 306 Modern Europe (5)  
 HIST 303 U.S. History, 1607-1877 (5)  
 HIST 304 U.S. History, 1877-Present (5)  
 HIST 483 History and Government of the Pacific Northwest (5)  
 SOST 390 Social Studies in the Secondary School (4)

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

**49 credits**

## GRADUATE PROGRAM

### MASTER OF ARTS

Robert Dean, Program Advisor	200 Patterson Hall	509.359.7953 rdean@ewu.edu
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#### STUDENT LEARNING OUTCOMES

##### Students will:

- understand historical studies, including historical methodology and selected aspects of modern historiography;
- demonstrate factual and bibliographic mastery and the ability to interpret institutional and cultural change in two historical fields;
- conduct effective library research and write a major graduate research paper;
- think critically about historical information and historical problems.

The MA program in History is designed to prepare students for pursuits requiring a historical background. Students who are interested in teaching careers, in preparation for doctoral programs and in participation in professional internships such as library, museum or archival work, can design a program to suit their needs.

### Applicants for the MA program in History should submit:

1. An official transcript from an accredited college or university which has awarded the student a baccalaureate degree. At least a 3.0 (B) average is normally expected, although most applicants have a higher GPA. Applicants are expected to have a background in history.
2. A substantial writing sample reflecting serious academic effort.
3. A one-page personal statement on career plans and interest in pursuing graduate studies in history.
4. Letters of recommendation from two individuals familiar with the applicant's academic work or other experience relevant to historical training.
5. Official scores for the Graduate Record Examination.

### Deadlines for admission to the MA program in History:

Fall Quarter (May 15); Winter Quarter (November 15); Spring Quarter (February 15); and Summer Quarter (April 15).

After admission to the graduate program, candidates will complete at least sixty (60) credits of coursework, five (5) to fifteen (15) credit hours may be History 600 *Thesis* or History 601 *Research Report*. No more than twenty (20) credits of coursework may be taken at the 400-level. Undergraduate EWU history courses included in a master's program must be taught by the graduate faculty of the History Department. The student's program and choice of courses must be approved by the department program advisor. All candidates must take the master's oral examination. In addition, candidates will either complete a master's thesis, a research report in lieu of thesis or take written examinations over their two fields, which are explained in the next paragraph. The oral examination and the thesis, research report or written examinations will be completed during the student's final quarter of graduate study. All courses included in the student's graduate program must be completed with a grade of 3.0 or higher.

Prior to selecting a thesis topic, research report topic or two fields of specialization, graduate students shall acquire appropriate historiographic background by completing History 501 *Introduction to Historical Studies* and four (4) readings courses. **Note:** History 501, History 550, History 590, History 598, History 599, History 600, History 601 and History 694 are not readings courses. Students are also required to complete History 550 *Graduate Research Seminar* and History 598 *Graduate Writing Seminar*. **Note:** History 550 is a prerequisite for History 598. History 550 and History 598 must be completed before a student can be advanced to candidacy. Only students who are passed to candidacy can take History 600 or History 601. Further specialization for the master's degree includes the preparation of one of the following: 1. two fields (normally selected from two of the readings courses) plus an additional ten credits of History 599 *Independent Study/Reading* or other approved coursework or 2. a Thesis, or Research Report. Special professional internship programs in library, museum and archival work are available. These must be arranged with the department and have graduate committee approval. Public history students are required to fulfill all of the requirements of the MA described above.

A research report may be substituted for the thesis requirement. Students interested in the public history field should contact the graduate program advisor as early as possible. Finally, students who receive a grade below 3.0 more than once will be dropped from the History MA program.

#### Degree Requirements

##### Common Requirements and Credit Hours

##### Required Core (35 credits)

HIST 501 Introduction to Historical Studies (5)  
 HIST 550 Graduate Research Seminar (5)  
 HIST 598 Graduate Writing Seminar (5)  
 Four (4) Graduate Readings Courses (20)

##### Further Specialization (5-15 credits)

Preparation of two fields  
 or HIST 600 Thesis  
 or HIST 601 Research Project

##### Electives (10-20 credits)

<b>Required core credits</b>	<b>35 credits</b>
<b>Required further specialization credits</b>	<b>5-15 credits</b>
<b>Elective credits</b>	<b>10-20 credits</b>
<b>Total credits for above master's degree</b>	<b>60 credits</b>

## History Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### HIST 104

#### East Asia: Tradition and Transformation (5)

FALL/WINTER/SPRING/SUMMER

[satisfies international studies university graduation requirement.]

The political, social, cultural and other aspects of the Chinese, Japanese and Korean heritage from antiquity to the present. The course deals with forces which shaped these Asian nations.

### HIST 105

#### Western Heritage: Origins to the 18<sup>th</sup> Century (5)

FALL/WINTER/SPRING/SUMMER

[satisfies the GECR for social sciences, list 3, history.]

The origins and early development of the political, social, cultural and other aspects of our Western heritage.

### HIST 106

#### Western Heritage: 18<sup>th</sup> Century to the Present (5)

FALL/WINTER/SPRING/SUMMER

[satisfies the GECR for social sciences, list 3, history.]

The political, social, cultural and other aspects of the western heritage from the 18<sup>th</sup> century. The course deals with the forces which shape the modern world.

### HIST 110

#### The American Experience: A Survey (5)

FALL/WINTER/SPRING/SUMMER

[satisfies the GECR for social sciences, list 3, history.]

A broad survey of unique features of the American experience, this course examines the origins and development of the American social, economic and political heritage on the domestic and international scenes.

### HIST 215

#### Early African American History (5)

FALL

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* ENGL 100.

Examines the African American experience from African civilizations in the 4<sup>th</sup> century AD through slavery to the end of the Reconstruction Era in the United States. (Cross-listed AAST 215)

### HIST 216

#### 20<sup>th</sup> Century African American History (5)

WINTER/SPRING

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* ENGL 100.

The study of the history of African Americans from the end of the Reconstruction period to the present. (Cross-listed AAST 216)

### HIST 218

#### Chicano History (5)

FALL/WINTER/SPRING

[satisfies cultural and gender diversity university graduation requirement.]

A study of Chicano history from the time of the Treaty of Guadalupe Hidalgo in 1848, to the present. Specific themes discussed include the Mexican American War, the Treaty of Guadalupe Hidalgo of 1848, the economic, political and social conditions after the Anglo-American conquest of the southwest, Mexican immigration to the U.S., Chicano labor history, the Chicano movement and other Chicano themes. (Cross-listed CHST 218)

### HIST 290

#### History Today: Issues and Practices (5)

FALL/SUMMER

An introduction to history as a discipline, the theoretical issues relevant to the discipline today and the organization of the history profession in the United States. Topics to be covered include: an overview of modern historiography; why historians interpret the past in different and often contested ways; problems of historical method, objectivity, causation, periodization and categories of historical analysis (such as nation-state, gender, race and class); and publications, professional organizations and careers in history.

### HIST 299

#### Special Studies (1–5)

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* permission of the instructor.

Subjects studied vary according to faculty and student interest.

### HIST 300

#### Special Topics in History (1–5)

FALL/WINTER/SPRING/SUMMER

A series of specialized studies of different areas of history, such as conservation, urban history, science and technology. The topics are announced each quarter and may or may not be offered each year.

### HIST 301

#### History of the Present (5)

FALL/SPRING

[satisfies international studies university graduation requirement.]

The historical background of contemporary problems and events, such as the Arab-Israeli conflict. Topics vary with changes in the world situation.

### HIST 303

#### U.S. History, 1607–1877 (5)

FALL/WINTER/SPRING

This course is designed primarily, but not exclusively, for history majors and minors and is required as part of the social studies major core. It examines aspects of this nation's political, economic, cultural and social development from its time of English settlement to the end of Reconstruction.

### HIST 304

#### U.S. History, 1877–Present (5)

FALL/WINTER/SPRING

This course is designed primarily, but not exclusively, for history majors and minors and is required as part of the social studies major core. It emphasizes American's unfinished journey from the end of Reconstruction to the present. Emphasis is also given to the vast changes in American culture and society since the Civil War.

### HIST 305

#### Paths to the American Present (5)

SUMMER

*Prerequisite:* junior or senior class standing.

An advanced course emphasizing the historical roots of the reform tradition, the political system, the American role in world affairs and the evolution of the American social structure.

### HIST 306

#### Modern Europe (5)

SPRING/SUMMER

A study of political, social, cultural, diplomatic, economic and other issues in Europe of the 19<sup>th</sup> and 20<sup>th</sup> centuries.

### HIST 310

#### Imperial China (5)

WINTER-ALTERNATE YEARS

[satisfies international studies university graduation requirement.]

This class surveys the imperial era of Chinese history from the Qin dynasty to the mid-Qing (221 BC–1800 AD).

### HIST 313

#### Asian American History (5)

SPRING

[satisfies cultural and gender diversity university graduation requirement.]

American history often focuses on the Atlantic migration and its consequences. Not all Americans have European origins. Many immigrants came from Asia. This course with an emphasis on the Pacific migration examines the experience of these Asian immigrants and their descendants in the United States from the 1840s to the present. The discussions give preference to six major ethnic groups: Chinese, Japanese, Filipino, Korean, Vietnamese and Asian Indian. Their collective history will be studied within the broad context of American history, involving various historical themes such as westward expansion, modern industrialization, urban development, international conflict, immigration policy, labor unrest, reform movement and cultural exchanges. The purpose of this course is to deepen our understanding of American history as well as our multicultural society.

### HIST 315

#### African History (5)

SPRING

[satisfies international studies university graduation requirement.]

A survey of African history from prehistory to the present. Emphasizes earlier African civilizations, extensive contact with the outside world and the formation of African nations. (Cross-listed AAST 315)

### HIST 320

#### Middle Eastern History and Culture (5)

Examines the various ethnic, religious and national communities of the Middle East in historical and contemporary context. (Cross-listed ANTH 320 and GEOG 320)

### HIST 334

#### The Historical Geography of Canada (4)

Canada occupies a strategic place in world geography owing to its central location with regard to Europe, Asia and the United States, its resource base, its role in regional and world organizations and the distinctive national characteristics and traditions that its peoples have developed. This course provides an overview of the major geographic regions of Canada based on physical environments, history, settlement patterns, natural resources, transportation and industry, urbanization and cultural and ethnic diversity. (Cross-listed GEOG 334)

### HIST 336

#### Geographies of Conflict in the Middle East (5)

Examines the Middle East and its various ethnic, political, economic, religious and environmental conflicts from a geographic perspective. The course's holistic combination of geographic and anthropological inquiry will offer insights into how the natural environment and built environment interact and engage with the cultural and political landscapes of the Middle East. (Cross-listed ANTH 336 and GEOG 336)

### HIST 338

#### Discovering Women in Science (1)

SPRING

The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOL 338, CHEM 338, GEOL 338, PHYS 338, PSYC 338, WMST 338)

### HIST 341

#### The Renaissance and the Reformation (5)

FALL-ALTERNATE YEARS

*Prerequisite:* HIST 105 or permission of the instructor.

History of Europe from the 14<sup>th</sup> through the 16<sup>th</sup> Centuries. This course examines the religious, artistic and intellectual developments of the period in their social and political context.

## HIST 350

### War and Society (5)

WINTER

[satisfies international studies university graduation requirement.]

A survey of military technology, strategy and tactics and their relationship to non-military aspects of society from the Middle Ages to the present. Emphasis is on European land warfare, but aerial, naval and non-European aspects are not excluded.

## HIST 360

### History of Spain (5)

SPRING-ALTERNATE YEARS

A history of Spain from pre-Roman times to the present, with special emphasis on the Imperial Hapsburg years, the Bourbon Enlightenment and the Napoleonic era. Implicit inclusion of the concurrent developments of Western civilization.

## HIST 365

### Latin American History (5)

FALL/SUMMER

[satisfies international studies university graduation requirement.]

Covers Spanish and Portuguese conquests in the Western hemisphere and the formation of a new civilization. The Hispanic colonial centuries, the revolutions for independence and subsequent experiences with dictatorships and democracy punctuate dramatic and distinct histories.

## HIST 373

### History of the American Wilderness (5)

SPRING

The course explores the ways men and women have lived in and thought about their natural environment in the United States. It begins with the colonists who thought of the wilderness as a realm to conquer and concludes with the contemporary American environmentalists who seek to "preserve" the wilderness.

## HIST 382

### 20<sup>th</sup> Century Germany, From World Wars to Cold War.

#### Culture, Political Conflict and National Identity (5)

SPRING-ALTERNATE YEARS

[satisfies international studies university graduation requirement.]

Prerequisite: ENGL 201 or permission of the instructor.

This interdisciplinary course introduces students to central problems in German history and culture, from the end of World War I to the end of the Cold War. Topics addressed include: the impact of World War I on German national identity; Avant-garde culture in the Weimar Republic; the rise of fascism and daily life in Nazi Germany; the Holocaust; cultural and political divides between East and West Germany. (Cross-listed GERM 382)

## HIST 392

### Women in the American West (4)

SPRING-ALTERNATE YEARS

This course examines the lives of frontier women using a variety of primary sources (letters, diaries, oral histories), as well as secondary sources (books, articles, movies, tapes). (Cross-listed WMST 392)

## HIST 394

### Women in American History (4)

FALL/WINTER

[satisfies cultural and gender diversity university graduation requirement.]

Brings to life and surveys the accomplishments of the "lost women" of our past from colonial times to the present. Society's definition of the nature of women and their proper roles is examined as well as the actual life conditions of women and the social and economic functions they performed. (Cross-listed WMST 394)

## HIST 395

### History Internship (1-5)

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

An opportunity for history students to work with historical agencies. Individual learning and career development contact is coordinated through Internship Programs.

## HIST 405

### Women and Men in History (1)

SUMMER

This course will deal with the placing of women and men within history. A comparative analysis will be made of the historical treatment given to both women and men. Using American history as an example, the workshop will set forth principles that will effectively help the classroom teacher create a gender balanced course and the student to recognize gender balance in history education. Attention will be given to non-sexist textbooks, audiovisual materials and testing. (Cross-listed WMST 405)

## HIST 410

### China in the 19<sup>th</sup> and 20<sup>th</sup> Centuries (5)

FALL-ALTERNATE YEARS

A political, economic and diplomatic consideration of China from the late Qing dynasty, with particular emphasis on the rise of Chinese nationalism and communism as an aftermath of Western and Japanese imperialism in China.

## HIST 416

### Modern Japan (5)

SPRING-ALTERNATE YEARS

[satisfies international studies university graduation requirement.]

History of Japan as traditionalism is modified and the modern nation emerges, from the 17<sup>th</sup> century to the present.

## HIST 425

### Greek History to 400 BC (5)

FALL-ALTERNATE YEARS

Ancient Greece from earliest times to 400 BC. The art, archaeology and history of the Golden Age of Athens.

## HIST 426

### Hellenistic Greece (5)

WINTER-ALTERNATE YEARS

The history of ancient Greece from 400 BC to 30 BC. This course will focus on Alexander the Great and the results of his conquests. The course covers the period from the end of the Peloponnesian War to the conquest of the East by Rome.

## HIST 427

### Roman Republic (5)

WINTER-ALTERNATE YEARS

The course begins with the earliest settlements in Italy and follows the Western Greeks, Etruscans, Carthage and the foundations of Rome to 30 BC, the beginning of the reign of Augustus.

## HIST 428

### Roman Empire (5)

SPRING-ALTERNATE YEARS

The history of Rome from Augustus to Constantine the Great (30 BC-337 AD). The course includes cultural as well as political developments.

## HIST 429

### Ancient Near East (5)

SPRING-ALTERNATE YEARS

An intensive study of the ancient Near East including Mesopotamia, Egypt, the Indus Valley and Assyria.

## HIST 430

### History of England to 1603 (5)

WINTER-ALTERNATE YEARS

Various aspects of English history from the Roman conquest to 1603. Attention is given to social, cultural, economic and constitutional developments.

## HIST 431

### History of England 1603 to 1870 (5)

SPRING-ALTERNATE YEARS

A history of England from 1603 to the late Victorian period, including a study of the cultural, economic and constitutional developments of the period.

## HIST 432

### Modern Britain Since 1870 (5)

WINTER-ALTERNATE YEARS

From Victorian England, this course includes a consideration of the 19<sup>th</sup> century background. Stress is on the transition of Great Britain from the leading European naval, imperial and commercial power to a less certain position today in relation to Europe and the world.

## HIST 433

### British Empire Since 1850 (5)

FALL/SPRING-ALTERNATE YEARS

From Victorian England to the aftermath of World War II, this course examines British Imperialism from its peak through the years of decolonization.

## HIST 435

### Irish History and Culture (5)

SUMMER

Prerequisite: 5 credit hours of anthropology or five credit hours of history or advanced standing with permission of the instructor.

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

## HIST 436

### Politics of Culture: Israel and Palestine (5)

Examines the role of culture in the political struggles between Israelis and Palestinians. Explores the influence of national, religious, ethnic and historical narratives in the conceptualization of the Israeli-Palestinian conflict. This course will consider how a detailed knowledge of these 'politics of culture' can provide meaningful insights to potential avenues of cultural reconciliation and, ultimately, a more peaceful environment for Israelis and Palestinians. (Cross-listed ANTH 436 and GEOG 436)

## HIST 440

### History of World War I (4)

FALL-ALTERNATE YEARS

Prerequisite: basic skills clearance in English composition or permission of the instructor.

The history of World War I, including the campaigns and major battles in all theaters, the technology, the diplomacy and the impact on the politics, society, economy, industry and other aspects of various home fronts.

## HIST 441

### History of World War II (4)

FALL-ALTERNATE YEARS

Prerequisite: basic skills clearance in English composition or permission of the instructor.

The history of World War II, including the campaigns and major battles in all theaters, the war in the air and at sea, the technology, the diplomacy and the impact of the war on the politics, society, economy, industry and other aspects of various home fronts.

## HIST 445

### History of Modern Germany (5)

SPRING-ALTERNATE YEARS

History of Germany in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

## HIST 448

### French Revolution and Napoleon (5)

FALL-ALTERNATE YEARS

The history of the French Revolution and Napoleon, from the development of conditions leading to the Revolution through the Congress of Vienna. Emphasizes political, military and diplomatic developments.

## HIST 454

### Diplomatic History of Europe, 1914 to the Present (5)

FALL-ALTERNATE YEARS

[satisfies international studies university graduation requirement.]

European diplomatic history from World War I to the present.

## HIST 455

### Medieval Russia (5) ALTERNATE YEARS

*Prerequisite: junior standing or permission of the instructor.*  
The history of Russia to 1700. Major topics include the foundation of the Russian state and state expansion, Christianization, the Mongol conquest, the reign of Ivan the Terrible and Muscovite society and politics.

## HIST 456

### Imperial Russia (5) ALTERNATE YEARS

Russian history from 1700 to 1905. Major themes include: efforts at reform by Russian tsars, intellectuals and peasants; the development of the revolutionary movement; and the social and political life of the Russian people.

## HIST 457

### 20<sup>th</sup> Century Russia (5) ALTERNATE YEARS

Russia in a century of unrest. The course will explore the intent and results of revolution, including the Marxist “victory” in 1917, Joseph Stalin’s “revolution from above” and the Gorbachev “revolution” in the 1980s.

## HIST 461

### Colonial Latin America (5) WINTER-ALTERNATE YEARS

An outline of the Spanish and Portuguese conquests in the Western hemisphere and the two countries’ political, economic and social development. An emphasis upon the process by which they attained independence.

## HIST 463

### Cultural History of Latin America (5) WINTER/SPRING-ALTERNATE YEARS

Focuses on the evolution of institutions in Hispanic America related to the thought of their day.

## HIST 464

### History of Mexico (5) SPRING-ALTERNATE YEARS

A study of Mexico from pre-conquest times to the present. Attention is given to social, cultural and political developments with special emphasis on the National Period.

## HIST 468

### History of Modern American Women (4)

This course explores the history of women in America from the 1900s to the present through the use of a wide range of contemporary documents that allow a variety of women of the immediate past to speak for themselves. (Cross-listed WMST 468)

## HIST 469

### Built Environments of North America: Symbol and Structure (3)

This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effect of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration. (Cross-listed GEOG 469, PLAN 469)

## HIST 470

### The First American Frontier, 1607–1763 (4) WINTER-ALTERNATE YEARS

The development of American life, thought and institutions in the earliest settlements to the end of the French and Indian War. Topics include Puritanism, colonial wars, Native Americans and the family.

## HIST 471

### The Era of the American Revolution, 1763–1789 (4) FALL-ALTERNATE YEARS

Surveys the courses and consequences of the American Revolution. Course begins with the colonies in the British imperial system, explores the reasons for revolt and covers the military, political and social history of the Revolution. The class investigates the need for and the nature of the new constitution.

## HIST 472

### The Young Republic, The U.S. from 1783–1824 (5) SPRING-ALTERNATE YEARS

Federalists, Jeffersonians and the Era of Good Feelings. United States history from 1783 to 1824, emphasizing the conflict between nationalism and sectional interests.

## HIST 473

### The Age of Jackson (5) SPRING-ALTERNATE YEARS

The causes, course and effects of the Jacksonian Revolution, especially in their effect upon the development of the course of American nationality.

## HIST 475

### Civil War and Reconstruction (5) FALL

The struggle over slavery and attendant problems. Particular emphasis is given to the philosophy and statesmanship of Abraham Lincoln.

## HIST 478

### Contemporary America (5) WINTER-ALTERNATE YEARS

A consideration of United States history in recent decades. Attention is given to the United State’s position as a world leader, the interplay of foreign and domestic affairs and the oscillations of U.S. policy in recent times.

## HIST 481

### History of American Foreign Relations from 1898 (5) FALL

A topical approach to the expansion of America’s open-door empire from 1898 to the present, with emphasis on the patterns of U.S. intervention around the globe, the impact of World Wars and the history of the Cold War.

## HIST 482

### History of the American Frontier (5) SPRING-ALTERNATE YEARS

The development of the United States as seen in its advancing frontiers. The impact upon the political, social and cultural development of the nation is emphasized.

## HIST 483

### History and Government of the Pacific Northwest (5) WINTER/SUMMER

An intensive study of the principal events and institutions of the four states comprising the Pacific Northwest and especially of their relations to the Federal Union. A comparative analysis of British Columbia is also included.

## HIST 487

### Economic History of the United States (5) SPRING-ALTERNATE YEARS

*Prerequisite: junior standing.*  
Economic development of the United States from the early colonial period to the present: explorations, westward movement, labor, rise of great industries, world trade and post-war economic problems. (Cross-listed ECON 412)

## HIST 490

### Senior Capstone Seminar (5) FALL/WINTER/SPRING

[satisfies senior capstone university graduation requirement.]  
*Prerequisites: [Senior status in the History major and [(HIST 290 or CSBS 310) and CSBS 331] or instructor permission.*  
Senior Capstone Seminar includes a major history paper and end-of program assessment.

## HIST 493.

### Certificate Synthesis and Assessment (1) *Prerequisite: permission of the instructor.*

Advised by the certificate coordinator, the student will compile an assessment portfolio of significant assignments completed during the relevant certificate program at EWU. The student will also produce a paper addressing her or his experiences in the certificate program as a means of guided academic and/or career planning. Taken during the term in which the student expects to complete the requirements for the certificate, this independent study course allows the student to engage in portfolio development and summative assessment of the certificate program.

## HIST 495

### History Internship (1–5) FALL/WINTER/SPRING/SUMMER

*Prerequisite: permission of the instructor, department chair and college dean.*

An opportunity for history students to work with historical agencies. Individual learning and career development contact is coordinated through the University Internship Office.

## HIST 497

### History Workshop (1–5) FALL/WINTER/SPRING/SUMMER

## HIST 498

### Seminar (1–5) FALL/WINTER/SPRING/SUMMER

## HIST 499

### Directed Study (1–5) FALL/WINTER/SPRING/SUMMER

*Prerequisite: permission of the instructor, department chair and college dean.*

Directed study and research projects in various fields of history. Limited to senior and graduate students.

## HIST 501

### Introduction to Historical Studies (5)

A seminar on the nature and problems of historical study with an emphasis on recent historiographical trends and research methods.

**Reading Courses are usually offered every other year—Choose four.**

## HIST 512

### British History (5)

*Prerequisite: permission of the instructor.*  
The study and analysis of a number of works by different authors representing a variety of views and interpretations of British history.

## HIST 520

### Modern European History (5)

*Prerequisite: permission of the instructor.*  
Readings on problems in European history since 1789, with the object of expanding the student’s grasp of factual material as well as interpretation and bibliography.

## HIST 527

### Comparative Social History (5)

*Prerequisite: permission of the instructor.*  
A reading seminar focused on the sources and methods used to understand the historical significance of “ordinary” people’s lives.

## HIST 530

### Latin American History (5)

*Prerequisite: permission of the instructor.*  
Readings on problems in Latin American History from colonial times, with the object of expanding the student’s understanding of factual material as well as interpretation and bibliography.

## HIST 532

### American Colonial and Revolutionary History (5)

*Prerequisite: permission of the instructor.*

A survey of problems of research and interpretation in American History to 1783.

## HIST 534

### 19<sup>th</sup> Century U.S. America (5)

*Prerequisite: permission of the instructor.*

A survey of problems of research and interpretation in the era from Jackson through Reconstruction, with the objective of preparing the student to conduct original research in the field.

## HIST 536

### Contemporary American History (5)

*Prerequisite: permission of the instructor.*

Readings in selected topics relating to contemporary America.

## HIST 538

### History of the American West (5)

*Prerequisite: permission of the instructor.*

The participants in this readings course will be expected to investigate and analyze original documents and secondary accounts.

## HIST 540

### Women in U.S. History (5)

*Prerequisite: permission of the instructor.*

Readings and problems in the history of women in the United States. The course is designed to prepare students for more specialized research in the field.

## HIST 542

### Public History (5)

*Prerequisite: permission of the instructor.*

Research using regional public and private collections to prepare both the general historian and the urban and regional planner for service in the fields of local history, museology and historic preservation. Required of students in public history field.

## HIST 550

### Graduate Research Seminar (5)

*Prerequisites: permission of the instructor.*

The Research Seminar introduces graduate students to advanced techniques in primary source research in history. With guidance from the instructor and appropriate faculty members, students must find a suitable topic for research, complete with a historiographical justification. Students must conduct primary source research on their topic with special focus on printed sources—periodicals, newspapers, diaries and manuscripts—available through interlibrary loan. Students will prepare a historiographical essay, an annotated bibliography and a detailed outline of their project. Moreover, students must give evidence of substantial research in the relevant primary sources.

## HIST 590

### Historical Writing and Editing (5)

This course sharpens students' research and writing skills and leads them into the realm of actual writing, editing and typesetting of historical articles for publication. The key feature of the class is a "hands on" approach to historical publication.

## HIST 596

### Experimental Course (1-5)

## HIST 597

### Workshops (1-5)

*Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.*

## HIST 598

### Graduate Writing Seminar (5)

*Prerequisites: HIST 550 and permission of the instructor.*

Writing seminar involving presentation and critique of research papers.

## HIST 599

### Independent Study/Reading (1-5)

*Prerequisite: permission of the instructor, department chair and college dean.*

## HIST 600

### Thesis (1-15)

*Prerequisites: MA candidacy and permission of the instructor, department chair and college dean.*

A bound research study conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

## HIST 601

### Research Project (1-15)

*Prerequisites: MA candidacy and permission of the instructor, department chair and college dean.*

A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

## HIST 694

### History Internship (2-5)

*Graded Pass/No Credit.*

*Prerequisite: permission of the department.*

This program will stress application of history to potential vocational opportunities by providing supervised work experiences in cooperating agencies. Internships may be created in several fields; one such program will be a museum internship; others may be created in archives and libraries.

## HIST 696

### College Teaching Internship (2-5)

*Prerequisite: permission of the department.*

Learn teaching techniques appropriate for university teachers. Includes course planning, arranging bibliographical and instructional aids, experience in classroom instruction and student course evaluation.



## HONORS

### *Undergraduate and Graduate Studies*

Dana C. Elder, PhD, Director	217 Hargreaves	509.359.2822
Mary Benham, Coordinator and Advisor		Honors@ewu.edu www.ewu.edu/honors

Faculty: C. Cutler, J. Johnson, T. MacMullan  
 Rotating Faculty: D. Elder, L. Greene, N. Jackson, G. Kenney, W. Kraft, F. Preisig,  
 A. Sen, G. Smith, H-Y. Steiner

## UNDERGRADUATE PROGRAM

The Honors Program cultivates excellence in undergraduate education by providing enhanced educational opportunities to superior students, as well as special teaching opportunities to outstanding faculty. Honors courses and Honors activities seek to develop thorough knowledge and appreciation of the liberal arts and sciences; cultivate excellent writing, calculation and critical thinking skills; and inspire an attitude of self-responsibility, lifelong intellectual development and engagement with the world. Admission to Honors at Eastern is based entirely on demonstrated and potential qualifications.

Recognition as an Honors scholar is beneficial to students who apply for admission to graduate or professional schools; it also strengthens applications for employment. Participation in University Honors gives gifted and academically accomplished students the opportunity to develop and apply their talents by providing closer interaction between faculty and peers. Honors students delve more deeply into their major disciplines and gain a broader perspective of their personal roles in society. Participation in the program shows that students are serious about learning; therefore, they receive special attention. Faculty members honor this commitment by providing special courses, individualized instruction and special advisors.

### *University Honors has both general and departmental honors components:*

- General Honors emphasizes academic excellence in liberal arts curriculum areas. These Honors Sequence courses (101, 102, 103 and 104), interdisciplinary in nature and designed primarily for freshmen, satisfy 6 of the General Education Core Requirements;
- University Honors 398 courses are interdisciplinary in nature and intended to encourage Honors students to consider their own fields of study from the perspective of a broader cultural framework. These courses are offered for transfer students, sophomores, juniors and seniors;
- Departmental Honors emphasizes academic excellence in one of the academic disciplines.

**Financial Assistance:** Incoming freshmen and transfer students have an excellent chance to receive one of several scholarships: the Killin, Academic Honors, Scholastic Honors, Honors Assistantship or the Transfer Honors Award. These awards are specifically for the academically gifted and accomplished. Contact University Honors for additional information.

**Procedural Information for Honors:** Incoming freshmen and transfer students who have exhibited outstanding scholastic ability and intellectual promise are invited to apply to University Honors. Invited students generally have GPAs of 3.6+ and superior SAT or ACT scores.

Other criteria include class rank, letters of recommendation from teachers or counselors and personal interviews. Special consideration is shown to students who have participated in honors programs while in high school or community college. National Merit Semifinalists or Finalists, National Achievement Semifinalists or Finalists and National Achievement Commended students are automatically eligible. Students not admitted to University Honors upon initial enrollment may be accepted into the program no later than the middle of their junior year. Such students must have at least a 3.3 college GPA and be recommended by a department, faculty member or by the Director of University Honors, based on a personal interview.

Along with the college Admission Application, freshmen as well as transfers should complete the EWU General Scholarship Application to apply to the Honors Program. The Scholarship Application requires a current transcript, a letter of recommendation from an instructor or counselor and a brief letter indicating academic interest areas.

### **Degree Requirements for Honors Designations:**

1. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Honors ad valorem:  
 Freshmen honors sequence courses (16 credits)  
**Total credits for Honors ad valorem 16 credits**
2. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Transfer Honors ad valorem:  
 Honors Seminar 398 (4 credits) (taught Fall only)  
 Honors seminar credits (4 credits)  
**Total credits for Transfer Honors ad valorem 8 credits**
3. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Honors ad majorem:  
 Required freshman honors sequence courses (16 credits)  
 Required honors 398 courses (8 credits)  
**Total credits for Honors ad majorem 24 credits**
4. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Departmental Honors ad majorem:  
 Required departmental honors credits (12 credits)  
 Required honors 398 courses (8 credits)  
**Total credits for Departmental Honors ad majorem 20 credits**
5. Students fulfilling the following minimum degree requirements will be awarded the baccalaureate degree with Honors ad maxima valorem:  
 Required freshman honors sequence courses (16 credits)  
 Required departmental honors credits (12 credits)  
 Required honors 398 courses (12 credits)  
**Total credits for Honors ad maxima valorem 40 credits**  
 See course descriptions under participating programs and departments.

## Honors Courses

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*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### HONS 101

#### The Intellectual Tradition: The Ancient World (8)

FALL

[satisfies the GEGR as one humanities course and one social sciences course.]

Introduces major ideas of Western and Eastern thought—ideas that find expression in great works of ancient literature, philosophy, history, drama, art and science. Readings, class discussions and written assignments help provide understanding of these ideas through close, detailed study of important primary texts and through reading of secondary works that establish historical and cultural background for the primary texts.

### HONS 102

#### The Intellectual Tradition: Middle Ages Through the Reformation (8)

WINTER

[satisfies the GEGR as one humanities course and one social sciences course.]

Introduces major ideas of Western thought during the late Middle Ages through the Renaissance and Reformation—ideas that find expression in great works of literature, philosophy, history, drama, art, music and science. Readings, class discussions and written assignments help provide understanding of these ideas through close, detailed study of important primary texts and through reading of secondary works that establish historical and cultural background for the primary texts.

### HONS 103

#### Modern Science and Society (8)

SPRING

[satisfies the GEGR as one social sciences course and with HONS 104 satisfies one natural sciences course.]

Introduces major ideas of natural and social scientists of the 19th and 20th centuries. Readings, class discussions and written assignments help provide understanding of these ideas through close, detailed study of important primary texts and through reading of secondary works which establish historical and cultural background of the primary texts.

### HONS 104

#### Honors Natural Science Lab (1)

SPRING

[the completed sequence of HONS 103 and 104 satisfies the GEGR as one natural science course and HONS 103 alone satisfies one social sciences course.]

*Prerequisite: must be taken concurrently with HONS 103.*

The Honors Lab employs the scientific method to investigate and process physical, statistical and research generated data. Experiments are generally student designed.

### HONS 298

#### Honors Courses (3–5)

Subject matter varies according to faculty and student interest.

### HONS 398

#### Honors Courses (3–5)

Subject matter varies according to faculty and student interest.

### HONS 495

#### Honors Internship (1–5)

*Prerequisite: permission of the instructor, department chair and college dean.*

### HONS 499

#### Independent Study (1–5)

*Prerequisite: permission of the instructor, department chair and college dean.*



**HUMAN RESOURCE  
MANAGEMENT**  
See BUSINESS ADMINISTRATION.



## HUMANITIES

### College of Arts and Letters

Grant Smith, Coordinator	100C Patterson Hall	509.359.6023
<i>BA</i>	<i>Minor</i>	

Faculty: Varies

## UNDERGRADUATE PROGRAMS

Study of the humanities is distinguished by an interest in the human aspect of all knowledge. The humanities are therefore broad in nature and a variety of individual programs can be designed for students who want a non-vocational, liberal arts background.

Each student majoring in humanities is expected to give careful attention to the relationships among the courses chosen for major and supporting purposes and he or she should consult with the program coordinator frequently regarding the most effective means for achieving a synthesis.

The following distribution requirements are expected to meet the needs of most students; other patterns may be developed with approval of the program coordinator. In addition to the courses listed below, individual study of the classical languages, Greek and Latin, may be arranged.

The Humanities program offers two minors—a 20 credit minor in Humanities proper and 21–25 credit minor in Religious Studies.

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

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- learn to distinguish basic forms and strategies of philosophy, literature and at least one of the arts and of the social sciences;
- recognize significant steps in the development of Western Civilization, not only how values have developed internally, but also the ways in which new values have entered the culture from other civilizations;
- write clear and effective English in a variety of rhetorical contexts;
- use the different areas and functions of a library and demonstrate practical use of information resources in simple but independent research;
- learn how useful interpretations arise from differing experiences and information, especially from those who are different in age, abilities, ethnicity, gender or sexual orientation;
- learn the values of intellectual honesty, personal responsibility and the habits of active rather than passive learning.

### HUMANITIES MAJOR (64 CREDITS MINIMUM)

64 credits must be earned in courses not used for GEGRs

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

#### Required Courses

##### Fine Arts—Select two or three courses from the following (10 credits)

Art Department and/or  
Music Department and/or  
Theatre Department

##### Literature—Select two or three courses from the following (10 credits)

English Department and/or  
Modern Languages and Literatures Department and/or  
Humanities

##### Philosophy—Select at least two courses from the following (10 credits)

Department of Philosophy and/or  
Humanities

##### Social Sciences—Select two or three courses from the following (10 credits)

Geography/Anthropology Department (courses in anthropology) and/or  
Economics Department and/or Government Department and/or  
History Department and/or Psychology Department and/or Sociology Department

##### Electives required in the major (20 credits)

Select any humanities courses not used for General Education Core Requirements  
These courses may be taken from the participating departments' offerings or from the Humanities program itself. Consult with the program coordinator.

HUMN 491 Senior Thesis (4)  
or ITGS 400 Interdisciplinary Senior Capstone (4)

<i>Required fine arts credits</i>	<i>10 credits</i>
<i>Required literature credits</i>	<i>10 credits</i>
<i>Required philosophy credits</i>	<i>10 credits</i>
<i>Required social science credits</i>	<i>10 credits</i>
<i>Elective credits</i>	<i>20 credits</i>
<i>Senior thesis/capstone</i>	<i>4 credits</i>
<i>Total credits for above major</i>	<i>64 credits</i>

**Note:** Because the above is an interdisciplinary major, all students are required to consult with the program coordinator when selecting courses for the above major.  
Humanities courses emphasize analysis, history and theory of a subject. Practicums, workshops, internships, studio and applied courses are usually not applicable.

## MINOR

### HUMANITIES MINOR (20 CREDITS)

A Humanities minor is designed for students who wish to broaden and deepen their understanding and skills in selected areas of the traditional liberal arts.

#### Required Courses (20 credits)

20 credits in addition to courses used for GEGRs

#### Select in at least two of the following three areas:

Fine Arts  
Literature  
Philosophy

Select five elective credits in one of the three areas listed above or in another area of study (e.g., social sciences)

At least 10 credits must be at the 300 level or above.

No more than 10 credits may be counted from any one department except HUMN.

Students should seek prior approval of the Program Coordinator for course selections.

Humanities courses emphasize analysis, history and theory of a subject.

Practicums, workshops, internships, studio and applied courses are usually not applicable.

**Total credits for above minor** **20 credits**

## Humanities Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### HUMN 101

#### Introduction to Women's Studies (5)

[satisfies cultural and gender diversity university graduation requirement.]

Explores the struggle for equality, the message and impact of the media, power of language, influence of religion and the effects of socialization, education, race, class, roles, stereotypes and romantic love on the experience of women. (Cross-listed WMST 101)

### HUMN 202

#### Theatre in the Humanities (5)

[satisfies the GEGR for humanities and fine arts, list 2, fine arts.]

Elements of theatre, dramatic structure, types and styles; tradition, values and ideas of the theatre and humanity's relationship to it. (Cross-listed THTR 202)

### HUMN 210

#### Classics in Literature (5)

[satisfies the GEGR for humanities and fine arts, list 1, literature.]

Studies works generally considered among the best and most typical of the early (e.g., Hebrew and Greco-Roman) expressions of Western culture and traditions. Discusses the development of specific themes and ideas (e.g., humanism) as they are found in several different works.

### HUMN 211

#### Masterpieces of the Western World (5)

[satisfies the GEGR for humanities and fine arts, list 1, literature.]

Literary works selected from the Early Middle Ages through the Renaissance which illustrate themes and ideas central to Western culture, especially the interaction of faith and individualism.

### HUMN 212

#### Music in the Humanities (5)

[satisfies the GEGR for humanities and fine arts, list 2, fine arts.]

This course is a survey with primary focus on Western classical music in terms of humanistic development with emphasis on musical style and structure and relations with the other arts. (Cross-listed MUSC 212)

### HUMN 213

#### Art in the Humanities (5)

[satisfies the GEGR for humanities and fine arts, list 2, fine arts.]

A survey of cultural interrelationships of the arts, emphasizing the visual arts of painting, sculpture and architecture. (Cross-listed ART 213)

### HUMN 214

#### Introduction to African American Culture (5)

[satisfies cultural and gender diversity university graduation requirement.]

An interdisciplinary survey of African American culture beginning with ancient African history and traditions through contemporary issues in the African American experience. Attention given to basic principles of history, sociology, political science, economics and the arts in the study of the dynamics of the African American culture. (Cross-listed AAST 214)

### HUMN 215

#### Introduction to Religion (5)

FALL/WINTER/SPRING/SUMMER

[satisfies the GEGR for humanities and fine arts, list 3, philosophy and reasoning.]

An introduction to the range of basic conceptual, historical, comparative, cultural and methodological issues in religion.

### HUMN 270

#### Great World Views (5)

[satisfies the GEGR for humanities and fine arts, list 3, philosophy and reasoning.]

An analyses of selected writings from the viewpoint of what is said about human nature, the scheme of things and man's place in that scheme. Emphasis on rational reflection and the relation of various philosophies to the life and conduct of the student.

### HUMN 290

#### Arts and Ideas (5)

[This course may be used to satisfy any one of the three Humanities and Fine Arts areas in the General Education Core Requirements (List 1, 2, or 3) but it is normally offered in summers only.]

This course traces the development of basic ideas and values in Western culture during the Renaissance—e.g., individualism and technical innovation. Special focus is placed on similar ideas and techniques found in the art, music, theater, literature and philosophy of the period, with frequent guest presenters from different fields of study.

### HUMN 298

#### Seminar (1-5)

### HUMN 299

#### Individual Study (1-5)

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* permission of the instructor, department chair and college dean.

Special humanities studies vary according to faculty and student interests.

### HUMN 303

#### Survey of Theatre History (5)

*Prerequisite:* THTR 202 or upper class standing.

Surveys the major periods of Western theatre from Greek to modern trends. (Cross-listed THTR 303)

### HUMN 310

#### Issues in Women's Studies (4)

[satisfies cultural and gender diversity university graduation requirement.]

Analyzes causes and effects of sexual stereotypes and surveys new scholarship through women's studies in psychology, economics, female biology, history, literature and others. (Cross-listed WMST 310)

### HUMN 311

#### African and African American Art History (5)

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* ENGL 100.

Surveys visual arts from prehistoric Africa to the modern African American artist. (Cross-listed ART 311, AAST 311)

### HUMN 315

#### East-West Philosophies and Religions (5)

[satisfies international studies university graduation requirement.]

Comparative study of the world's theological systems in their philosophical, historical and ethical contexts.

### HUMN 320

#### The Human Prospect (5)

[satisfies international studies university graduation requirement.]

*Prerequisite:* sophomore standing.

Explores the biological and philosophical roots of human's relationship with the environment. (Cross-listed BIOL 320)

### HUMN 381

#### Nationalism and Racism in Central European Film (4)

[satisfies international studies university graduation requirement.]

*Prerequisite:* ENGL 201.

This course provides the basic elements of film analysis and examines the depiction of national socialism, racism and the legacy of the Nazi past in German-speaking films by German and other Central European directors from the 1970s to the present. Evaluating criteria will differ depending on whether the course is taken for German or Humanities credit. (Cross-listed GERM 381)

### HUMN 410

#### Feminist Theory (4)

*Prerequisite:* WMST 101 or HUMN/WMST 310.

Feminist theories developed to explain women's subordinate position in society and current trends in feminist thought. Includes psychoanalytic feminism, feminist literary criticism and cross-cultural views of feminism. (Cross-listed WMST 410)

### HUMN 415

#### Gay, Lesbian, Bisexual and Transgender Studies (5)

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* one course in or cross-listed with Women's Studies.

This course consists of a theoretical examination of gay, lesbian, bisexual and transgender identities. The course material will include texts from queer theory and a wide variety of academic disciplines. (Cross-listed WMST 415)

### HUMN 440

#### Perspectives on Death (5)

[satisfies international studies university graduation requirement.]

Human awareness of death is unique, but the philosophical, religious and cultural response to it has been one of great variety. All human beings have dealt with the reality of death and the course will consider the most prevalent and meaningful perspectives.

### HUMN 491

#### Senior Thesis (4)

FALL/WINTER/SPRING/SUMMER

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* 40 credits in the major or senior standing.

Humanities majors will present the results of a research project or creative work prepared under the direction of a mentor approved by the Coordinator of Humanities. A second reviewer must approve the final evaluation of the project. This course or ITGS 400 must be used as the Senior Capstone required for graduation for Humanities majors.

### HUMN 497

#### Workshops, Short Courses, Conferences (1-5)

### HUMN 498

#### Seminar (1-5)

### HUMN 499

#### Directed Study (1-5)

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* permission of the instructor, department chair and college dean.

## INDIAN STUDIES

See AMERICAN INDIAN STUDIES.

## INTEGRATIVE STUDIES

Associate Vice Provost for Undergraduate Studies

Mark Baldwin	103 Hargreaves	509.359.2449
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### Integrative Studies Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

#### ITGS 400

##### Interdisciplinary Senior Capstone (4)

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* senior standing.

The Interdisciplinary Senior Capstone carries students from the academic community into civic life. The course assembles students into teams for studying problems which graduates will confront as citizens in the Pacific Northwest. It asks students individually and in collaboration with others to produce documents which address these problems by drawing from an array of disciplinary perspectives. The University offers this course as an option for completing the senior capstone graduation requirement, depending on the student's major. (Major advisors can inform students about their major senior capstone requirements.)

## INTERDISCIPLINARY GRADUATE PROGRAMS

Vice Provost for Graduate Education, Research, Academic Planning and Evaluation

Ron Dalla	220 Showalter Hall	509.359.6566
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Interdisciplinary programs using existing offerings from qualified departments may be arranged with the approval of the vice provost for Graduate Education and Research and a committee representing the fields of study involved. This committee, under the vice provost, provides the student with program advice and supervision.

#### Admission

Students applying for admission to a Master of Arts or Master of Science interdisciplinary degree program must follow the procedures for general admission to Graduate Studies as set forth previously in this catalog. In addition, admission to an interdisciplinary degree program requires:

1. A GPA of at least 3.0 for the last 90 graded quarter credits
2. An approved program proposal that has signatures of the faculty who have agreed to serve as advisors. The proposal form can be found at the Graduate Studies website, [www.ewu.edu/grad](http://www.ewu.edu/grad).

#### Program Requirements

1. Minimum of 50 quarter credits
  2. No more than 12 credits at the 400 level
  3. No more than 12 credits of independent study (499 or 599)
  4. Minimum of 20 credits in the major, including either a research project or thesis, and minimum of 15 credits in at least one minor field
- Note:** The major field must be selected from one of the master's degree programs listed in this catalog. The minor field may be from either another master's degree program or from another academic department.
5. Submission of the proposal to the vice provost for Graduate Education and Research or designee, listing the courses in the program of study and signed for approval by the department chair in the major field and each minor field (or graduate program director for fields not located within a single department).
  6. Inclusion in the proposal of a statement written by the student explaining how the proposed combination of courses comprises an interdisciplinary degree program and is not simply a combination of courses from multiple disciplines.
  7. Inclusion within the program of a project (variable credit) that integrates the various disciplines represented.
  8. Inclusion in the proposal of a research component.

Approval of the program by the vice provost for Graduate Education and Research or designee shall be forthcoming only after a meeting of the vice provost and the student's interdisciplinary faculty committee. A purpose of the meeting will be to clarify how the program is interdisciplinary and not simply a combination of courses from multiple disciplines.

The student's faculty committee will consist of two or three members representing the disciplines with at least 15 credits in the program and will be chaired by the faculty member representing the major field. An oral comprehensive examination is required to complete an interdisciplinary graduate degree program.

## INTERDISCIPLINARY STUDIES

John L. Neace, Chair	363 Senior Hall	509.359.2402 (Cheney) 509.359.6368 (Spokane)
<i>BA</i>		

Faculty: Varies according to degree program option.

## UNDERGRADUATE PROGRAMS

The Interdisciplinary Studies Program offers alternatives for students seeking degree programs which provide a broad background applicable to a variety of careers. The program has three options: liberal arts, prior learning and interdisciplinary studies.

### *This program and its options are intended to serve:*

Students who prefer a broad liberal arts concentration (Liberal Arts).

Students who have acquired substantial specialized training and experience outside the academic classroom (Prior Learning).

Students who wish to complete an interdisciplinary option using two or three academic disciplines (Interdisciplinary).

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

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- possess the essential verbal and written communications skill to write and speak effectively in varied career environments;
- exercise critical thinking in order to adequately problem solve in any venue;
- be technologically literate to adapt to ever changing software programs;
- acquire research skills necessary for post baccalaureate educational endeavors;
- be informed on contemporary global issues and how they affect their lives;
- be prepared for career success, mobility and adaptability.

## INTERDISCIPLINARY STUDIES: LIBERAL ARTS (60 CREDITS)

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

The Liberal Arts option is designed to give students a breadth of academic experience to enrich their lives and broaden their understanding of the human experience. Students participating in this program complete 60 upper division credits from the following three categories: Humanities, Sciences and Social Sciences. A 20/20/20 credit combination must be completed in these three breadth areas. These categories parallel the GEGRs but are broader categories and are not restricted to those particular departments and courses. These courses must be completed in addition to Eastern Washington University's GEGR requirement. Final approval of the degree plan is required by the director of Interdisciplinary Studies.

**Total credits for above major**

**60 credits**

## INTERDISCIPLINARY STUDIES: PRIOR LEARNING (60 CREDITS)

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

This program is designed for the returning adult who comes to Eastern with professional or paraprofessional preparation and experience. Students design a 60-credit, upper-division emphasis that meets their specific goals and objectives. Specific courses are not required other than the Portfolio Development course (ITDS 300). This course enables the adult learner to translate experiential learning into elective credit through the development of a portfolio. Portfolios are submitted to faculty members who determine the credit award. A student may earn up to 45 elective credits for prior learning experience that can be applied only to the Interdisciplinary Studies degree. Portfolio assessment does require a fee: please contact the Department of Interdisciplinary Studies for current fee.

**Total credits for above major**

**60 credits**

## INTERDISCIPLINARY STUDIES (60 CREDITS)

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

This option is for students who prefer an interdisciplinary option, combining 60 upper division credits from two or three academic departments, programs or certificates. Interdisciplinary Studies students follow the guidance of department chairs to design their courses in an area that an existing major does not accommodate. Pre-approval is required from departments or program directors and the Interdisciplinary Studies director.

**Courses selected for this program may require prerequisites and advanced standing.**

**Total credits for above major**

**60 credits**

## INTERDISCIPLINARY STUDIES: OCCUPATIONAL THERAPY

**Note:** see Occupational Therapy.

## INTERDISCIPLINARY STUDIES: PHILOSOPHICAL STUDIES

**Note:** see Philosophy.

## Interdisciplinary Study Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### ITDS 295

**Contracted Learning (1-15)**

FALL/WINTER/SPRING/SUMMER

### ITDS 300

**Portfolio Development (4)**

FALL/WINTER/SPRING

Graded Pass/No Credit.

Prerequisite: permission of the instructor.

Significant prior learning is documented for evaluation and awarded elective academic credit.

### ITDS 395

**Contracted Learning (1-15)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

### ITDS 397

**Workshops, Short Courses, Conferences (1-15)**

FALL/WINTER/SPRING/SUMMER

### ITDS 497

**Workshops, Short Courses, Conferences (1-15)**

FALL/WINTER/SPRING/SUMMER

## INTERNATIONAL AFFAIRS

College of Social and Behavioral Sciences

Kristin Edquist, Director and Asst. Professor	212P Patterson Hall	509.359.7460
<i>BA</i>		

Faculty: Varies

### UNDERGRADUATE PROGRAM

The International Affairs (IA) Program, housed in the Government Department, is designed to provide students interested primarily in the fields of international relations and comparative politics with a body of knowledge, perspectives and critical skills for understanding the political, economic, historical and socio-cultural relationships and issues shaping today's global community. It offers a thoughtfully integrated and relatively flexible interdisciplinary set of courses in the social sciences leading to the degree of Bachelor of Arts in International Affairs. The goal of this major is to provide students with a solid foundation in the liberal arts for employment and/or advanced study in an international field.

The program of study provides a choice of three concentrations—Global Security Processes, Global Socio-Economic Processes, or Global Public Policy. These concentrations afford students the opportunity to acquire a theoretically and historically grounded understanding of one significant process in which people and countries are currently engaged. Students will be expected to apply these theories to the complex global process in question, and to put that process into socio-historical context. IA students learn to consider issues broadly, to see interconnections amongst processes and geographic regions, and to engage in critical and creative thinking about them. The IA major prepares students for employment, lifelong learning and life enrichment and fits Eastern Washington University's larger purpose of providing quality liberal arts education with meaningful career preparation.

The major requires students to minor in a foreign language or, if the student is a native speaker of a foreign (non-English) language, to minor in a field of his/her choosing. All IA majors are strongly encouraged to pursue study abroad or internship opportunities with public, private, semi-private and volunteer agencies as part of their undergraduate education. The IA major culminates in a Senior Capstone seminar, in which students demonstrate their ability to master analytical approaches to the complex process of globalization and to apply those approaches to a specific issue or process related to globalization. This course thus brings to bear their acquired knowledge of world events and their critical thinking skills on an issue, process or region of significance to the particular student.

Students majoring in International Affairs will gain competency in global relations, proficiency in a foreign language and skills in research, writing and oral communication. Students will be prepared to go on to graduate study in a wide array of disciplines such as international studies, development, education, political science or law. They will also be well equipped for career opportunities in the public, private and non-profit sectors.

The International Affairs program, in conjunction with the International Affairs Club, EWU's Model United Nations and EWU's chapter of the political science honor society, Pi Sigma Alpha, sponsors regular lectures, forums and debates on campus which encourage students and faculty to confront and consider the integrated character of global and regional political, economic and social issues. IA students regularly participate in these clubs and in the design and preparation for these IA Program-sponsored events.

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

### BACHELOR OF ARTS (BA)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- apply social science research methods to at least one non-U.S. case study;
- demonstrate analytical and conceptual skills, reading skills, critical thinking and problem solving skills and be able to effectively apply those skill sets to political issues;
- identify and represent accurately the key ideas, people, historical events, social processes and governmental systems associated with various geographic regions around the world;
- apply critical thinking and problem solving skills to political issues and should utilize normative and empirical analysis tools in the study of national and international political realities;
- demonstrate awareness of racial, ethnic, gender and religious dynamics in historic and contemporary political questions;
- demonstrate mastery of and apply accurately key analytic concepts of the social sciences, to cases, states and regions around the world.

*Note: two years of a single high school foreign language or one year of a single college level foreign language is required as a general EWU graduation requirement.*

*Note: the IA major requires a minor in a foreign language or for non-native English speakers, a minor in another field.*

#### INTERNATIONAL AFFAIRS MAJOR

##### Core Courses (36 credits)

- GOVT 203 Introduction to Comparative Politics (5)
- GOVT 204 Introduction to International Politics (5)
- GOVT 320 International Systems (5)
- GOVT 321 International Organization (5)
- GOVT 322 International Political Economy (5)
- GOVT 493 Portfolio Assessment (2)
- INST 200 Global Issues (4)
- INST 490 Senior Capstone: Globalization (5)

##### Plus one course selected from (5 credits)

- CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)
- CSBS 320 Introductory Statistics for the Social Sciences (5)
- CSBS 330 Integrated Social Science Methods (5)
- CSBS 331 Documents-Based Research Methods (5)

## Concentrations (Choose One)

### GLOBAL SECURITY PROCESSES CONCENTRATION (54 CREDITS)

**Core Credits (41 credits)**

**Concentration from courses listed below (13-15 credits)**

**(5 credits maximum from GOVT)**

- ANTH 342 Tribes, Bands and Chiefdoms (5)
- ANTH/GEOG/HIST 336 Geographies of Conflict in the Middle East (5)
- GEOG 459 Political Geography (3)
- GOVT 323 U.S. Foreign Policy (5)
- GOVT 326 European Politics (5)
- GOVT 328 Politics of the People's Republic of China (5)
- GOVT 329 Politics of South Asia (5)
- GOVT 402 Topics in International Relations and Comparative Politics (5)
- HIST 306 Modern Europe (5)
- HIST 350 War and Society (5)
- HIST 382 20<sup>th</sup> Century Germany (5)
- HIST 454 Diplomatic History of Europe 1914-Present (5)
- HIST 481 History of American Foreign Relations from 1898 (5)

**Core credits:** 41

**Concentration credits:** 13-15

**Minimum required credits for above concentration:** 54

### GLOBAL SOCIO-ECONOMIC PROCESSES CONCENTRATION (56 CREDITS)

**Core Credits (41 credits)**

**Concentration from courses listed below (15 credits)**

**(5 credits maximum from GOVT courses listed below)**

- ANTH 348 Peasant Societies (5)
- ANTH 366 Revolution and Development in the Third World (5)
- ANTH/GEOG/HIST 320 Middle Eastern History and Culture (5)
- ANTH/GEOG/HIST 436 Politics of Culture: Israel and Palestine (5)
- CMST 440 International Communication (5)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ECON 415 History of Economic Thought (5)
- ECON 417 Political Economy (5)
- ECON 421 Labor Economics (5)
- ECON 470 International Economics (5)
- ECON 474 International Finance (5)
- ECON 475 Economic Development (5)
- GOVT 326 European Politics (5)
- GOVT 327 Politics of Developing Nations (5)
- GOVT 328 Politics of the People's Republic of China (5)
- GOVT 329 Politics of South Asia (5)
- GOVT 402 Topics in International Relations and Comparative Politics (5)
- HIST 305 Modern Europe (5)
- HIST 410 China in the 19th and 20th Centuries (5)
- HIST 416 Modern Japan (5)
- SOCI 362 Sociology of Politics (5)
- SOCI 485 Sociology of Revolutions (5)

**Core credits:** 41

**Concentration credits:** 15

**Minimum required credits for above concentration:** 56

### GLOBAL PUBLIC POLICY CONCENTRATION (56 CREDITS)

**Core Credits (41 credits)**

**Concentration from courses listed below (15 credits)**

- ECON 200 Introduction to Microeconomics (5)
- ECON 421 Labor Economics (5)
- ECON 450 Public Finance and Public Policy (5)
- ECON 474 International Finance (5)
- ECON 475 Economic Development (5)
- GOVT 333 Public Management (5)

**Core credits:** 41

**Concentration credits:** 15

**Minimum required credits for above concentration:** 56

## International Affairs Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

See course descriptions listed under the participating programs and departments: Communications Studies, Economics, Geography/Anthropology, Government, History, Modern Languages and Literatures and Sociology.

### INST 200

#### Global Issues (4)

WINTER

[satisfies international studies university graduation requirement.]

*Prerequisites:* ENGL 101 is required, ENGL 201 is recommended.

A survey of important large-scale issues and conditions which are active in the contemporary world. Included are global perspectives of ecological issues as well as social/economic issues.

### INST 380

#### Japan Today (4)

[satisfies international studies university graduation requirement.]

*Prerequisite:* ENGL 201 or instructor permission.

A broad survey of contemporary Japan including society, culture, geography, government and economy. No knowledge of Japanese language is required. (Cross-listed JAPN 380)

### INST 490

#### Senior Capstone: Globalization (5)

[satisfies senior capstone university graduation requirement.]

*Prerequisite:* GOVT 204 and senior standing or permission of instructor.

This course is a senior-level seminar designed to integrate and further refine the analytical, writing and presentation skills acquired as a Government or International Affairs major. Its premise is that any student of politics or international affairs should graduate a bachelor's degree program with a refined sensibility of the concept (and varying realities) of globalization. The course covers case studies and theoretical analyses of the global dynamics of economic, cultural, religious, media and political relations, as well as the influence of technology on globalization. Students prepare and present an original, extensive case study and analysis of globalization processes, if possible relating to the student's work as an IA or Government major. (Cross-listed GOVT 490)

### INST 498

#### International Studies Senior Seminar (5)

*Prerequisites:* advanced class standing and permission of the instructor.

An advanced-level seminar dealing with issues relating to the formation, implementation and evaluation of policy in international undertakings.

## JAPANESE

See MODERN LANGUAGES AND LITERATURES

## JOURNALISM

### College of Arts and Letters

William Stimson, Program Director	Cheney, WA	509.359.6034
BA	BS	Minor

Faculty: J. Neely, W. Stimson

## UNDERGRADUATE PROGRAMS

The Journalism Program is designed to prepare students for journalism careers in news reporting, public relations and public information.

Few careers demand a more varied body of knowledge than does journalism. Journalists today are constantly working with far-ranging and complex issues. The journalism curriculum at Eastern recognizes that the profession is both a discipline of its own and yet a fusion of many disciplines in our culture.

**Program Admissions Requirements:** Transfer students should contact a Journalism program advisor during their application to the University. *Freshmen and sophomores* should try to complete their GEGRs during their first two years. They are encouraged to take JRNM 100 *Easterner Staff*. Freshmen and sophomores should contact the Journalism Program's advisors to identify those courses needed to prepare for their selected degree option. Completion of ENGL 101 and ENGL 201 are required for admission to the Journalism Program.

Because journalism courses build upon one another and most are not repeated during the year, it is recommended that students begin study in the fall.

The BA News–Editorial Option prepares students for traditional roles in print and electronic journalism.

The option in Public Relations provides students with the theoretical and applied knowledge and skills required to enter the field of public relations, community relations and allied disciplines.

**Internships:** Students completing the News-Editorial Option are encouraged to complete an internship. Those completing the Public Relations Option are required to complete an internship.

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

### **BACHELOR OF ARTS (BA)**

Students working toward the BA degree may either major or minor in journalism.

#### STUDENT LEARNING OUTCOMES

##### Students will:

- write in both report and feature story forms;
- understand local government and the public policy process;
- be a critical and analytical observer of the American public policy process;
- know how to observe and write efficiently and clearly about public events and public issues.

### **JOURNALISM MAJOR WITH NEWS EDITORIAL OPTION (90 CREDITS)**

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

#### Required Core Courses (37 credits)

- JRNM 330 Mass News Media (5)
- JRNM 332 News Writing (5)
- JRNM 333 Advanced News Writing (5)
- JRNM 337 Editing and Publishing (4)
- JRNM 341 Reporting (5)
- JRNM 349 Photojournalism (4)
- JRNM 351 Law of Journalism (4)
- JRNM 442 Advanced Reporting (5)

#### Elective Core Courses (8 credits)

- JRNM 334 Magazine Article Writing (4)
- JRNM 395 In-Service Training (5–16)
- JRNM 435 Critical Writing (4)
- JRNM 451 Introduction to Public Relations Theory (4)

- JRNM 452 Advanced Public Relations Theory (4)
- JRNM 453 Public Relations Writing (4)
- JRNM 470 Desktop Publication Design (4)

#### Second Concentration (45 credits)

Select courses in consultation with Journalism advisor.

#### Required core credits

37 credits

#### Elective core credits

8 credits

#### Required second concentration credits

45 credits

#### Total credits for above major

90 credits

## **BACHELOR OF SCIENCE (BS)**

#### STUDENT LEARNING OUTCOMES

##### Students will:

- know how to observe and write efficiently and clearly about public events and public issues, understand local government and the public policy process, be able to write in both report and feature story forms and be a critical and analytical observer of the American public policy process;
- develop expertise in analyzing public relations opportunities, issues and environments, learn how to research, prepare and execute public relations tasks and campaigns, develop skills for appropriately interacting with members of disparate publics, develop persuasive and analytical writing and other verbal skills, demonstrate professional behavior, including meeting deadlines, producing clean and well-organized work and being prepared for a variety of types of organizational assignments.

### **JOURNALISM: PUBLIC RELATIONS (83–90 CREDITS)**

The Journalism Program participates in an interdisciplinary major in Public Relations. Requirements for the major, when taken under the Journalism Program, are listed below; requirements for a similar major, when taken under the Department of Communication Studies are listed under that department. The major provides the graduate with the theoretical and applied knowledge and skills required to competently enter the field of public relations in either the profit or not-for-profit sectors.

#### Required Courses (45 credits)

- CMST 430 Communications in Organizations (5)
- CMST 470 Applied Quantitative Research Methods (5)
- DESN 360 Publishing for Print and the World Wide Web (4)
- JRNM 330 Mass News Media (5)
- JRNM 332 News Writing (5)
- JRNM 395 Inservice Training (5–10)
- JRNM 451 Introduction to Public Relations Theory (4)
- JRNM 452 Advanced Public Relations Theory (4)
- JRNM 453 Public Relations Writing (4)
- JRNM 470 Desktop Publication Design (4)

#### One of (5 credits)

- CMST 201 Public Speaking (5)
- CMST 400 Message Design (5)

#### One of (4–5 credits)

- ENGL 409 Editing in Technical Communication (5)
- JRNM 337 Editing and Publishing (4)

#### One of (4–5 credits)

- ART 304 Art of Photography (5)
- DESN 350 Digital Imaging and Photography (4)
- JRNM 349 Photojournalism (4)

Select three upper division English courses in consultation with Technical Communication faculty

#### Required program credits

58–65 credits

#### Required technical communication credits

10 credits

#### Required upper-division credits

15 credits

#### Minimum total credits for above major

83 credits

*Note: a minor in Technical Communication is recommended.*

## **MINOR**

### **JOURNALISM MINOR (18 CREDITS)**

#### Required Courses (14 credits)

- JRNM 330 Mass News Media (5)
- JRNM 332 News Writing (5)
- JRNM 351 Law of Journalism (4)

#### Electives (4 credits)

Select from upper-division journalism courses.

#### Required credits

14 credits

#### Elective credits

4 credits

#### Total credits for above minor

18 credits

## Journalism Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### JRNM 100

#### **Easterner Staff (3)**

FALL/WINTER/SPRING

Graded Pass/No Credit.

Prerequisite: permission of the instructor.

Reporting and editorial assignments on the staff of the University paper. Total of nine credits allowed.

### JRNM 299

#### **Individual Study (1-3)**

FALL/WINTER/SPRING

Prerequisite: permission of the instructor.

### JRNM 330

#### **Mass News Media (5)**

FALL

A survey of scope, function, standards and career opportunities in mass news media.

### JRNM 332

#### **News Writing (5)**

FALL/WINTER

Students study, cover and write about local education, labor, business, law enforcement, crime and criminal law, religion, science and sports.

### JRNM 333

#### **Advanced News Writing (5)**

WINTER

Prerequisite: JRNM 332.

In-depth reporting and news writing methods.

### JRNM 334

#### **Magazine Article Writing (4)**

WINTER

Prerequisite: JRNM 332 or permission of the instructor.

The development of article ideas, the preparation of manuscripts and analysis of various markets with a view of selling articles.

### JRNM 337

#### **Editing and Publishing (4)**

WINTER

Newspaper and magazine copy editing and makeup and the preparation of copy, art and photography for publication.

### JRNM 341

#### **Reporting (5)**

WINTER

Prerequisite: JRNM 332.

Local government procedures at the city level, from a reporter's view. Coverage of the Federal Building.

### JRNM 349

#### **Photojournalism (4)**

SPRING

Photography for newspaper and magazine illustration. Analysis of picture newsworthiness. Practical experience in taking and developing pictures.

### JRNM 351

#### **The Law of Journalism (4)**

FALL

Prerequisite: junior standing or permission of the instructor.

Laws relating to journalism including freedom of the press, libel, privacy, contempt of court and property rights in news.

### JRNM 395

#### **In-Service Training (5-16)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

Students spend one quarter in professional news media, including newspapers, radio and television or working in PR with an organization. Time may be divided equally among all three or restricted to a single medium of major interest. An opportunity to work with and observe professional newsmen in the gathering, preparation and distribution of news.

### JRNM 435

#### **Critical Writing (4)**

SPRING

Prerequisite: JRNM 332 or permission of the instructor.

Focuses on editorial and column writing and the reviewing of books, films, plays and television.

### JRNM 442

#### **Advanced Reporting (5)**

SPRING

Prerequisite: JRNM 341.

Local government at the county level, from a reporter's view. Coverage of court trials and the state legislature.

### JRNM 451

#### **Introduction to Public Relations Theory (4)**

FALL

Prerequisite: junior standing.

Explores a broad range of concepts, elements, skills and impacts, including theory and applications; examines the role of public relations in business and society and as a profession.

### JRNM 452

#### **Advanced Public Relations Theory (4)**

WINTER

Prerequisite: JRNM 451 or permission of the instructor.

Applies journalism, communications and public relations theories and skills to case study examples in organizations and communication environments.

### JRNM 453

#### **Public Relations Writing (4)**

SPRING

Prerequisites: JRNM 332, 451 or permission of the instructor.

Methods of preparing and producing messages for organizations in print and other media forms.

### JRNM 470

#### **Desktop Publication Design (4)**

SPRING

Prerequisite: DESN 360 or permission of the instructor.

Applies the theories and principles of publication design to newspaper, newsletter, magazine and brochure formats as produced with desktop publishing technology.

### JRNM 497

#### **Workshops, Short Courses, Conferences (1-5)**

FALL/WINTER/SPRING/SUMMER

### JRNM 498

#### **Seminar in Journalism Problems (1-5)**

FALL/WINTER/SPRING/SUMMER

### JRNM 499

#### **Directed Study (1-5)**

FALL/WINTER/SPRING

Prerequisite: permission of the instructor.



## LINGUISTICS

Tracey McHenry, Advisor	258J Patterson Hall	509.359.2829
<i>Minor</i>		

### UNDERGRADUATE PROGRAM

Linguistics is a broad-based discipline concerned with the study of language. The minor in linguistics is an interdisciplinary program designed for students who require a background in this field as part of their baccalaureate preparation in an allied discipline. It is also intended for those students, regardless of their major, who have a general interest in language and linguistics.

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

#### LINGUISTICS MINOR (20 CREDITS)

##### Required Courses (10 credits)

ANTH 445 Anthropological Linguistics (5)  
or ENGL 360 Language Structure and Use (5)  
ENGL 459 Grammar for Teachers (5)

##### Electives (10 credits minimum)

ANTH 446 Sociolinguistics (3)  
ENGL 460 Modern Grammar (5)  
ENGL 461 Survey of Psycholinguistics (3)  
ENGL 468 History of the English Language (5)  
Modern Languages and Literatures (5 credit maximum)—see Note below

*Required credits*

*10 credits*

*Elective credits*

*10 credits*

*Minimum credits for above minor*

*20 credits*

*Note: 1-5 credits in language courses, as approved by the program advisor, may be applied toward meeting the requirements of the linguistic minor.*

### Courses

See course descriptions listed under participating programs and departments: English, Anthropology and Modern Languages and Literatures.

## MANAGEMENT

See BUSINESS ADMINISTRATION.

## MANAGEMENT INFORMATION SYSTEMS

See BUSINESS ADMINISTRATION.

## MARKETING

See BUSINESS ADMINISTRATION.



## MATHEMATICS

*College of Science, Health and Engineering*

Dr. Barbara Alvin, Chair		216 Kingston Hall	509.359.2203
BA	BAE	Minors	MS

Faculty: K. Adolphson, B. Alvin, L. Blair, L. Bolte, D. Canada, J. Coomes, D. Dowd, D. Garraway, R. Gentle, D. Goering, M. Graham, C. Hansen, J. Lane, H.S. Lee, M. McDirmid, Y. Nievergelt, H. Sullivan, E. Toneva

### UNDERGRADUATE PROGRAMS

Mathematics is both an art and a science: it has the unique feature that, while it is typically studied for its own sake, throughout history its results have been crucial in the advancement of other sciences. Presently there is a shortage of American mathematicians. Many professionals at the forefront of the behavioral, social and pure sciences also must have a solid background in advanced mathematics.

Among the degrees offered by the department are Bachelors of Arts degrees in Mathematics or Mathematics with an option in Computer Science, Economics or Statistics which are designed to prepare students for graduate work in mathematics or in related disciplines such as statistics or economics or to equip students for work in industry. Well-prepared entering freshmen may opt to combine the Bachelor of Arts in Mathematics program with the Master of Science in Mathematics in the Five-Year Bachelor of Arts/Master of Science in Mathematics program.

The program leading to the BA in mathematics is especially strong and is unique within the region. The department strives to promote excellence; it fields teams for the Putnam competition and prepares students for actuarial exams. It also sponsors a chapter of the mathematical honorary society, Pi Mu Epsilon. Recent graduates are successfully pursuing doctoral work at top-level universities.

The purpose of the five-year program is to provide mathematically talented high school students in the state of Washington the opportunity to earn a bachelor's degree and a master's degree in mathematics in five years. This program is highly competitive and prepares students for careers in industry, for careers in community college teaching and for further graduate studies.

The other degrees offered by the department are the Bachelor of Arts in Education in Secondary and in Elementary Mathematics Education. The preparation of mathematics teachers is a major emphasis of the department. Seven department faculty members have expertise in mathematics education and experience teaching elementary, middle and/or high school mathematics. Employment opportunities for teaching mathematics at elementary, middle and secondary levels are substantial and expected to remain high for the foreseeable future.

The department's mathematics education programs prepare future teachers by providing background in mathematics content, history of mathematics, teaching methods, learning theories, problem solving, the use of technology in teaching mathematics and current developments in curriculum. The secondary mathematics education program is one of the strongest in the state and provides students with a mathematics background that approaches that of the BA in mathematics. Completion of a major or minor in secondary mathematics education satisfies the current requirements for a secondary mathematics teaching endorsement (certificate) for the state of Washington. The elementary mathematics education program is unique in the state; it provides a balance of mathematics content and teaching methods courses to give prospective K-8 teachers a deeper background in mathematics and the teaching of K-8 mathematics. Graduates of this program have the background to be mathematics content specialists at the elementary school level. The middle level endorsement secondary or elementary program options meet the state requirements for mathematics certification at the 4th through 9th grade levels.

The department has been strengthening its faculty and its faculty members are increasingly active in research. On occasion, undergraduates have been involved in research. Currently, faculty members are active in the areas of statistics, higher algebra, real and harmonic analysis, numerical analysis, complex variables, differential geometry, convexity and topology and in various areas of mathematics education including concept maps, functions, number sense in primary children and construction of mathematical understanding.

An important function of the department is to provide services to students from a wide range of disciplines. Mathematics tutoring labs provide employment for high-achieving students and assistance to students in all mathematics courses.

In addition, computers equipped with mathematics software and tutorials are used in conjunction with several courses offered by the department and allow students the practice needed to be successful in their mathematics courses.

#### **General Admissions Requirements for Mathematics:**

High school students who want to pursue a major in this department (except the BAE elementary mathematics) should complete four years of high school mathematics, which includes two years of algebra, one year of geometry and one year of pre-calculus mathematics. All prospective department majors should contact the Mathematics Department office as soon as possible after being admitted to EWU to obtain an advisor and to plan a program of study.

Transfer students should contact their counseling office or the EWU Mathematics Department to identify appropriate lower-division and major/minor preparatory courses.

#### **Placement Testing Policy:**

All students admitted to Eastern Washington University without a direct transfer degree must take the mathematics placement test (APTP) prior to registering for classes at Eastern. The only exceptions are students who have received a score of 3.0 or higher on the advanced placement calculus AB or BC test and students who have received a grade of 2.0 or higher from a post-secondary institution in a course equivalent to the level of *Intermediate Algebra* or above.

**There are two test types:** The intermediate mathematics placement test and the advanced mathematics placement test. The intermediate MPT has 35 questions from the topics of *Elementary Algebra, Intermediate Algebra and Precalculus I* (topics from Algebra I and II in high school). The advanced MPT has 30 questions from the topics of *Intermediate Algebra, Precalculus and Calculus*. The test you take depends on your background in mathematics and placement in a mathematics course is determined by the percentage of problems answered correctly.

A photo ID card and fee payment receipt are required at testing time. No calculators are allowed. The same mathematics placement test type may be taken twice a year, with at least two weeks between test dates. Contact the Department of Mathematics for more information.

#### **Prerequisite Policy:**

Students must have earned a grade of 2.0 or better in any course that is to be used to satisfy a prerequisite requirement for a subsequent mathematics course offered by the Eastern Washington University Mathematics Department.

#### **Academic Progress Policy for Math Majors and Minors:**

The intent of the Academic Progress Policy is to support mathematics department declared majors and minors who experience difficulty in mathematics courses required in their programs. Department experience has shown that with very few exceptions, requiring a student who has failed to earn a 2.0 in a required mathematics course to meet with an advisor will be beneficial to the student in terms of maximizing the student's academic performance and minimizing the expected time to graduation.

A mathematics student is any Eastern Washington University student who intends to complete a major or minor in mathematics; mathematics with an option in computer science, economics, or statistics; mathematics/secondary; or mathematics/elementary.

Mathematics students who fail to make at least a 2.0 grade in any mathematics course taken at EWU must review the circumstances with an academic advisor during the term following the failure. A letter from the student explaining the circumstances must be placed in the student's file. Mathematics students failing to follow this procedure will not be allowed to enroll in subsequent mathematics courses.

Mathematics students who fail to make at least a 2.0 grade in mathematics courses taken at EWU on any two quarters during their undergraduate program must meet during the term following the second occurrence with a committee consisting of the student's appointed advisor and two other members of the mathematics faculty: one designated by the department chair and one chosen by the student. The committee will review the circumstances including the letter submitted after the first occurrence and recommend one of the following actions:

- The student be allowed to continue in the program without specific remediation.
- The student be required to remediate specific deficiencies in a way prescribed by the committee.

Mathematics students who fail to make at least a 2.0 grade in mathematics courses in three quarters during their undergraduate program must again meet with a committee of at least three faculty members who will decide if the student will be allowed to continue in the program. Students who are dropped from mathematics programs may be reinstated only by demonstrating the capability of academic excellence and a commitment to complete an undergraduate program in a reasonable time frame. This demonstration must be made before a committee of at least three members of the mathematics faculty.

Mathematics students who are dropped from mathematics programs will not be allowed to take subsequent mathematics courses except for those courses required by another department in the student's major program. The Department of Mathematics will not submit a letter of recommendation for Professional Degree Candidacy for any student who has been dropped from departmental programs.

### **Five-Year Bachelor of Arts/Master of Science in Mathematics Program:**

Students seeking entrance into the five-year bachelor of arts/master of science in mathematics program are required to:

- Take a year of Calculus in their senior year at a college or at their high school. If the student takes Calculus at a college, he or she must average 3.5 or better. If the student takes Calculus in high school, he or she must take the Calculus Advanced Placement Exam (*preferably the BC*) and earn a 4 or a 5.
- Apply to the Mathematics Department for admission into the program; a letter of recommendation from a high school mathematics teacher is required.

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

## **BACHELOR OF ARTS (BA)**

### **STUDENT LEARNING OUTCOMES**

#### **Students will:**

- apply knowledge gained in computer science courses to mathematical problems;
- apply mathematical concepts to economics;
- write clear, well-reasoned proofs;
- understand the interconnectedness between mathematics and economics;
- understand the interconnectedness between various branches of mathematics;
- demonstrate competence in mathematics and school mathematics.

## **MATHEMATICS MAJOR (89 CREDITS)**

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

### **Required Courses (52 credits)**

MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 MATH 163 Calculus III (5)  
 MATH 225 Foundations of Mathematics (5)  
 MATH 231 Linear Algebra (5)  
 MATH 241 Calculus IV (5)  
 MATH 360 or 460 Continuous Functions (4)  
 MATH 431 Introduction to Modern Algebra I (4)  
 MATH 432 Introduction to Modern Algebra II (4)  
 MATH 461 Advanced Calculus I (4)  
 MATH 462 Advanced Calculus II (4)  
 MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)

### **Mathematics Electives—Select six courses from the following (24 credits)**

MATH 345 Numerical Analysis I (4)  
 \*MATH 347 Introductory Differential Equations (4)  
 MATH 385 Probability and An Introduction to Statistics (4)  
 \*MATH 430 Advanced Linear Algebra (4)  
 \*MATH 433 Introduction to Modern Algebra III (4)  
 \*MATH 445 Numerical Analysis II (4)  
 \*MATH 447 Differential Equations (4)  
 \*MATH 470 Foundations of Geometry (4)  
 \*MATH 481 Complex Analysis (4)  
 \*MATH 485 Theoretical Probability and Mathematical Statistics (4)

### **Supporting Courses (13 credits)**

Courses satisfying this requirement must be selected from the following two lists, with at least 5 credits from List A and at least 8 credits from List B. Additional prerequisites may be required for List A courses. Please check computer science course descriptions for prerequisite listings.

#### **List A**

CSCD 210 Programming Principles I (5)  
 CSCD 211 Programming Principles II (5)  
 CSCD 255 C Programming for Engineers (5)  
 CSCD 305 C++ Programming (4)  
 CSCD 334 Advanced Techniques in Visual Basic (4)

#### **List B**

CHEM 421 Physical Chemistry (4)  
 CHEM 422 Physical Chemistry (3)  
 CHEM 423 Physical Chemistry (3)  
 CSCD 420 Automata (4)  
 CSCD 421 Automata and Languages (4)  
 CSCD 501 Theory of Computing I (4)  
 CSCD 502 Theory of Computing II (4)  
 ECON 430 Mathematical Economics (5)  
 PHYS 151 General Physics I (4)  
 PHYS 152 General Physics II (4)  
 PHYS 153 General Physics III (4)

### **Required program credits**

### **Mathematics elective credits**

### **Required supporting credits**

### **Total credits for above major**

**52 credits**

**24 credits**

**13 credits**

**89 credits**

## **MATHEMATICS MAJOR WITH COMPUTER SCIENCE OPTION (115 CREDITS)**

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

### **Required Courses (87 credits)**

CSCD 110 Introduction to Programming (5)  
 CSCD 210 Programming Principles I (5)  
 CSCD 211 Programming Principles II (5)  
 CSCD 240 C and UNIX Programming (4)  
 CSCD 260 Architecture and Organization I (4)  
 CSCD 300 Data Structures (4)  
 CSCD 305 C++ Programming (4)  
 CSCD 310 Discrete Structures I (4)  
 CSCD 320 Algorithms (4)  
 ENGR 160 Digital Circuits (4)  
 MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 MATH 163 Calculus III (5)  
 MATH 225 Foundations of Mathematics (5)  
 MATH 231 Linear Algebra (5)  
 MATH 241 Calculus IV (5)  
 MATH 345 Numerical Analysis I (4)  
 MATH 360 or 460 Continuous Functions (4)  
 MATH 385 Probability and An Introduction to Statistics (4)  
 MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)

## Electives (28 credits)

Select three courses from one of two categories and four courses from the remaining category (for a total of seven courses):

### Category 1:

- \*MATH 347 Introductory Differential Equations (4)
- MATH 431 Introduction to Modern Algebra I (4)
- \*MATH 445 Numerical Analysis II (4)
- \*MATH 447 Differential Equations (4)
- \*MATH 485 Theoretical Probability and Mathematical Statistics (4)
- Any other 4 credit mathematics course numbered at or above 400 with the approval of the designated advisor for this degree.

### Category 2:

- CSCD 340 Operating Systems (4)
- CSCD 360 Architecture and Organization II (4)
- CSCD 420 Automata (4)
- CSCD 421 Automata and Languages (4)
- CSCD 441 Operating Systems II (4)
- CSCD 442 Operating Systems III (4)
- CSCD 480 Computational Intelligence Informatics (4)
- Any other 4 credit computer science course numbered at or above 400 with the approval of the designated advisor for this degree.

**Required program credits**

**87 credits**

**Elective credits**

**28 credits**

**Total credits for above major**

**115 credits**

## MATHEMATICS MAJOR WITH ECONOMICS OPTION (83 CREDITS)

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

### Required Courses

- CSCD 110 Introduction to Programming (5)
- or CPLA 120 Computer Applications Literacy (5)
- ECON 200 Introduction to Microeconomics (5)
- ECON 201 Introduction to Macroeconomics (5)
- ECON 404 Intermediate Microeconomic Theory (5)
- ECON 405 Intermediate Macroeconomic Theory (5)
- ECON 430 Mathematical Economics (5)
- ECON 437 Econometrics (5)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 345 Numerical Analysis I (4)
- \*MATH 347 Introductory Differential Equations (4)
- MATH 385 Probability and an Introduction to Statistics (4)
- \*MATH 445 Numerical Analysis II (4)
- or \*MATH 485 Theoretical Probability and Mathematical Statistics (4)
- MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)

**Minimum total credits for above major**

**83 credits**

*Note: Because the above is an interdisciplinary program, it is necessary to consult with an advisor to determine if the courses above may be used to fulfill a GEGR. Students considering graduate study in mathematical economics are advised to take MATH 360 or 460 and 461.*

## MATHEMATICS MAJOR WITH STATISTICS OPTION (87 CREDITS)

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

### Required Courses (79 credits)

- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 345 Numerical Analysis I (4)
- MATH 360 or 460 Continuous Functions (4)
- MATH 385 Probability and An Introduction to Statistics (4)
- MATH 386 Applied Statistics (4)
- MATH 461 Advanced Calculus I (4)
- MATH 462 Advanced Calculus II (4)
- \*MATH 485 Theoretical Probability and Mathematical Statistics (4)
- \*MATH 486 Advanced Topics in Statistics (3)
- MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)

### Select four courses from the following

- MATH 431 Introduction to Modern Algebra I (4)
- MATH 432 Introduction to Modern Algebra II (4)
- \*MATH 433 Introduction to Modern Algebra III (4)

- \*MATH 445 Numerical Analysis II (4)
- \*MATH 447 Differential Equations (4)
- \*MATH 470 Foundations of Geometry (4)
- \*MATH 481 Complex Analysis (4)

### Electives (8 credits)

Courses satisfying this requirement must come from outside the Department of Mathematics and are to be selected in consultation with the department advisor.

**Required program credits**

**79 credits**

**Elective credits**

**8 credits**

**Total credits for above major**

**87 credits**

*Note: If this is your chosen program, you should meet with a department advisor to plan your schedule before taking classes. See the EWU catalog for details and see a department advisor at least twice a year to review your program. Make an appointment with Christian Hansen by calling 509.359.6068.*

## FIVE-YEAR BACHELOR OF ARTS (BA)/ MASTER OF SCIENCE (MS) IN MATHEMATICS (129 CREDITS)

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

### Required Courses (52 credits undergraduate and 44 credits graduate)

- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- MATH 225 Foundations of Mathematics (5)
- MATH 231 Linear Algebra (5)
- MATH 241 Calculus IV (5)
- MATH 360 or 460 Continuous Functions (4)
- MATH 431 Introduction to Modern Algebra I (4)
- MATH 432 Introduction to Modern Algebra II (4)
- MATH 461 Advanced Calculus I (4)
- MATH 462 Advanced Calculus II (4)
- MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)
- MATH 531 Algebra I (4)
- MATH 532 Algebra II (4)
- MATH 533 Algebra III (4)
- MATH 551 General Topology I (4)
- \*MATH 561 Real Analysis I (4)
- \*MATH 562 Real Analysis II (4)
- MATH 573 Topics in Applied Analysis (4)
- \*MATH 581 Complex Analysis I (4)
- \*MATH 582 Complex Analysis II (4)
- MATH 600 Thesis (8)

### Mathematics Electives—select five courses from the following (20 credits)

- MATH 345 Numerical Analysis I (4)
- \*MATH 347 Introductory Differential Equations (4)
- MATH 385 Probability and An Introduction to Statistics (4)
- \*MATH 430 Advanced Linear Algebra (4)
- \*MATH 433 Introduction to Modern Algebra III (4)
- \*MATH 445 Numerical Analysis II (4)
- \*MATH 447 Differential Equations (4)
- \*MATH 470 Foundations of Geometry (4)
- \*MATH 481 Complex Analysis (4)
- \*MATH 485 Theoretical Probability and Mathematical Statistics (4)

(For students wishing to pursue careers in industry, the Mathematics Department recommends the following five courses: MATH 345, MATH 385, MATH 445, MATH 470 and MATH 485; for students wishing to pursue a PhD in Mathematics, we recommend MATH 385, MATH 430, MATH 452, MATH 470 and any other from the list.)

### Supporting Courses (14 credits)

Courses satisfying this requirement must be selected from the following two lists, with at least 5 credits from List A and at least 8 credits from List B. Additional prerequisites may be required for List A courses. Please check computer science course descriptions for prerequisite listings.

#### List A

- CSCD 210 Programming Principles I (5)
- CSCD 211 Programming Principles II (5)
- CSCD 255 C Programming for Engineers (5)
- CSCD 305 C++ Programming (4)
- CSCD 334 Advanced Techniques in Visual Basic (4)

#### List B

- CHEM 421 Physical Chemistry (4)
- CHEM 422 Physical Chemistry (3)
- CHEM 423 Physical Chemistry (3)
- CSCD 420 Automata (4)
- CSCD 421 Automata and Languages (4)
- CSCD 501 Theory of Computing I (4)
- CSCD 502 Theory of Computing II (4)

# EASTERN WASHINGTON UNIVERSITY 2009-10

ECON 430 Mathematical Economics (5)  
PHYS 151 General Physics I (4)  
PHYS 152 General Physics II (4)  
PHYS 153 General Physics III (4)

## Master's Thesis

A Master's thesis in mathematics should make an original and constructive contribution to its field, at least in exposition if not in new mathematics.

To this end, a thesis should demonstrate:

- a mastery of a substantial body of mathematics,
- the ability to search the mathematics literature and
- a talent for presenting mathematics clearly in correct English.

Ideally, a Master's thesis may establish a new result, but new results are not required. Instead, a thesis may present mathematics from other research works, in an exposition accessible to mathematicians who do not specialize in the topic of the thesis. The final version of the thesis may follow either a local format or a format required for submission to a professional mathematics journal.

## Final Comprehensive Examination

A two-hour final examination conducted by the chair of the candidate's graduate committee is required. The candidate will present his or her thesis for the first hour. The remaining time is to be left for questions from the committee on the thesis as well as material selected from the candidate's coursework.

*Note: After having completed 180 credits and met all university graduation requirements for a BA, the students in this program will have the option not to take the fifth year and instead graduate with a BA in Mathematics provided one of the following conditions is met: a. The student has met all departmental requirements for a BA in Mathematics. b. The student has met alternative requirements approved by the department chair. Students apply for admission to the graduate program in the spring quarter of the fourth year and must meet the entrance requirements of the graduate school. Upon acceptance to the graduate school (ordinarily when the student reaches 180 credits), the student officially becomes a graduate student, will pay graduate tuition and may apply for a graduate instructorship.*

Students in the BA/MS Mathematics program are required to complete a minimum of 45 credits toward the graduate degree that are included on an application for graduate degree candidacy and approved by the Mathematics graduate advisor and the Graduate Studies Office. These credits may come from courses numbered 400 or above, as long as at least half are from courses numbered 500 or above. Graduate-level credits (from courses numbered 500 and above) may count toward either the BA or MS degree requirements, but no single course may count toward both degrees.

Required undergraduate credits	52 credits
Required graduate credits	44 credits
Mathematics elective credits	20 credits
Required supporting credits	14 credits
Total credits for above major	130 credits

## BACHELOR OF ARTS IN EDUCATION (BAE)

### STUDENT LEARNING OUTCOMES

#### Students will:

- understand and apply the mathematical processes of problem solving, reasoning, communicating, and connecting, use varied representations to support and deepen mathematical understanding, and embrace technology as an essential tool for teaching and learning mathematics;
- demonstrate computational proficiency using various strategies, including a conceptual understanding of numbers, relationships among number and number systems, and meanings of operations with all real numbers;
- understand relationships among quantities, functions, and the analysis of change, and demonstrate a conceptual understanding of and procedural facility with fundamental single variable calculus;
- use spatial visualization and geometric modeling to explore and analyze geometric figures, and apply and use measurement concepts and tools;
- demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability, and apply the fundamental ideas of discrete mathematics in the formulation and solution of problems;
- possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

## MATHEMATICS/ELEMENTARY MAJOR (48 CREDITS)

Completion of this major, the General Degree Completion Requirements for Education, Elementary and a minor field of study satisfies the state requirements for an Elementary Education teaching endorsement.

### Required Courses

MATH 114 Algebra Concepts (5)  
MATH 211 Structure of Elementary Mathematics I (5)\*  
MATH 212 Structure of Elementary Mathematics II (5)\*  
MATH 311 Functions and Relations (5)

MATH 312 Geometry for the K-8 Teacher (5)  
MATH 390 Methods of Teaching Elementary School Mathematics (5)\*  
MATH 411 Development of the Number System (4)  
MATH 412 Advanced Methods of Teaching K-8 Mathematics (5)  
MATH 420 Problem Solving for K-8 Teachers (4)  
MATH 490 Senior Capstone: Mathematics Practicum (5)

Total credits for above major 48 credits  
Professional Education Requirements/Elementary Education: 73-74 credits\*

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

Minimum total credits for above major and professional education 121 credits

\*MATH 211, 212, and 390 are required courses in the Professional Education Requirements/Elementary. The actual total of credits for this major and professional education is 106 credits.  
Note: the above major requires the completion of a minor.

## MATHEMATICS/ELEMENTARY MAJOR AND MIDDLE LEVEL ENDORSEMENT OPTION (58 CREDITS)

Completion of this major, the General Degree Completion Requirements for Education, Elementary, and a minor field study satisfies the state requirements for an Elementary Education teaching endorsement and a Middle Level Mathematics teaching endorsement (grade levels 4-9).

### Required Courses

EDUC 417 Culture of Middle School (3)  
MATH 114 Algebra Concepts (5)  
MATH 211 Structure of Elementary Mathematics I (5)\*  
MATH 212 Structure of Elementary Mathematics II (5)\*  
MATH 311 Functions and Relations (5)  
MATH 312 Geometry for the K-8 Teacher (5)  
MATH 390 Methods of Teaching Elementary School Mathematics (5)\*  
MATH 411 Development of the Number System (4)  
MATH 412 Advanced Methods of Teaching K-8 Mathematics (5)  
MATH 413 Data Analysis & Probability for Middle Level Teachers (3)  
MATH 416 Calculus for Middle School Teachers (4)  
MATH 420 Problem Solving for K-8 Teachers (4)  
MATH 490 Senior Capstone: Mathematics Practicum (5)

Total credits for above major 58 credits  
Professional Education Requirements/Elementary Education: 73-74 credits\*

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

Minimum total credits for above major and professional education 116 credits\*

\*MATH 211, 212, and 390 are required courses in the Professional Education Requirements/Elementary.

Note: effective 09-01-05 all candidates for certification must pass the WEST-E Praxis II subject matter test to receive an endorsement for certification purposes.

Note: the above major requires the completion of a minor other than mathematics.

## MATHEMATICS/SECONDARY MAJOR (77 CREDITS)

Completion of this major and the General Degree Completion Requirements for Education, Secondary, satisfies the state requirements for a state mathematics teaching endorsement (secondary, grade levels 5-12).

### Required Courses

MATH 161 Calculus I (5)  
MATH 162 Calculus II (5)  
MATH 163 Calculus III (5)  
MATH 225 Foundations of Mathematics (5)  
MATH 231 Linear Algebra (5)  
MATH 241 Calculus IV (5)  
MATH 320 History of Mathematics (4)  
MATH 360 Continuous Functions (4)  
MATH 370 Survey of Geometries (5)  
MATH 385 Probability and An Introduction to Statistics (4)  
MATH 386 Applied Statistics (4)  
MATH 393 Methods of Teaching Secondary Mathematics I (3)  
MATH 431 Introduction to Modern Algebra I (4)  
MATH 432 Introduction to Modern Algebra II (4)  
MATH 490 Senior Capstone: Mathematics Practicum (5)  
MATH 492 Problem Solving Seminar (5)  
MATH 493 Methods of Teaching Secondary Mathematics II (3)  
MATH 494 Senior Seminar (2) (2.0 must be obtained for graduation)

Total credits for above major 77 credits  
Professional Education Requirements/Secondary Education: 46-47 credits

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

Minimum total credits for above major and professional education 123 credits

Note: the above major takes more than 12 quarters at 15-16 credits a quarter.

## MINORS

### MATHEMATICS MINOR (29–30 CREDITS)

#### Required Courses (25 credits)

MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 MATH 163 Calculus III (5)  
 MATH 225 Foundations of Mathematics (5)  
 MATH 231 Linear Algebra (5)

#### Select one course from the following (4–5 credits)

MATH 345 Numerical Analysis I (4)  
 MATH 360 or 460 Continuous Functions (4)  
 MATH 370 Survey of Geometries (5)  
 MATH 385 Probability and An Introduction to Statistics (4)

**Required program credits** 25 credits  
**Required select one credits** 4–5 credits  
**Minimum total credits for above minor** 29 credits

### MATHEMATICS/ELEMENTARY MINOR (34 CREDITS)

Completion of this minor, the General Degree Completion Requirements for Education, Elementary and a major field of study, satisfies the state requirements for an Elementary Education teaching endorsement.

#### Required Courses

MATH 114 Algebra Concepts (5)  
 MATH 211 Structure of Elementary Mathematics I (5)\*  
 MATH 212 Structure of Elementary Mathematics II (5)\*  
 MATH 311 Functions and Relations (5)  
 MATH 390 Methods of Teaching Elementary School Mathematics (5)\*  
 MATH 412 Advanced Methods of Teaching K–8 Mathematics (5)  
 MATH 420 Problem Solving for K–8 Teachers (4)

**Total credits for above minor** 34 credits

*Note: \*MATH 211, 212, and 390 are required courses in the Professional Education Requirements/Elementary. The actual total of additional credits for this minor when elementary education professional requirements are completed is 19 credits.*

### MATHEMATICS/SECONDARY

#### MIDDLE LEVEL ENDORSEMENT/MINOR\* (58 CREDITS)

Completion of this minor, the General Degree Completion Requirements for Education, Secondary, and a major field of study satisfies the state requirements for a middle level mathematics teaching endorsement (grade levels 4–9).

#### Required Courses

EDUC 417 Culture of Middle School (3)  
 MATH 114 Algebra Concepts (5)  
 MATH 211 Structure of Elementary Mathematics I (5)\*\*  
 MATH 212 Structure of Elementary Mathematics II (5)\*\*  
 MATH 311 Functions and Relations (5)  
 MATH 312 Geometry for the K–8 Teacher (5)  
 MATH 390 Methods of Teaching Elementary School Mathematics (5)  
 MATH 411 Development of the Number System (4)  
 MATH 412 Advanced Methods of Teaching K–8 Mathematics (5)  
 MATH 413 Data Analysis & Probability for Middle Level Teachers (3)  
 MATH 416 Calculus for Middle School Teachers (4)  
 MATH 420 Problem Solving for K–8 Teachers (4)  
 MATH 490 Senior Capstone: Mathematics Practicum (5)

**Total credits for above minor** 58 credit

\*This minor can be completed for an add-on Middle Level Mathematics Endorsement.  
 \*\*The completion of MATH 211 and 212 satisfies the university Mathematical Reasoning competency/proficiency requirement and the MATH 115 requirement in the secondary education program.  
*Note: effective 09-01-05 all candidates for certification must pass the WEST-E Praxis II subject matter test to receive an endorsement for certification purposes.*

### MATHEMATICS/SECONDARY MINOR (39 CREDITS)

Completion of this minor, the General Degree Completion Requirements for Education, Secondary and a major field of study satisfies the state requirements for a state mathematics teaching endorsement (secondary, grade levels 5–12).

#### Required Courses

MATH 161 Calculus I (5)  
 MATH 225 Foundations of Mathematics (5)  
 MATH 231 Linear Algebra (5)  
 MATH 320 History of Mathematics (4)  
 MATH 370 Survey of Geometries (5)  
 MATH 380 Elementary Probability and Statistics (5)  
 MATH 393 Methods of Teaching Secondary Mathematics I (3)  
 MATH 431 Introduction to Modern Algebra I (4)  
 MATH 493 Methods of Teaching Secondary Mathematics II (3)

**Total credits for above minor** 39 credits

*\*Note: Certain Mathematics courses will be offered every other year, alternating according to the following schedule: even numbered years: 342,430,445,481,486,,581,582. Odd numbered years: 433,447,470,485,561,562. (2008–2009 is an even year; 2009–2010 is an odd year) Students need to take this into account when planning a program of study in the Mathematics Department.*

## GRADUATE PROGRAM

### MASTER OF ARTS IN TEACHING K-9 MATHEMATICS

Keith Adolphson, Program Advisor	209 Kingston Hall	509.359.6066
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#### STUDENT LEARNING OUTCOMES:

##### Students will:

- Develop a deep and connected understanding of mathematics concepts;
- Develop a deep and connected understanding of pedagogical content knowledge;
- Understand the research base for teaching mathematics;
- Incorporate research findings to solve practical issues of teaching K–9 mathematics;
- Understand the role of and demonstrate effective assessment in mathematics teaching and learning;
- Understand the role of and demonstrate the effective use of appropriate technology in the teaching and learning of mathematics.

The masters' program in Teaching K–9 Mathematics is designed to promote professional and scholarly growth in the understanding of mathematics teaching and learning from theoretical, research, and practical orientations. This program is designed for certified teachers who desire an opportunity to advance their understanding of the teaching and learning of Mathematics. It is also intended for practicing teachers who wish to exercise leadership in school mathematics curriculum planning and teacher development. A copy of a current state teaching certificate must accompany the application.

#### General Admission Requirements for the

##### Master of Arts in Teaching K–9 Mathematics Degree:

1. A bachelor's degree.
2. Recommendations from three persons in the field of education, one of whom has known the student in a supervisory capacity.
3. Acceptance into the graduate program (see admission policies and procedures as stated elsewhere in this catalog).
4. GRE
5. Demonstration of entry-level competency on an inventory of content knowledge for teaching administered in the Mathematics Department.
6. Current teaching certificate.

#### Special requirements for Advancement to Candidacy:

1. Completion of university requirements as listed in advancement to candidacy section as stated elsewhere in this catalog.
2. Selection of master's program committee members as stated elsewhere in this catalog. See approved third member policy.

#### Exit Requirements:

1. Successful completion of all coursework and of a portfolio, written, and interview assessment process focused on a synthesis of course content.
2. Successful completion of the research report and final oral presentation.

### CONTENT KNOWLEDGE FOR TEACHING CORE (48 CREDITS):

#### Required (37 credits):

EDUC 520 Methods of Educational Research (4)  
 MATH 510 Number Sense for Teachers (3)  
 MATH 511 Ratio and Proportion for Teachers (3)  
 MATH 512 Geometric Reasoning for Teachers (3)  
 MATH 513 Data Analysis and Probability for Teachers (3)  
 MATH 514 Algebraic Reasoning for Teachers (3)  
 MATH 515 Measurement for Teachers (3)  
 MATH 524 Mathematics Curriculum in Elementary and Middle School (3)  
 MATH 525 Assessment and Problem-Centered Learning (3)  
 MATH 528 Problem-Centered Learning (3)  
 MATH 592 Theory and Research in Mathematics Teaching and Learning (3)  
 MATH 601 Research Report (3 credits minimum)

#### Electives (11 credits):

MATH 516 Calculus for Middle School Teachers (4)  
 MATH 526 Leadership in Mathematics Education (3)  
 MATH 527 Technology in Mathematics Teaching and Learning (3)  
 MATH 529 Topics in Mathematics Education (3) May be repeated with different topics, for example:  
 a. Historical and Cultural Developments in Mathematics  
 b. Equity and Mathematics  
 c. History of Mathematics Education  
 d. Systems Theory and Learning  
 e. Lesson Study  
 f. Game Theory  
 MATH 593 Pedagogical Development Studies (1)  
 May be repeated for maximum of 3 credits.

**Minimum Total Credits for above Master's degree:**

48 credits

## Research Report

A master's research report should make an original and constructive contribution to the field of mathematics teaching and learning, at least in exposition if not in new understanding. To this end, a research report should demonstrate:

1. a mastery of a substantial body of mathematics content knowledge for teaching,
2. the ability to research and synthesize the literature on mathematics teaching and learning,
3. application of understanding in these areas by designing and conducting an applied research project in mathematics teaching and learning, and
4. the ability to present the research report clearly.

The final written description of the research report and its results must be in APA format.

## Final Oral Presentation

(required for Master of Arts in Teaching K-9 Mathematics)

Each student shall complete a final oral presentation conducted by the chair of the candidate's master's program committee. The master's program committee will consist of two faculty members representing the interdisciplinary content of the student's program and a third member approved by the Graduate Office. The student will answer questions on his or her report posed by the committee. The final oral presentation will be open to all interested faculty and students and will be open to questions by outside members at the discretion of the committee.

## GRADUATE CERTIFICATE FOR MIDDLE-LEVEL MATHEMATICS ENDORSEMENT (35-40 CREDITS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- understand and apply the mathematical processes of problem solving, reasoning, communicating and connecting; use varied representations to support and deepen mathematical understanding; and embrace technology as an essential tool for teaching and learning mathematics;
- demonstrate computational proficiency using various strategies, including a conceptual understanding of numbers, relationships among number and number systems and meanings of operations with all real numbers;
- understand relationships among quantities, functions and the analysis of change and demonstrate a conceptual understanding of and procedural facility with fundamental single variable calculus;
- use spatial visualization and geometric modeling to explore and analyze geometric figures and apply and use measurement concepts and tools;
- demonstrate an understanding of concepts and practices related to data analysis, statistics and probability and apply the fundamental ideas of discrete mathematics in the formulation and solution of problems;
- possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Through completion of the required courses in this certificate program, teachers currently certified in the state of Washington will earn a middle-level (4th through 9th grades) mathematics teaching endorsement. The MA in teaching K-9 mathematics program, with endorsement-specific electives completed, also meets the middle-level endorsement requirements, and students in the degree program need not enroll separately in this certificate program. The certificate program is for students seeking the endorsement only, without the master's degree, and differs from the undergraduate add-on middle level endorsement program in that the graduate courses will be populated by certified teachers who may have had teaching experience that they will bring to bear. The certificate program courses will also be offered in the late afternoons and summer quarters, whereas the courses in the undergraduate program are primarily offered during the day in the regular academic year.

Completion of this program—by a currently certified teacher with one or more Washington State teaching endorsements—will satisfy the Washington State requirements for a middle level mathematics teaching endorsement (grade levels 4-9).

### General Admission Requirements for the Middle Level Mathematics Add-On Endorsement:

1. A Washington State teaching certificate.
2. Demonstration of entry-level competency on an inventory of content knowledge for teaching mathematics administered in the Mathematics Department.

#### Required Courses

- EDUC 517 Culture of Middle Level Programs (3)
- MATH 510 Number Sense for Teachers (3)
- MATH 511 Ratio and Proportion for Teachers (3)
- MATH 512 Geometric Reasoning for Teachers (3)
- MATH 513/413 Data Analysis and Probability for Teachers (3)
- MATH 514 Algebraic Reasoning for Teachers (3)

- MATH 515 Measurement for Teachers (3)
- MATH 516 Calculus for Middle Level Teachers\* (4)
- MATH 525 Assessment and Problem-Centered Learning (3)
- MATH 528 Problem-Centered Learning (3)
- MATH 694 Mathematics Middle Level Teaching Internship (4)

#### Total credits for above program

35 credits\*\*

\* A Pre-Calculus I course or MATH 311 *Functions and Relations* is a prerequisite for this course. \*\*For students who have not previously completed a Pre-Calculus I course or MATH 311, the program will total 40 credits.

## MASTER OF SCIENCE

Yves Nievergelt, Program Advisor	127 Kingston Hall	509.359.4259
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### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate the ability to solve challenging in-depth mathematical problems;
- demonstrate the ability to learn advanced mathematics independently;
- demonstrate the ability to work effectively as a member of independent self-directed teams;
- demonstrate adaptability and flexibility to different contexts and situations;
- demonstrate the ability to effectively communicate mathematics research and exposition orally and in writing.

The Masters of Science program in mathematics is designed to meet the needs of students seeking employment in business and industry, those seeking careers in education at the elementary, secondary and post-secondary level, as well as students preparing for doctoral study in mathematics. The programs are rigorous and prepare the student for an increasingly competitive workplace. Graduates of these programs are highly successful professionals, scientists and teachers; many have earned doctorates.

The master of science curriculum includes core courses in algebra, complex analysis, real analysis and topology, courses on advanced topics; a research-expository thesis is required for all programs with the exception of the teaching options, which require a research report. Overall, the program is designed to develop competence in the central areas of mathematics, algebra, analysis and geometry, to such a point that the student can begin to see the profound interconnections between them. The thesis demands an in-depth study of a subject at or near the forefront of mathematics. Theses have been written in theoretical computer science, theoretical physics, applied mathematics and statistics, as well as pure mathematics; research reports focus on specific aspects of teaching mathematics at the high school or community college level. Well prepared entering undergraduates at Eastern Washington University may opt to combine the master of science program with the Bachelor of Arts in Mathematics in the Five-Year Bachelor of Arts/Master of Science in Mathematics program. Please consult the information in the undergraduate programs for mathematics listed above for the complete description of this program.

The department offers three options with the MS Mathematics program, as well as special interdisciplinary master of science programs. The Applied Mathematics option provides an opportunity to complete a year-long sequence of courses in an applied field and write a thesis on the use of mathematics in such a field. This applied option retains most of the theoretical courses from the Master of Science curriculum, which also form the foundations of applications, so that student retain the flexibility to pursue applied or teaching careers or further research in doctoral programs. To achieve such breadth and depth, however, this applied option may require up to one additional year to complete. The Community College Instruction option is specifically tailored for the needs of an individual seeking a profession in community college or junior college teaching. The Secondary School Instruction option is designed for high school teachers who wish to extend both their knowledge of mathematics and mathematics education. Both curricula include core graduate courses in mathematics and mathematics education, a research project and an internship. Interdisciplinary programs typically combine two fields (e.g., business and mathematics or computer science and mathematics); these programs are highly individualized and planned in conjunction with the two departments involved.

Graduate assistantships and graduate instructorships, with a partial tuition waiver, are available competitively to qualified applicants with a bachelor's degree in mathematics, mathematics education or equivalent. Graduate

Assistants receive approximately \$8,100 per academic year and typically teach one course per quarter. Instructors receive approximately \$14,100 per academic year and teach two courses per quarter. All graduate instructors are required to take a year long 3 credit method course during their first year of instructorship.

### Admission Requirements/Preparation

**Entrance requirements:** In addition to applying for admission to the program, prospective MS students will need to apply for admission to the graduate school according to procedures described elsewhere in this catalog. The GRE general test is required for all graduate programs in mathematics. Expected preparation for MS students is a year of modern algebra along with introductory level courses in advanced calculus and topology.

**Candidacy:** Students who have been admitted and have begun their course of study should apply for admission to candidacy early in their program, using procedures described elsewhere in this catalog. Before candidacy can be approved, the student must remove all deficiencies regarding entrance requirements. Ordinarily, coursework taken to help meet the entrance requirements will not count toward fulfillment of the student's graduate program requirements. Upon admission to candidacy, the members of the student's graduate committee are selected.

#### Degree Requirements

*Note: all mathematics graduate students who have been awarded a graduate service appointment with a teaching assignment must take MATH 521, 522 and 523.*

#### Graduate Core(44 credits)

- MATH 531 Algebra I (4)
- MATH 532 Algebra II (4)
- MATH 533 Algebra III (4)
- MATH 551 General Topology I (4)
- \*MATH 561 Real Analysis I (4)
- \*MATH 562 Real Analysis II (4)
- MATH 573 Topics in Applied Mathematics (3)
- \*MATH 581 Complex Analysis I (4)
- \*MATH 582 Complex Analysis II (4)
- MATH 600 Thesis (8)

#### Other Supporting Credits (For teaching assistants only) (0–3 credits)

- \*MATH 521 Methods of Teaching Mathematics I (1)
- \*MATH 522 Methods of Teaching Mathematics II (1)
- \*MATH 523 Methods of Teaching Mathematics III (1)

#### Electives—Additional mathematics courses (1–6 credits)

*Required graduate core credits*

*44 credits*

*Supporting credits*

*0–3 credits*

*Elective credits*

*1–6 credits*

*Minimum total credits for above master's degree*

*48 credits*

### APPLIED MATHEMATICS OPTION (52 CREDITS)

#### Required Courses (40 credits)

- MATH 531 Algebra I (4)
- MATH 532 Algebra II (4)
- MATH 533 Algebra III (4)
- MATH 551 General Topology I (4)
- \*MATH 561 Real Analysis I (4)
- \*MATH 562 Real Analysis II (4)
- \*MATH 581 Complex Analysis I (4)
- \*MATH 582 Complex Analysis II (4)
- MATH 600 Thesis (8)

#### Elective (12 credits)

Twelve credits of applied courses approved by the Department of Mathematics Curriculum Committee. A thesis and a final comprehensive examination.

*Required option credits*

*40 credits*

*Elective credits*

*12 credits*

*Total credits for above master's degree*

*52 credits*

### COMMUNITY COLLEGE INSTRUCTION OPTION (52 CREDITS)

#### Required Courses

- EDUC 520 Methods of Educational Research (4)
- MATH 521 Methods of Teaching Mathematics I (1)
- MATH 522 Methods of Teaching Mathematics II (1)
- MATH 523 Methods of Teaching Mathematics III (1)
- MATH 531 Algebra I (4)
- MATH 532 Algebra II (4)
- MATH 533 Algebra III (4)
- \*MATH 561 Real Analysis I (4)
- \*MATH 562 Real Analysis II (4)
- \*MATH 581 Complex Analysis I (4)
- \*MATH 582 Complex Analysis II (4)
- MATH 592 Theory and Research in Mathematics Education (3)
- MATH 695 Mathematics Education Internship (6)
- MATH 601 Research Report (8)

*Total credits for above master's degree*

*52 credits*

### SECONDARY SCHOOL INSTRUCTION OPTION (51-55 CREDITS)

#### Required Courses (40 credits)

- EDUC 520 Methods of Educational Research (4)
- MATH 521 Methods of Teaching Mathematics I (1)
- MATH 522 Methods of Teaching Mathematics II (1)
- MATH 523 Methods of Teaching Mathematics III (1)
- MATH 531 Algebra I (4)
- MATH 533 Algebra III (4)
- \*MATH 561 Real Analysis I (4)
- \*MATH 581 Complex Analysis I (4)
- MATH 592 Theory and Research in Mathematics Education (3)
- MATH 695 Mathematics Education Internship (6)
- MATH 601 Research Report (8)

#### Three of the following (11 credits)

- \*MATH 433 Introduction to Modern Algebra III (4)
- \*MATH 470 Foundations of Geometry (4)
- \*MATH 485 Theoretical Probability and Mathematical Statistics (4)
- MATH 486 Advanced Topics in Statistics (3)
  - or Approved upper division statistics course
- MATH 492 Problem Solving Seminar (5)
- MATH 493 Methods of Teaching Secondary Mathematics II (3)
- MATH 532 Algebra II (4)
- MATH 551 General Topology I (4)

*Total credits for above master's degree*

*51 credits*

### Master's Thesis

(Some options in the MS program in Mathematics require a research report instead of a thesis.)

A master's thesis in mathematics should make an original and constructive contribution to its field, at least in exposition if not in new mathematics. To this end, a thesis should demonstrate:

- (a) a mastery of a substantial body of mathematics,
- (b) the ability to search the mathematics literature and
- (c) a talent for presenting mathematics clearly in correct English.

Ideally, a master's thesis may establish a new result, but new results are not required. Instead, a thesis may present mathematics from other research works, in an exposition accessible to mathematicians who do not specialize in the topic of the thesis. The final version of the thesis may follow either a local format or a format required for submission to a professional mathematics journal.

### Final Comprehensive Examination

(Required for all MS programs in mathematics.)

A two-hour final examination conducted by the chair of the candidate's graduate committee is required. The candidate will present his or her thesis or research report for the first hour. The remaining time is to be left for questions from the committee on the thesis as well as material selected from the candidate's coursework.

*\*Note: certain mathematics courses will be offered every other year, alternating according to the following schedule:*

*Even numbered years: 342, 430, 445, 481, 486, 581, 582. Odd numbered years: 433, 447, 470, 485, 561, 562. 2008–2009 is an even year; 2009–2010 is an odd year.*

*Students need to take this into account when planning a program of study in the Mathematics Department.*



## Mathematics Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### MATH 100, 101, 102

#### Basic/Intermediate Algebra Combined (5, 5, 5)

FALL/WINTER/SPRING

Does not count toward the 180 credit requirement.

**Prerequisites:** Mathematics Placement Test (MPT) score of 3 or less and/or recommendation by Advising and Developmental Mathematics Coordinator.

MATH 100, 101, 102 is offered as a three-quarter sequence alternative to MATH 103 and 104. Students who have a history of difficulty in mathematics may benefit from the slower pace of this course. Placement is determined by the developmental mathematics coordinator and a student's advisor and/or a math placement test score of 3 or less. Completion of MATH 100 and 101 with a grade of 2.0 or higher provides MATH 103 clearance and completion of MATH 102 with a grade of 2.0 or higher provides MATH 104 clearance.

### MATH 103

#### Basic Algebra for College Students (5)

FALL/WINTER/SPRING/SUMMER

Does not count toward the 180 credit requirement.

Topics include algebraic properties of number systems, the algebra of polynomials, systems of equations, inequalities, rational functions and solutions to equations of the first and second degree. This course is designed to assist students in preparing for the Basic Skills in Mathematics clearance examination. You are encouraged to have mastered this material before entering EWU.

### MATH 104

#### Intermediate Algebra (5)

FALL/WINTER/SPRING/SUMMER

[satisfies the pre-university basic skills, mathematics.]

Does not count toward the 180 credit requirement. **Prerequisite:** A satisfactory score on the Mathematics Placement Test or MATH 103 or equivalent.

Fundamentals of algebra. Designed for students who have had less than three semesters of high school algebra.

### MATH 105

#### Precalculus I (5)

FALL/WINTER/SPRING/SUMMER

**Prerequisite:** MATH 114 or equivalent course or a 3.0 or better in MATH 104 or a satisfactory score on the Mathematics Placement Test (MPT).

This course includes functions, graphing, polynomials, rational functions, logarithmic and exponential functions and complex numbers. Graphing calculators are used throughout the course.

### MATH 106

#### Precalculus II (5)

FALL/WINTER/SPRING/SUMMER

[for the university proficiencies, the course may be substituted for MATH 115.]

**Prerequisite:** MATH 105 or equivalent.

Trigonometric and inverse trigonometric functions, identities, complex numbers, sequences, series and mathematical induction. Graphing calculators are used throughout the course.

### MATH 107

#### Mathematical Computing Laboratory I (1)

FALL/WINTER/SPRING

**Prerequisite:** successful completion of the university computer literacy competency and permission of the instructor.

The laboratory consists of exercises, experiments and reports, using applications, calculators or mathematical software such as Maple, Mathematica, Matlab, MINITAB, Geometer's Sketchpad or SAS, on topics closely related to the contents of the designated concurrent mathematics course. However, the laboratory is not required by the designated course. The laboratory may be repeated for credit. The topics are specified in the section subtitles.

### MATH 114

#### Algebra Concepts (5)

FALL/WINTER/SPRING/SUMMER

[completion of this course with a grade of 2.0 or better satisfies mathematics competency.]

**Prerequisites:** grade 3.0 or better in MATH 103, or grade of 2.0 or better in MATH 104, or a satisfactory score on the Mathematics Placement Test (MPT).

This course introduces selected algebra topics with in-depth implementation of graphing and mathematical reasoning and is designed to give you the foundation necessary to continue in mathematics courses at EWU.

### MATH 115

#### Mathematical Reasoning (5)

FALL/WINTER/SPRING/SUMMER

[satisfies the university proficiencies, mathematics.]

**Prerequisites:** MATH 104 or equivalent course, or a satisfactory score on the Mathematics Placement Test (MPT); Computer Literacy Competency Recommended.

The course explores sets, basic logic, truth tables, elementary probability and statistics, geometry and the connections between mathematics and art, exponential functions, logarithms and geometric series. The spirit of the course is one of reasoning and problem solving. This is a terminal course intended for students not taking any other mathematics courses for their program of study. This proficiency may be satisfied by examination.

### MATH 161

#### Calculus I (5)

FALL/WINTER/SPRING/SUMMER

[for the university proficiencies, course may be substituted for MATH 115.]

**Prerequisites:** MATH 106 and ENGL 100.

A review of the concepts of functions, absolute value, open and closed intervals and solutions of inequalities. Limits, derivatives of single variable functions and their applications, anti-derivatives, the definite integral.

### MATH 162

#### Calculus II (5)

FALL/WINTER/SPRING

**Prerequisite:** MATH 161.

Applications of the definite integral, inverse functions, transcendental functions, techniques of integration, improper integrals, Taylor's formula.

### MATH 163

#### Calculus III (5)

FALL/WINTER/SPRING

**Prerequisite:** MATH 162.

Polar coordinates, a brief treatment of conic sections, vectors, in  $R^2$  and  $R^3$ , parametric equations, introduction to partial differentiation, sequences and series.

### MATH 196

#### Experimental Course (1–5)

### MATH 199

#### Special Studies (1–5)

FALL/WINTER/SPRING

Does not count toward the 180 credit requirement. **Prerequisite:** permission of the instructor, department chair and college dean.

### MATH 200

#### Finite Mathematics (5)

FALL/WINTER/SPRING

[for the university proficiencies, course may be substituted for MATH 115.]

**Prerequisites:** MATH 114 or equivalent course, or a 3.0 or better in MATH 104, or a satisfactory score on the Mathematics Placement Test (MPT); Computer Literacy Competency Recommended; ENGL 100 or placement into or above ENGL 101.

This course provides an introduction to the mathematical systems encountered in the study of the behavioral sciences and a study of matrices, linear systems, linear programming, set theory and probability.

### MATH 207

#### Mathematical Computing Laboratory II (1)

FALL/WINTER/SPRING

**Prerequisite:** successful completion of the university computer literacy competency and permission of the instructor.

The laboratory consists of exercises, experiments and reports, using applications, calculators or mathematical software such as Maple, Mathematica, Matlab, MINITAB, Geometer's Sketchpad or SAS, on topics closely related to the contents of the designated concurrent mathematics course. However, the laboratory is not required by the designated course. The laboratory may be repeated for credit. The topics are specified in the section subtitles.

### MATH 211

#### Structure of Elementary Mathematics I (5)

FALL/WINTER/SPRING/SUMMER

[for the university proficiencies, the completion of MATH 211 and 212 may be substituted for MATH 115.]

**Prerequisites:** MATH 114 or equivalent course, or a 3.0 or better in MATH 104, or a satisfactory score on the Mathematics Placement Test (MPT); ENGL 100 or placement into or above ENGL 101 on the EWU Writing Test.

This course is designed to give future K–8 teachers a basis for understanding elementary school mathematics. Topics include sets, number systems, functions and relations, operations on whole numbers, decimals and fractions, integers, percents, ratio and proportions and data analysis. There is a strong emphasis on conceptual understanding and problem solving.

### MATH 212

#### Structure of Elementary Mathematics II (5)

FALL/WINTER/SPRING/SUMMER

[for the university proficiencies, the completion of MATH 211 and 212 may be substituted for MATH 115.]

**Prerequisite:** MATH 211.

The course is designed to give future K–8 teachers a basis for understanding elementary school mathematics. Course topics include probability (including simple and complex experiments and fundamental counting principles), geometry (including relationships, symmetry and transformations) and measurement. All topics are approached from theoretical and practical perspectives.

### MATH 225

#### Foundations of Mathematics (5)

FALL/WINTER/SPRING

**Prerequisite:** MATH 161.

Provides a transition from freshman-level to higher-level mathematics and is required for higher-level courses. Topics include logic, methods of proof, set theory, relations and functions and cardinality.

### MATH 231

#### Linear Algebra (5)

FALL/WINTER/SPRING

**Prerequisite:** MATH 106.

Theory and practice of vector geometry in  $R^2$  and  $R^3$ , systems of linear equations, matrix algebra, determinants, vector spaces, bases and dimension, linear transformations, rank and nullity and applications.

### MATH 241

#### Calculus IV (5)

FALL/SPRING

**Prerequisite:** MATH 163.

Differentiation of functions of several variables, multiple integrals, vector calculus. Should be taken as soon after Math 163 as possible.

### MATH 297

#### Workshops, Short Courses, Conferences (3–5)

### MATH 298

#### Seminar (1–5)

### MATH 299

#### Special Studies (1–5)

FALL/WINTER/SPRING/SUMMER

**Prerequisite:** permission of the instructor, department chair and college dean.

**MATH 301****Discrete Mathematics (5)**

FALL/WINTER/SPRING

[for the university proficiencies, course may be substituted for MATH 115.]

*Prerequisite:* MATH 105. You may not receive credit for both MATH 301 and MATH 225.

This course covers the theory and application of the mathematics most relevant to computer science. Foundation topics include logic, induction and recursion, methods of proof, set theory, relations and functions, and combinatorics. Implementation topics include graphs and matrices, including systems of linear equations, two dimensional rotation matrices and matrix representations of graphs, as well as selected topics in graph theory.

**MATH 307****Mathematical Computing Laboratory III (1)**

FALL/WINTER/SPRING

*Prerequisite:* successful completion of the university computer literacy competency and permission of the instructor.

The laboratory consists of exercises, experiments and reports, using applications, calculators or mathematical software such as Maple, Mathematica, Matlab, MINITAB, Geometer's Sketchpad or SAS, on topics closely related to the contents of the designated concurrent mathematics course. However, the laboratory is not required by the designated course. The laboratory may be repeated for credit. The topics are specified in the section subtitles.

**MATH 311****Functions and Relations (5)**

FALL/WINTER

*Prerequisites:* MATH 114 or equivalent; MATH 211 and 212.

A discussion of the algebraic concepts of functions and relations from numeric, graphic and symbolic viewpoints.

**MATH 312****Geometry for the K–8 Teacher (5)**

FALL

*Prerequisite:* MATH 311 or permission of the instructor; and (CPLA 100 and CPLA 101) or the equivalent.

Concepts from two- and three-dimensional geometry are explored and demonstrated. The course includes geometric proofs and requires the use of technology widely used in the K–12 system (and available in the Mathematics Department).

**MATH 320****History of Mathematics (4)**

WINTER

*Prerequisites:* ENGL 201; MATH 225 or permission of the instructor.

A historical development of mathematical ideas and methods. Emphasizes the individuals involved, the development of the intellectual activity called mathematics and the ebb and flow of mathematics in history.

**MATH 341, 342, 343****Topics in Applied Analysis I, II and III (4, 4, 4)***Prerequisite:* for MATH 341: MATH 163; for MATH 342 and 343: MATH 241.

Selected topics in applied mathematics such as vector analysis, complex variables, partial differential equations, etc.

**MATH 345****Numerical Analysis I (4)**

WINTER-EVEN YEARS/SPRING-ODD YEARS

*Prerequisites:* junior or higher standing; MATH 225 and MATH 231 and a high-level computer language. (MATH 225 requires MATH 161)

The course develops numerical linear algebra and error estimates essential for scientific computing: machine arithmetic, algorithms for solving systems of linear equations, algorithms for computing eigenvalues and singular values (LU, QR, Jacobi's and SVD) and the theory of error estimates through condition numbers. The course also includes such applications as the design and analysis of algorithms for floating-point arithmetic, linear regression, orthogonal linear regression, linear programming, or cubic splines, with applications to engineering and the sciences.

**MATH 347****Introductory Differential Equations (4)**

FALL-ODD YEARS/WINTER-EVEN YEARS

*Prerequisite:* MATH 163.

An introduction to ordinary differential equations, a nonrigorous, problem-solving approach including Laplace transforms and Fourier series with applications.

**MATH 360****Continuous Functions (4)**

FALL

*Prerequisites:* MATH 163 and 225.

This course develops the topology of the n-dimensional real Euclidean space. Topics include the completeness of the real numbers, topological spaces, continuity and properties preserved by continuous functions, compactness and connectedness.

**MATH 370****Survey of Geometries (5)**

WINTER

*Prerequisite:* CPLA 100 and 101 or equivalent; and MATH 225.

Introduction to various finite and infinite geometries, both Euclidean and non-Euclidean. The logical notions of consistency, independence, interpretation and models and completeness will be explored. Properties and theorems of each geometric system will be developed synthetically, analytically and through use of technology.

**MATH 380****Elementary Probability and Statistics (5)**

FALL/WINTER/SPRING/SUMMER

[for university proficiencies, course may be substituted for MATH 115.]

*Prerequisites:* MATH 105 or Mathematics Proficiency Clearance, Computer Literacy Competency Recommended.

Empirical and theoretical frequency distributions. Discrete and continuous random variables. The binomial random variable and the normal. Descriptive statistics including measures of location, spread and association. An introduction to inferential statistics including confidence intervals and hypothesis testing.

**MATH 385****Probability and An Introduction to Statistics (4)**

FALL/WINTER-ODD YEARS/SPRING-EVEN YEARS

*Prerequisites:* MATH 163, 225, Computer Literacy Competency Recommended.

Mathematical theory of probability: proofs of simple theorems; Bayes' theorem and its applications to real world problems; discrete and continuous random variables; probability distributions for the binomial, geometric, Poisson, exponential and normal random variables; the distribution of the sample mean. Statistics: an introduction to confidence intervals and hypothesis testing.

**MATH 386****Applied Statistics (4)**

WINTER

*Prerequisite:* MATH 380 or 385 or equivalent.

Statistical methods for research in the natural sciences. The course includes analysis of variance, multiple regression, analysis of covariance and nonparametric statistical procedures.

**MATH 390****Methods of Teaching Elementary School Mathematics (5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* MATH 211 and 212 or equivalent courses approved by the department; EDUC 303; junior standing.

Course designed to teach current methods for teaching math (grades K–8).

**MATH 393****Methods of Teaching Secondary Mathematics I (3)**

SPRING

*Prerequisites:* junior standing and concurrent enrollment in EDUC 413.

This course is designed to address the development and evaluation of select content and process standards: number sense, algebra, functions, representation, reasoning, and communication in the middle and high school. It includes the use of traditional, technological and manipulative materials consistent with current theory and practice.

*Note:* if through communication with your major and minor advisors you determine that taking MATH 393 concurrently with EDUC 413 will result in an overload, please contact the instructor of MATH 393.

**MATH 399****Special Studies in Mathematics (1–5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* permission of the instructor, department chair and college dean.**MATH 401****Advanced Formal Logic (5)***Prerequisites:* PHIL 301 or math equivalent and successful completion of ENGL 101 and recommended placement above MATH 104 on the Mathematics Placement Test or MATH 104 or equivalent.

Advanced study of formal deductive systems. Develops predicate logic on a rigorous basis, establishes some important metatheorems for logical systems and introduces some concepts in semantics and issues in the philosophy of logic.

**MATH 407****Mathematical Computing Laboratory IV (1)**

FALL/WINTER/SPRING

*Prerequisite:* successful completion of the university computer literacy competency and permission of the instructor.

The laboratory consists of exercises, experiments and reports, using applications, calculators or mathematical software such as Maple, Mathematica, Matlab, MINITAB, Geometer's Sketchpad or SAS, on topics closely related to the contents of the designated concurrent mathematics course. However, the laboratory is not required by the designated course. The laboratory may be repeated for credit. The topics are specified in the section subtitles.

**MATH 411****Development of the Number System (4)**

WINTER

*Prerequisite:* MATH 311 or permission of the instructor.

A rigorous development of the rational number system by applying the basic rules of logic.

**MATH 412****Advanced Methods of Teaching K–8 Mathematics (5)**

FALL/SPRING

*Prerequisites:* MATH 390 and MATH 311 or MATH 493 or approval of the instructor; and CPLA 100 and CPLA 101 or the equivalent.

Advanced course in methods of teaching math (grades K–8), including the (required) use of technology. Focused on the teaching of topics in measurement, probability and statistics, algebraic reasoning, ratio and proportion and geometry.

**MATH 413****Data Analysis and Probability for Middle Level Teachers (3)***Prerequisites:* MATH 212; MATH 311; MATH 390; MATH 412.

Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of concepts of data analysis and probability. Students will deepen their understanding of the research on the teaching and learning of data analysis and probability in K–9 mathematics.

## MATH 416

### Calculus for Middle Level Teachers (4)

Prerequisites: MATH 105 or MATH 311.

This course is intended for pre-service middle school teachers and focuses on conceptual and procedural understandings of limit, continuity, differentiation and integration. It includes the techniques and applications of calculus and use of technology to explore and represent fundamental concepts of calculus.

## MATH 420

### Problem Solving for K–8 Teachers (4)

FALL/SPRING

Prerequisite: MATH 390 or math teaching experience) and MATH 311 or equivalent course approved by the department and CPLA 100 and CPLA 101 or the equivalent.

This math content course for prospective K–8 teachers requires students enrolled in the class to solve a large variety of problem-solving problems using a variety of strategies including the use of manipulatives, technology and mathematical representations. Techniques for teaching problem solving are discussed in the course. The use of a variety of types of technology is a required component of the course.

## MATH 430

### Advanced Linear Algebra (4)

SPRING-EVEN YEARS

Prerequisites: MATH 225 and 231.

Advanced study of linear algebra, including the structure theory of linear transformations, the Cayley-Hamilton Theorem and multilinear algebra.

## MATH 431

### Introduction to Modern Algebra I (4)

FALL

Prerequisites: MATH 225, 231.

Sets, groups, cyclic and permutation groups, Lagrange's Theorem, quotient groups and the isomorphism theorems.

## MATH 432

### Introduction to Modern Algebra II (4)

WINTER

Prerequisite: MATH 431.

Basic theory of rings and ideals. Polynomial rings, principal ideal domains and unique factorization domains. Modules.

## MATH 433

### Introduction to Modern Algebra III (4)

SPRING-ODD YEARS

Prerequisite: MATH 432.

Field theory. Splitting fields, Galois groups, fundamental Theorem of Galois Theory. Applications to classical problems of Euclidean constructibility and solvability by radicals.

## MATH 445

### Numerical Analysis II (4)

SPRING-EVEN YEARS

Prerequisite: junior or higher standing; MATH 345.

The course combines numerical linear algebra with calculus to derive methods of scientific computing: numerical differentiation and integration, existence, uniqueness, stability and numerical approximation of solutions of nonlinear systems and of ordinary or partial differential equations, splines and fast Fourier or wavelet transforms.

The course also includes such applications to the engineering and the sciences as the design and analysis of algorithms to compute special functions, computed geometric design, fluid dynamics, heat diffusion or financial Black-Scholes models, image processing or nonlinear regression.

## MATH 447

### Differential Equations (4)

WINTER-ODD YEARS

Prerequisites: MATH 225, 231 and 347.

Advanced study of differential equations including power series solutions, systems, numerical solutions and partial differential equations.

## MATH 460

### Continuous Functions (4)

FALL

Prerequisites: MATH 163 and 225.

This course develops the topology of the  $n$ -dimensional real Euclidean space. Topics include the completeness of the real numbers, topological spaces, continuity and properties preserved by continuous functions, compactness and connectedness. Homework and examinations in MATH 460 focus more on designing proofs new to the student than they do in MATH 360.

## MATH 461

### Advanced Calculus I (4)

WINTER

Prerequisites: MATH 241 and 360 or 460.

This course applies notions from linear algebra and continuous functions to develop the calculus of functions of several variables. Topics include differentiability, the derivative as a linear transformation, extreme value problems and the implicit and inverse function theorems.

## MATH 462

### Advanced Calculus II (4)

SPRING

Prerequisite: MATH 461.

This course builds on topics introduced in MATH 461 to treat integration. Topics include line integrals, exterior algebra and a general form of Stoke's Theorem, with selected applications to algebra, topology and fluid dynamics if time permits.

## MATH 470

### Foundations of Geometry (4)

SPRING-ODD YEARS

Prerequisite: MATH 225 and 231 or concurrent enrollment.

A treatment of plane Euclidean and projective geometries, including the theory of conics, utilizing analytic methods and linear algebra.

## MATH 481

### Complex Analysis (4)

FALL-EVEN YEARS

Prerequisite: MATH 360.

The algebra and calculus of complex functions. Series, holomorphic maps, Cauchy's Theorem, applications.

## MATH 485

### Theoretical Probability and Mathematical Statistics (4)

SPRING-ODD YEARS

Prerequisites: MATH 241, MATH 385.

Mathematical theory of probability; discrete and continuous multivariate distributions, moment generating functions, proof and application of the central limit theorem. Theory of statistical inference: topics in estimation and hypothesis testing; maximum likelihood estimates, the Neyman Pearson lemma, likelihood ratio tests. Other selected topics.

## MATH 486

### Advanced Topics in Statistics (3)

FALL-EVEN YEARS

Prerequisites: MATH 385, 386, 485.

Students will apply general theory from MATH 385, 386 and 485 to an area of statistics new to them. One or more advanced topics will be selected by the students in consultation with the instructor teaching the course, typically among the following: generalized linear models, categorical data analysis, time series analysis, survival analysis. The course will have a theoretical component dealing with mathematical aspects of the given topic(s), as well as a practical component typically taking form of a student project involving the analysis of a real-world data set.

## MATH 490

### Senior Capstone: Mathematics Practicum (5)

FALL/WINTER/SPRING

[satisfies senior capstone university graduation requirement.]

Prerequisites: MATH 390 and MATH 412 and senior standing or MATH 393 and senior standing.

This course is a practicum for students majoring in Mathematics Education. The students will do a pre-student teaching classroom experience in an elementary, middle or high school mathematics classroom (three credits) and participate in a seminar (two credits). Lessons will be planned and taught. Emphasis will be on putting educational theory into practice and reflecting on the process, particularly in the areas of problem solving, the NCTM Standards, use of manipulative materials and assessment. The course will fulfill the Senior Capstone Course requirement for the BAE Math/Elementary and BAE Math/Secondary majors.

## MATH 492

### Problem Solving Seminar (5)

SPRING

Prerequisites: CPLA 100 and 101 or equivalent, senior standing; and MATH 225 or permission of the instructor.

The course examines various problem solving strategies and techniques for teaching problem solving at the secondary level such as direct proof, indirect proof, inferences, mathematical representations and the use of technology.

## MATH 493

### Methods of Teaching Secondary Mathematics II (3)

FALL

Prerequisites: MATH 393 and MATH 370. Concurrent enrollment in MATH 370 is allowed, concurrent enrollment in EDUC 341.

This course is designed to address the development and evaluation of select content and process standards –geometry, measurement, statistics, probability, problem solving, connections and communication in the middle and high school. The course includes the use of traditional, technological and manipulative materials consistent with current theory and practice.

**Note:** if through communication with your major and minor advisors you determine that taking MATH 493 concurrently with EDUC 341 will result in an overload, please contact the instructor of MATH 493.

## MATH 494

### Senior Seminar (2)

WINTER

Prerequisites for students pursuing the BA in Mathematics: prior or concurrent enrollment in MATH 462 and 432; for students pursuing the BAE Secondary: prior or concurrent enrollment in MATH 360, 386, 432 and 493; for students pursuing the BA in Mathematics with a Computer Science option: prior or concurrent enrollment in MATH 360, 345 and 385.

The Senior Seminar course will explore the culture of mathematics through readings and classroom discussions. The students will be required to write a paper on some aspect of mathematics. At the same time, students will review the core mathematics they have studied and comprehensive tests will be administered in order to assess the knowledge they have acquired in their degree programs.

## MATH 497

### Workshops, Short Courses, Conferences (1–5)

Selected topics to be arranged in consultation with the requesting organization.

## MATH 498

### Seminar (1–5)

## MATH 499

### Directed Study (1–5)

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

**MATH 507****Mathematical Computing Laboratory (1)**

*Prerequisites:* concurrent enrollment in or prior credit for a 500-level mathematics course designated by the Department of Mathematics each academic term.

The laboratory consists of exercises, experiments and reports, with applications or calculators or with such mathematical software as Maple, Mathematica, Matlab, MINITAB, Geometer's Sketchpad or SAS, on topics closely related to the contents of the designated concurrent mathematics course. However, the laboratory is not required by the designated course. The laboratory may be repeated for credit; the topics are specified in the section subtitles.

**MATH 510****Number Sense for Teachers (3)**

*Prerequisites:* graduate standing.

Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of the concepts of numeration systems, base ten and place value, operations, fractions, decimals, percents, integers, real numbers and number theory and will deepen their understanding of the research on the teaching and learning of these topics in K-9 mathematics. Major emphases will be learners' cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to these number-sense topics.

**MATH 511****Ratio and Proportion for Teachers (3)**

*Prerequisites:* graduate standing.

Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of the concepts of ratio and proportion and deepen their understanding of the research on the teaching and learning of ratio and proportion in K-9 mathematics. Major emphases will be learners' cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to ratio and proportion.

**MATH 512****Geometric Reasoning for Teachers (3)**

*Prerequisites:* graduate standing.

Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of geometry concepts and deepen their understanding of the research on the teaching and learning of geometry concepts in K-9 mathematics. Major emphases will be learners' cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to geometry.

**MATH 513****Data Analysis and Probability for Teachers (3)**

*Prerequisites:* graduate standing.

Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of concepts of data analysis and probability and deepen their understanding of the research on the teaching and learning of data analysis and probability in K-9 mathematics. Major emphases will be learners' cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to data analysis and probability.

**MATH 514****Algebraic Reasoning for Teachers (3)**

*Prerequisites:* graduate standing.

Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of algebraic reasoning and deepen their understanding of the research on the teaching and learning of algebraic reasoning in K-9 mathematics. Major emphases will be learners' cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to algebraic reasoning.

**MATH 515****Measurement for Teachers (3)**

*Prerequisites:* graduate standing.

Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of measurement concepts and deepen their understanding of the research on the teaching and learning of measurement in K-9 mathematics. Major emphases will be learners' cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to measurement.

**MATH 516****Calculus for Middle School Teachers (4)**

*Prerequisites:* graduate standing.

This course is intended for middle school teachers and focuses on conceptual and procedural understandings of limit, continuity, differentiation and integration. It includes the techniques and applications of calculus and use of technology to explore and represent fundamental concepts of calculus. It also addresses the historical development of calculus and the contributions to its development from many cultures. Students will create a project focusing on connections between calculus, the middle school curriculum and current understandings of how students learn mathematics.

**MATH 521****Methods of Teaching Mathematics I (1)**

FALL

*Prerequisites:* concurrent enrollment in MATH 431 or 460 or 531.

MATH 521 is the first course in a three-sequence designed to expose mathematics graduate instructors to a variety of instructional techniques of teaching mathematics at the precollege and introductory college level. This course focuses on designing effective lessons.

**MATH 522****Methods of Teaching Mathematics II (1)**

WINTER

*Prerequisites:* MATH 521 or permission of instructor.

MATH 522 is the second course in a three-sequence designed to expose mathematics graduate instructors to a variety of instructional techniques for teaching mathematics at the precollege and introductory college level. This course focuses on developing effective questioning techniques and classroom discourse.

**MATH 523****Methods of Teaching Mathematics III (1)**

SPRING

*Prerequisites:* MATH 522 or permission of instructor.

MATH 523 is the third course in a three-sequence designed to expose mathematics graduate instructors to a variety of instructional techniques for teaching mathematics at the precollege and introductory college level. This course focuses on developing teaching select topics from the developmental mathematics curriculum and assessing student learning.

**MATH 524****Mathematics Curriculum in Elementary and Middle School (3)**

*Prerequisites:* graduate standing.

This course focuses on exploring the elementary and middle school mathematics curricula. The nature of mathematics, supporting research and curricular issues will be explored with an emphasis on implications for K-9 mathematics teaching and learning. Students will analyze both traditional and reform curricula. Special attention will be given to the research and theoretical bases underpinning these curricula.

**MATH 525****Assessment and Mathematics Learning (3)**

*Prerequisites:* graduate standing.

This course explores the relationship between assessment and mathematics learning. In particular, we will focus on the forms and purposes of assessment in the mathematics classroom, including the alignment of assessment to instruction, use of multiple sources of assessment information as evidence of learning and appropriate methods. Through readings, discussion and a hands-on problem-centered approach, students will extend their understanding of the research on assessment and the roles of assessment in K-9 mathematics classrooms.

**MATH 526****Leadership in Mathematics Education (3)**

*Prerequisites:* graduate standing.

The goals of this course are to understand issues around school-based leadership in mathematics education and to develop teacher-leaders who are content, pedagogical and diagnostic experts in their schools. Course readings, discussions and project topics include supporting professional learning communities; coaching for rigorous instruction and learning; creating equitable learning environments; assessment; teacher beliefs, knowledge and motivation; policy; reflecting on and measuring leader effectiveness; and teacher professional development.

**MATH 527****Technology in Mathematics Teaching and Learning (3)**

*Prerequisites:* graduate standing.

This course will explore the appropriate use of technology in mathematics education from philosophical, social, theoretical and pedagogical perspectives. It will provide perspectives on current and future trends and issues regarding the use of technology in mathematics teaching and learning. Students will use technology to solve mathematical problems, create mathematical demonstrations and construct new ideas of mathematics. Special attention is devoted to developing a deep understanding of the appropriate use of technology to explore and learn mathematics.

**MATH 528****Problem-Centered Learning (3)**

*Prerequisites:* graduate standing.

This course explores how to create classroom environments where rich tasks form the basis for mathematical learning. Special emphasis will be placed on task construction, selection and problem-posing. Participants will engage in a series of non-routine problem-solving activities. They will also be expected to develop non-routine problem-solving activities addressing specific mathematical ideas. These activities will serve as a basis for examining and reflecting on the research about and the implications of such an approach to the teaching and learning of mathematics.

**MATH 529****Topics in Mathematics Education (3)**

*Prerequisites:* graduate standing.

This course includes topics regarding the teaching and learning of mathematics selected depending on the interest of the class and instructor. Possible topics may include (but are not limited to): history and culture of mathematics, history of mathematics education, systems theory and learning and equity. Topics will be specified in the section subtitle. This course may be repeated for credit with different topics.

## MATH 531

### Algebra I (4)

FALL

Prerequisite: MATH 431 or permission of the instructor.

The theory of groups, starting at the Sylow Theorems. Topics: group actions, normal series, solvable and nilpotent groups, structure theorem for abelian groups, semidirect products, extensions.

## MATH 532

### Algebra II (4)

WINTER

Prerequisite: MATH 432 and 531 or permission of the instructor.

The theory of rings and modules. Topics: modules over principal ideal domains, Jacobson radical, chain conditions, Noetherian and Artinian rings, commutative algebra.

## MATH 533

### Algebra III (4)

SPRING

Prerequisite: MATH 532 or permission of the instructor.

The theory of fields and character theory. Topics: Galois theory, finite fields, cyclotomic extensions, transcendental extensions, group rings, Wedderburn's Theorem, Schur orthogonality relations.

## MATH 539

### Seminar in Special Topics (1–5)

## MATH 551

### General Topology I (4)

FALL

Prerequisite: MATH 360 or 460 or a course in Topology.

Examines properties of abstract topological spaces and mappings including compactness and connectedness, conditions for metrizable.

## MATH 561

### Real Analysis I (4)

WINTER-ODD YEARS

Prerequisite: MATH 551.

This course presents the concepts of general measure and integration theory including the Lebesgue integral and its properties.

## MATH 562

### Real Analysis II (4)

SPRING-ODD YEARS

Prerequisite: MATH 561.

Examines the concept of derivative in a measure theoretic setting, as well as product measures and Fubini's theorem.

## MATH 573

### Topics in Applied Mathematics (4)

FALL

Prerequisite: Graduate standing or permission of the instructor.

The course focuses on the mathematics of applications, depending on the interests of the class and the instructor. This course may be repeated for credit; topics will be specified in the section subtitle.

## MATH 581

### Complex Analysis I (4)

WINTER-EVEN YEARS

Prerequisite: MATH 551.

This course establishes the basic properties of holomorphic functions, including complex derivatives, power series, singularities, residues and the general integral formula of Cauchy. In particular, the course proves such classical results as the Fundamental Theorem of Algebra, the Open Mapping Theorem, the Maximum Principle and the theorems of Weierstrass, Montel or Looman-Menchoff. This course also presents examples of elementary conformal mappings, with optional applications to cartography or physics, from geometric or analytic points of view.

## MATH 582

### Complex Analysis II (4)

SPRING-EVEN YEARS

Prerequisite: MATH 581.

Continues MATH 581 through the proofs of advanced results, such as the general Riemann Mapping Theorem, or properties of the special functions of Riemann and Weierstrass. If time permits, may include application to Algebraic Geometry, Number Theory and Coding or extensions to several complex variables, for example.

## MATH 590

### Math Methods for Elementary Teachers (5)

Prerequisite: Bachelor's degree or permission of instructor.

Designed to expose participants to a variety of instructional techniques for teaching mathematics concepts and skills at the K–8 level. Strengths and weaknesses of different techniques, such as lecture demonstration, small-group activities and problem solving are modeled and discussed.

## MATH 592

### Theory and Research in Mathematics Education (3)

Prerequisite: graduate standing

This course is designed for graduate students in mathematics education who intend to pursue or further teaching careers. This course will explore the history of research in mathematics education; discuss various theories of mathematics learning; evaluate, synthesize and critique mathematics education research; and become acquainted with a diverse sample of quantitative and qualitative studies in mathematics education, as well as, with issue of current interest within the community. The course will be focused on issues that mathematics teachers should understand and investigate; including both content and research methods. In addition, students will be expected to select a mathematics content and/or pedagogical topic for particular emphasis in the course and conduct a research review. Students will leave the course with an understanding of the history of mathematics education research and of the use of research to inform teaching practice.

## MATH 593

### Pedagogical Development Studies (1)

Prerequisites: graduate standing.

This course is intended to enable participants in Mathematics Department-sponsored professional development programs to receive graduate credit through additional study. Specific course requirements will be tailored to the particulars of the professional development program but will include a minimum of one major and one minor research and writing assignment related to the development of content knowledge for the teaching of mathematics. May be repeated for a maximum of three total credits.

## MATH 596

### Experimental Course (1–5)

## MATH 597

### Workshops (1–5)

Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## MATH 598

### Seminar (1–5)

Prerequisite: permission of the instructor.

## MATH 599

### Independent Study (1–6)

Prerequisite: permission of the instructor, department chair and college dean.

## MATH 600

### Thesis (1–15)

Prerequisite: permission of the instructor, department chair and college dean.

A research thesis under the direction of a graduate committee.

## MATH 601

### Research Report (1–15)

Prerequisite: permission of the instructor, department chair and college dean.

A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree in education under the direction of a graduate committee.

## MATH 695

### Mathematics Education Internship (6)

Prerequisites: graduate standing; permission of the instructor, department chair and college dean.

The theories of teaching and learning mathematics explored in the *Theory and Research in Mathematics Education* course (MATH 592) are made practically relevant in this course, as student teach classes such as MATH 211 or 212 while being mentored by faculty having experience with those classes. One-hour weekly seminars complement the in-class teaching assignment.

## MATH 696

### College Teaching Internship (1–5)

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

## MILITARY SCIENCE

College of Social and Behavioral Sciences

Lieutenant Colonel Michael Kirkland, Chair	202 Cadet Hall	509.359.2386
BA		Minor

Faculty: B. Babyak, A. Fisher, M. Kirkland, T. Schledewitz

### UNDERGRADUATE PROGRAMS

The Department of Military Science offers a four year curriculum in leadership, both theoretical and practical. Students learn the fundamentals of leadership and then progress through increasing leadership responsibilities in order to improve individual levels of proficiency. Many other “life skills” such as time management, oral and written communication, first aid and personal and adventure training are also integrated into the program.

The Department of Military Science is part of the Army Reserve Officer Training Corps (ROTC) program. Students who wish to enroll or to contract as a Cadet must meet medical, physical and military screening standards. The program requires class attendance, leadership labs, off-campus training and may include internship opportunities. Both a major and a minor are offered by the department.

ROTC is traditionally a four-year program. Students with prior service, members of the Army Reserve or National Guard units and ROTC Basic Camp graduates may be eligible to waive the lower division courses and complete the program in two years. The ROTC program consists of two phases: the Basic Course (usually completed during the freshman and sophomore years or obtained through advanced placement credit) and the Advanced Course (usually completed during the junior and senior years).

**Basic Course:** (MS I/MS II) The Basic Course is open to all EWU students interested in basic leadership and military skills training without any military obligation. The freshman 100-level courses are 2 credit hours and consist of a one-hour classroom session and a two hour leadership laboratory (three hours weekly). The sophomore 200-level courses are 3 credit hours and consist of a two hour classroom session and a two hour leadership laboratory (four hours weekly). Basic Course focus is on leader development and small group dynamics combined with basic military skills training which offers students personal challenges and the opportunity to take ROTC for a test drive. Development of critical thinking and problem solving skills and improvement of oral and written communication skills in a variety of different situations will provide each student an environment within which to become a better leader and influencer within a chosen profession. Between their sophomore and junior year, students may attend a four-week Leaders Training Course (LTC) at Fort Knox, KY to meet Basic Course Requirements. Students are also afforded the opportunity to apply and compete for on-campus ROTC two- and three-year scholarships.

**Advanced Course:** (MS III/MS IV) Upon completion of the Basic Course or equivalent, students (Cadets) may be eligible for entrance into the Advanced Course. Eligible students must be selected by the ROTC Cadre prior to enrollment in the Advanced Course. The Advanced Course is a two-year curriculum consisting of classroom instruction, leadership training and military field training. Students also attend a 35-day Leadership Development and Assessment Course Camp (LDAC) at Fort Lewis, Washington, during the summer between their junior and senior years. While attending LDAC students are paid for their time at camp and for round-trip travel expenses.

Completion of the Advanced Course qualifies the student to apply and compete for a commission in the United States Army, either on active duty, in the Army Reserves or in the Army National Guard.

**Financial Assistance:** Each contracted Cadet receives a tax-free stipend allowance of \$300–\$500 a month for up to ten months a year. There are also cooperative programs with the Army Reserve and Army National Guard that pay 100% up to \$4500 (per academic year) for tuition and fees, monthly drill pay and the ROTC stipend for MS II, III and IV

students. Students who join the Army Reserves and Army National Guard and finish Basic Training and Advanced Individual Training (AIT) will qualify for the Montgomery GI Bill (\$317/month per academic year) and the GI Bill Kicker (\$200–\$350/month per academic year).

**Scholarships:** The ROTC program offers four, three and two-year scholarships for eligible students. Every scholarship provides full tuition, \$1200 annual allowance for books and class fees in addition to a tax-free stipend of \$300 per month for contracted freshmen, \$350 per month for sophomores, \$450 per month for juniors and \$500 per month for seniors during the academic school year.

**Four-Year National Scholarship Program:** Interested students apply while still in high school at [www.armyrotc.com](http://www.armyrotc.com). Beginning in February of each year, high school juniors may apply for the university academic year after their high school graduation. An early decision cycle is offered for applications submitted by July 15 of each year between the junior and senior high school years. Application deadline for high school seniors is January 10 of each year. Interested applicants DO NOT incur any military obligation by simply applying for a scholarship. Scholarship decisions and notification of scholarship winners begin after February 15 of each year. Interested students should contact the EWU ROTC Scholarship Officer at 509.359.6110 or call nationwide 1.800.USA.ROTC.

**Two and Three Year On-Campus Scholarship Program:** This program is open to qualified students already accepted at EWU. Interested students DO NOT incur any military obligation by applying for a scholarship. Contact the EWU ROTC Scholarship Officer at 509.359.6110 to apply.

#### Extracurricular Activities

**Special Qualification Training:** Advanced Course and select Basic Course students may participate in confidence-building schools such as Air Assault School, Airborne School, Northern Warfare School, Cultural Language Program (CULP) and Cadet Troop Leader Training (CTLT).

**Color Guard:** The Eastern Washington University ROTC Color Guard participates in a variety of school and civic functions where precision drill or presentation of the United States Flag is required.

**Intramural Sports:** The Department of Military Science sponsors teams which participate in basketball, volleyball, softball and other sports of the EWU Intramural program. Uniforms and equipment are provided by the Department of Military Science.

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

### BACHELOR OF ARTS (BA)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- know and apply basic individual and unit military skills and leadership while functioning in a tactical environment as a member of a squad or platoon;
- know and apply time management skills and troop leading procedures to develop and articulate a complete five paragraph Operations Order;
- know and apply a basic understanding of Army operations, training management, safety, risk management, counseling and communications as a member of the Cadet Battalion Chain-of-Command;
- critically analyze the current Operational Environment in which our Armed Forces are deployed to better prepare to serve as a Platoon Leader.

#### MILITARY SCIENCE MAJOR (83 CREDITS)

Although not required for completion of the basic course or the advanced course, the department does offer both a major and a minor in Military Science **with permission only**. The major in Military Science is designed to give the student interested in a military career a broad background in various academic areas.

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

## Required Courses (83 credits)

CMST 200 Introduction to Speech Communication (4)  
 ENGL 205 Introduction to Technical Communication (5)  
 GOVT 320 The International System (5)  
 GOVT 323 American Foreign Policy (5)  
 HIST 350 War and Society (5) (also required for commissioning)  
 HUMR 328 Human Resource Management (4)  
 MGMT 326 Organization Theory and Behavior (4)  
 MLSC 201 Basic Navigation Techniques (3)  
 MLSC 202 Basic Military Skills (3)  
 MLSC 203 Military Leadership (3)  
 MLSC 301 Military Science and Tactics I (4)  
 MLSC 302 Military Science and Tactics II (4)  
 MLSC 303 Military Science and Tactics III (4)  
 MLSC 304 Military Science and Tactics III  
 (Leadership Development & Assessment Course) (8)  
 MLSC 401 Military Science and Tactics IV (4)  
 MLSC 402 Military Science and Tactics IV (4)  
 MLSC 403 Military Science and Tactics IV (4)  
 PHIL 212 Introductory Ethics (5)  
 PSYC 309 Scientific Principles of Psychology (5)

Total credits for above major

83 credits

## MINOR

### MILITARY SCIENCE MINOR (37 CREDITS)

#### Required Courses

HIST 350 War and Society (5)  
 MLSC 301 Military Science and Tactics I (4)  
 MLSC 302 Military Science and Tactics II (4)  
 MLSC 303 Military Science and Tactics III (4)  
 MLSC 304 Military Science and Tactics III  
 (Leadership Development and Assessment Course) (8)  
 MLSC 401 Military Science and Tactics IV (4)  
 MLSC 402 Military Science and Tactics IV (4)  
 MLSC 403 Military Science and Tactics IV (4)  
 English/Math/Computer Literacy must meet university requirements

Total credits for above minor

37 credits

## Military Science Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### MLSC 101

#### Military Values and Leadership I (2)

FALL

Open to all students.

An introduction to the fundamentals of military values, leadership and decision making. This course is the first in a series that focuses on developing student critical thinking and problem solving with the goals of promoting team building and improving oral and written communicative skills. Students are exposed to basic map navigation skills as a confidence building technique. Leadership labs provide exposure to larger group dynamics while learning basic military skills.

### MLSC 102

#### Military Values and Leadership II (2)

WINTER

Open to all students.

An introduction to the fundamentals of military values, leadership and decision making. This course is a continuation in a series that focuses on developing student critical thinking and problem solving with the goals of promoting team building and improving oral and written communicative skills. Students are exposed to basic map navigation skills as a confidence building technique. Leadership labs provide exposure to larger group dynamics while learning basic military skills.

### MLSC 103

#### Military Values and Leadership III (2)

SPRING

Open to all students.

This course builds on the fundamentals developed in MLSC 101/102. This course focuses on allowing the individual student to become acquainted with problem solving and decision making processes (what the student actually does as a leader). Students continue to be placed in various small group leadership situations that demand leader decisions to ethical and moral problems. In the labs, students continue to learn confidence building skills, such as winter survival and other basic military skills.

### MLSC 201

#### Basic Navigation Techniques (3)

FALL

Open to all students.

This course addresses land navigation techniques and communication skills. Included is a study of the fundamentals and use of topographic maps and the magnetic compass to determine locations, directions and terrain features. Students are also given the opportunity to give presentations and to lead small groups.

### MLSC 202

#### Basic Military Skills (3)

WINTER

Open to all students.

This course addresses basic military skills and small unit leadership. Included are studies of small military units and how they function in a tactical environment, training in basic military skills and leadership studies.

### MLSC 203

#### Military Leadership (3)

SPRING

Open to all students.

This course is a study of military leadership principles and traits and how they are used by an Army officer to accomplish a mission and continuation of training in basic military skills and leadership studies.

### MLSC 299

#### Individual Studies (1-5)

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

Topics of study are mutually agreed upon by the student and the instructor.

### MLSC 301

#### Military Science and Tactics I (4)

FALL

Prerequisite: permission of the instructor.

This course covers advanced land navigation, leadership and communication, with an introduction to small unit tactics. The laboratory portion consists of extensive practical, training and an intensive physical fitness training program.

### MLSC 302

#### Military Science and Tactics II (4)

WINTER

Prerequisite: permission of the instructor.

This course covers leadership techniques using small unit tactics. The laboratory portion consists of extensive practical training and an intensive physical fitness training program.

### MLSC 303

#### Military Science and Tactics III (4)

SPRING

Prerequisite: permission of the instructor.

This course reviews advanced land navigation techniques, communication and small unit tactics in preparation for the thirty day summer Leadership Development and Assessment Course Camp (LDAC) at Fort Lewis, Washington. The laboratory portion consists of extensive practical training and an intensive physical fitness training program.

### MLSC 304

#### Military Science and Tactics III (Leadership Development & Assessment Course) (8)

SUMMER

Prerequisite: permission of the department chair.

This course includes practical exercise in individual soldier skills, leadership and small unit tactics in preparation for the LDAC.

### MLSC 399

#### Individual Studies (1-5)

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

Topics are mutually agreed on by the student and the instructor.

### MLSC 401, 402, 403

#### Military Science and Tactics IV (4, 4, 4)

FALL(401)/WINTER(402)/SPRING(403)

Prerequisite: permission of the department chair.

A study of the principles of war, law of war, the military justice system and ethical and professional behavior theory. Discusses force structuring, consequences and requirements of defense policy, organization and functioning of the staff, logistics, training, administration and effective leadership.

### MLSC 495

#### Professional Internship (1-5)

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

Provides practical military experience through participation in a work experience program. Requires a detailed written report. The program is mutually agreed upon by students and instructor.

### MLSC 499

#### Individual Studies (1-5)

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

Topics are mutually agreed on by students and the instructor.

## MODERN LANGUAGES AND LITERATURES

### College of Arts and Letters

Margaret Heady, Chair	350F Patterson Hall	509.359.2861	
BA	BAE	Minors	MED

Faculty: M. Andrews (Spanish), J. García-Sánchez (Spanish), M. Heady (French), P. Higman (Spanish), W. Kraft (German), F. Preisig (French), J. Stewart-Strobel (German), T. Stradling (Japanese), S. Winkle (German)  
Learning Center Director: P. Foster

## UNDERGRADUATE PROGRAMS

### Major and Minor Programs; Basic Language Instruction

The Department of Modern Languages and Literatures offers full major programs in French and Spanish, leading to the bachelor of arts and the bachelor of arts in education. Minor programs in German and Japanese are also available. The department also offers courses in Chinese and Russian. Graduate work leading to the master of education in French is offered in summer sessions as well as during the academic year (see Graduate Program listed below).

The Department of Modern Languages and Literatures promotes several kinds of values within the academic community and the pursuit of these values constitutes, in a broad sense, the educational mission of the department.

**Practical Values.** The instruction of basic, intermediate and advanced foreign or second language skills allows students to acquire practical knowledge in the speaking, listening comprehension, reading and writing of the “target” language.

**Intellectual Values.** Through all levels of learning in language and literature programs the student pursues 1. an understanding about the phenomenon of language, 2. enhanced skills in inquiry, analysis and the exercise of critical faculties and 3. an understanding about the individual nature of the more specialized discourse in cultural and literary studies.

**Aesthetic Values.** The study of the literature and of other creative forms of human expression associated with a given national culture promotes greater discrimination and greater enjoyment in aesthetic experience.

**Cultural Values.** The language, literature and culture courses within the language program promote 1. the knowledge and appreciation of cultural history and 2. the awareness of the ideas, manners, customs, skills and other cultural attributes that define a particular people as well as a sensitivity to the phenomenon of cultural diversity.

### Study Abroad Opportunities

The Department of Modern Languages and Literatures recommends that students complete the equivalent of at least two years of university language study before taking advantage of a study abroad program.

Summer study abroad programs are available in France at the University of Nice, in Spain at the Escuela Internacional and in Germany at the Technical University in Lübeck. Eastern also has established student exchanges with one or more universities in Australia, Japan, Mexico and Germany (as well as with several universities where English is the language of instruction). Since there are often such programs in the development stage and since students have access to the study abroad programs of other American universities as well, students who are interested in exchange opportunities should check with Modern Languages and Literatures and with the Study Abroad Office for the latest information.

### Language Placement

Guidelines for students for determining where they should place themselves in a language course sequence, based on where they ended previous language study.

The first-and/or second-year courses in languages need to be taken in a sequence. The information below intends to provide guidelines for students in determining where they should place themselves in a language course sequence, based on where they ended previous language study. (A separate set of guidelines—Advanced Placement (AP) Test Credit—governs credit and placement for students who have taken the national AP Test.)

**No Previous Study**—Students who have no prior study or knowledge of a language should begin study with 101, normally fall quarter.

### High School Language Experience

The state of Washington has established equivalency standards for high school and college/university language instruction. Under those official standards, one year of high school language study equals one quarter of university study; two years of high school equal two quarters at university; three years high school equal the entire first-year college/university sequence.

The following guidelines show where students should begin university study, according to their high school language background. Students ought normally to begin at the highest level indicated. This makes them eligible for maximum “Proficiency Placement Credit” (see below). They may elect to begin at a lower level and/or be advised to do so for reasons of weak background and/or a considerable lapse of time between high school study and university enrollment.

Students with **one year** of high school language study should place themselves in a 102 section (normally winter quarter) at EWU. After completing 102, they become eligible for proficiency placement credit. They may also elect to begin with 101 (fall quarter).

Students with **two years** of high school study should place themselves in a 103 section (spring quarter) at EWU. After completing 103 (and additional coursework), they become eligible for proficiency placement credit. They may also elect to begin with 102 (winter quarter), but they must have a written waiver from the Department of Modern Languages and Literatures in order to receive credit if they begin with 101.

Students with **three years** of high school study should place themselves in a 201 section (fall quarter) at EWU. After completing 201 (and additional coursework), they become eligible for proficiency placement credit. They may also elect to begin with 103 (spring quarter), but they must have a written waiver from the Department of Modern Languages and Literatures in order to receive credit if they begin with 102 or lower.

Students with **more than three years** of high school study should place themselves in a 201 section (fall quarter) at EWU. After completing 201 (and additional coursework), they become eligible for proficiency placement credit. They must have a written waiver from the Department of Modern Languages and Literatures in order to receive credit if they begin with 103 or lower.

### College/University Language Experience

Students who have prior university credit for language study may not repeat equivalent courses at EWU for additional credit. They should continue language study in sequence from the point they ended previous study.

### Other Intermediate or Advanced Language Experience

Students who believe that they have attained intermediate or advanced knowledge in a language through previous experience may take the proficiency test offered by a program or otherwise consult the program faculty *before or at the time of* initial enrollment in language courses. (A separate set of guidelines deals with “Proficiency Placement Credit” at the second-year level.)



## Initial Enrollment

When students enroll initially, they should follow the preceding guidelines. If they are in any doubt about appropriate placement, they should consult with their teachers during the first day or two of the quarter.

Students are welcome to consult with the chair of the department and/or with a language program faculty member in advance of enrollment. The Department of Modern Languages and Literatures is in Patterson Hall, Suite 350. The reception number of the department is 509.359.2481. The phone numbers and e-mail addresses of the chair and program faculty are also available on the University's website.

## Proficiency Placement Credit

The Department of Modern Languages and Literatures offers proficiency placement credit to students who enter EWU with some prior training and knowledge of foreign languages at the first- and/or second-year levels. These guidelines explain the conditions under which students may receive placement credit for previous language study.

### First-Year Language Study

Students who through prior training or knowledge are able to skip 101, 102 and/or 103 classes in any foreign language may receive proficiency placement credit for these classes. To do this, they must complete an equivalent number of credit hours in the language program in question at appropriately higher course levels in the Department of Modern Languages and Literatures at EWU. The maximum proficiency placement credit for first-year study in one language is 15 credits.

Proficiency placement credit for first-year language study does not carry a grade and is not assigned a particular course number, but it does appear on the student's transcript and does count toward the student's 180 credit hour requirement for graduation.

### Second-Year Language Study

Students who believe that they have attained intermediate or advanced knowledge in a language through previous experience may take the proficiency test offered by a program (or otherwise consult the program faculty for proficiency screening) to determine an appropriate placement. We emphasize that it is extremely important for students in this situation to consult with the program faculty *before or at the time of* initial enrollment in language courses.

Proficiency placement credit for second-year language study carries a grade of "PASS" (P) for 201, 202 and/or 203 and is awarded contingent

1. on passing the proficiency test or other proficiency screening by the program faculty *before or at the time of* initial enrollment in language courses and
2. on completing a minimum of 5 credits at the 200- and/or upper-division level.

Students who receive a P credit for second-year language study are also eligible for proficiency credit for first-year language study.

### A. P. Test Credit

These guidelines to explain how the department awards course credit for students who have scored from 3 to 5 in a given language on the College Board's Advanced Placement Test.

Students scoring

- 3 may receive credit for 201 (5 credits)
- 4 may receive credit for 201, 202 (10 credits)
- 5 may receive credit for 201, 202, 203 (15 credits)

in French, German, Japanese, Russian or Spanish with a grade of P when they matriculate at EWU.

## General Degree Requirements for Modern Languages and Literatures

**Grade Requirement for majors and minors: 2.50 cumulative average**

**Study abroad and core requirements for Spanish**

- Students majoring/minoring in Spanish must complete SPAN 310/311, 320/321 and GNML 390 on campus. Students staying abroad for more than two consecutive quarters may consult the advisors of the Spanish Program about exceptions to these requirements.
- Students studying abroad for less than 10 weeks may have the credits courses transferred but these will not meet major/minor degree requirements with the exception of two credits of conversation courses at the advanced level (SPAN 305) and 5 credits of culture/humanities courses (Upper division courses) which are valid as electives.

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

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate proficiency in the oral language skills of listening and speaking;
- demonstrate proficiency in writing and reading;
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study;
- demonstrate an understanding of the interconnectedness of language, culture, history and literature;
- apply knowledge of the historical background of the language culture under study; show conversance in contemporary issues political, economic, social and artistic;
- demonstrate knowledge of the customs and idioms of the language culture under study in order to be able to respond to everyday situations in appropriate ways.

## FRENCH MAJOR (45 CREDITS)

### Required Courses (27 credits)

- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)
- FREN 310 Advanced Grammar and Composition (5)
- FREN 320 French Civilization and Culture I (4)  
or FREN 321 French Civilization and Culture II (4)
- FREN 330 French Literary Genres (3)

### Select from the following courses (9 credits)

- FREN 410 French Stylistics (3)
- FREN 430 17<sup>th</sup> Century French Literature and Culture (3)
- FREN 431 18<sup>th</sup> Century French Literature and Culture (3)
- FREN 433 19<sup>th</sup> Century French Literature and Culture (3)
- FREN 496/497 Workshops/Special Topics (2–4)

### Electives (9 credits)

- FREN 305 French Conversation (2)
- FREN 306 French Conversation (2)
- FREN 311 Grammar Review (2)
- FREN 320 French Civilization and Culture I (4)  
or FREN 321 French Civilization and Culture II (4)
- FREN 496/497 Workshops/Special Topics (2)

**Required program credits**

27 credits

**Required select from the following credits**

9 credits

**Elective credits**

9 credits

**Total credits for above major**

45 credits

*Note: the above major requires the completion of a minor.*

## FRENCH MAJOR (60 CREDITS)

### Required Courses (27 credits)

SAME AS FOR 45 CREDIT MAJOR

### Electives (33 credits)

Select courses above FREN 300

**Required program credits**

27 credits

**Elective credits**

33 credits

**Total credits for above major**

60 credits

## **BACHELOR OF ARTS (BA)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- demonstrate proficiency in the oral language skills of listening and speaking;
- demonstrate proficiency in writing and reading;
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study;
- demonstrate an understanding of the interconnectedness of language, culture, history and literature;
- apply knowledge of the historical background of the language culture under study; show conversance in contemporary issues political, economic, social and artistic;
- demonstrate knowledge of the customs and idioms of the language culture under study in order to be able to respond to everyday situations in appropriate ways.

### **SPANISH MAJOR (45 CREDITS)**

#### **Required Courses (34 credits)**

- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 203 Introduction to Advanced Spanish (5)
- SPAN 310 Advanced Grammar and Composition (3)
- SPAN 311 Advanced Grammar and Composition (3)
- SPAN 320 Spanish Civilization (5)
- SPAN 321 Spanish-American Civilization and Culture (5)
- SPAN 338 Survey of Spanish Literature (3)
  - or SPAN 339 Survey of Spanish-American Literature (3)

#### **Electives (11 credits)**

Select courses above SPAN 300

**Required program credits** **34 credits**

**Elective credits** **11 credits**

**Total credits for above major** **45 credits**

*Note: the above major requires the completion of a minor.*

### **SPANISH MAJOR (60 CREDITS)**

#### **Required Courses (34 credits)**

SAME AS FOR 45 CREDIT MAJOR

#### **Electives (26 credits)**

Select courses above SPAN 300

**Required program credits** **34 credits**

**Elective credits** **26 credits**

**Total credits for above major** **60 credits**

## **BACHELOR OF ARTS IN EDUCATION (BAE)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- apply knowledge of the historical background of the language culture under study; show conversance in contemporary issues political, economic, social and artistic;
- demonstrate knowledge of the customs and idioms of the language culture under study in order to be able to respond to everyday situations in appropriate ways;
- apply knowledge of language teaching techniques, methods and materials; demonstrate and apply knowledge of grammatical concepts and structures in preparation for the teaching profession;
- demonstrate proficiency in the oral language skills of listening and speaking; demonstrate proficiency in writing and reading;
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study; demonstrate an understanding of the interconnectedness of language, culture, history and literature.

### **FRENCH/ELEMENTARY OR SECONDARY MAJOR (49 CREDITS)**

This major satisfies the endorsement for Preschool to grade 12.

#### **Required Courses (31 credits)**

- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)
- FREN 310 Advanced Grammar and Composition (5)
- FREN 320 French Civilization and Culture I (4)
  - or FREN 321 French Civilization and Culture II (4)
- FREN 330 French Literary Genres (3)
- GNML 390 Foreign Language Methods (4)

#### **Select from the following courses (9 credits)**

- FREN 410 French Stylistics (3)
- FREN 430 17<sup>th</sup> Century French Literature and Culture (3)
- FREN 431 18<sup>th</sup> Century French Literature and Culture (3)

- FREN 433 19<sup>th</sup> Century French Literature and Culture (3)
- FREN 496/497 Workshops/Special Topics (2-4)

#### **Electives (9 credits)**

- FREN 305 French Conversation (2)
- FREN 306 French Conversation (2)
- FREN 311 Grammar Review (2)
- FREN 320 French Civilization and Culture I (4)
  - or FREN 321 French Civilization and Culture II (4)
- FREN 496/497 Workshops/Special Topics (2)

**Required program credits** **31 credits**

**Required select from the following credits** **9 credits**

**Elective credits** **9 credits**

**Total credits for above major** **49 credits**

**Professional Education Requirements/Elementary Education: or Secondary Education:** **73-74 credits**  
**46-47 credits**

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

**Minimum total credits for above major and elementary professional education** **122 credits**

**Minimum total credits for above major and secondary professional education** **95 credits**

*Note: students who do not have sufficient high school language preparation to begin FREN 201 will require more than 12 quarters to complete the BAE.*

*Note: students who want to have a second endorsement in a minor field will require more than 12 quarters to complete the BAE. Note: the above major requires the completion of a minor.*

## **BACHELOR OF ARTS IN EDUCATION (BAE)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- apply knowledge of the historical background of the language culture under study; show conversance in contemporary issues political, economic, social and artistic;
- demonstrate knowledge of the customs and idioms of the language culture under study in order to be able to respond to everyday situations in appropriate ways;
- apply knowledge of language teaching techniques, methods and materials; demonstrate and apply knowledge of grammatical concepts and structures in preparation for the teaching profession;
- demonstrate proficiency in the oral language skills of listening and speaking; demonstrate proficiency in writing and reading;
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study; demonstrate an understanding of the interconnectedness of language, culture, history and literature.

### **SPANISH/ELEMENTARY OR SECONDARY MAJOR (49 CREDITS)**

This major satisfies the endorsement for Preschool to grade 12.

#### **Required Courses (38 credits)**

- GNML 390 Foreign Language Methods (4)
- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 203 Introduction to Advanced Spanish (5)
- SPAN 310 Advanced Grammar and Composition (3)
- SPAN 311 Advanced Grammar and Composition (3)
- SPAN 320 Spanish Civilization (5)
- SPAN 321 Spanish-American Civilization and Culture (5)
- SPAN 338 Survey of Spanish Literature (3)
  - or SPAN 339 Survey of Spanish-American Literature (3)

#### **Electives (11 credits)**

Select courses above SPAN 300

**Required program credits** **38 credits**

**Elective credits** **11 credits**

**Total credits for above major** **49 credits**

**Professional Education Requirements/Elementary Education: or Secondary Education:** **73-74 credits**  
**46-47 credits**

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

**Minimum total credits for above major and elementary professional education** **122 credits**

**Minimum total credits for above major and secondary professional education** **95 credits**

*Note: students who do not have sufficient high school language preparation to begin SPAN 201 will require more than 12 quarters to complete the BAE.*

*Note: students who want to have a second endorsement in a minor field will require more than 12 quarters to complete the BAE.*

*Note: the above major requires the completion of a minor.*

## **MINORS**

### **FRENCH MINOR (15 CREDITS)**

**Required Courses**

- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)

*Total credits for above minor* **15 credits**

### **FRENCH/ELEMENTARY OR SECONDARY MINOR (30 CREDITS)**

This minor satisfies the endorsement for Preschool to grade 12.

**Required Courses**

- FREN 201 French Grammar and Composition (5)
- FREN 202 French Grammar and Composition (5)
- FREN 203 Introduction to Literature (5)
- FREN 305 French Conversation (2)
- or FREN 306 French Conversation (2)
- FREN 310 Advanced Grammar and Composition (5)
- FREN 320 French Civilization and Culture I (4)
- or FREN 321 French Civilization and Culture II (4)
- GNML 390 Foreign Language Methods (4)

*Total credits for above minor* **30 credits**

### **GERMAN MINOR (17 CREDITS)**

**Required Courses (15 credits)**

- GERM 201 Second-Year German (5)
- GERM 202 Second-Year German (5)
- GERM 203 Second-Year German (5)

**Electives (2 credits)**

Select courses above GERM 300

*Required program credits* **15 credits**

*Elective credits* **2 credits**

*Total credits for above minor* **17 credits**

### **GERMAN/ELEMENTARY OR SECONDARY MINOR (30–31 CREDITS)**

This minor satisfies the endorsement for Preschool to grade 12.

**Required Courses (19 credits)**

- GERM 201 Second-Year German (5)
- GERM 202 Second-Year German (5)
- GERM 203 Second-Year German (5)
- GNML 390 Foreign Language Methods (4)

**Electives**

**Select two courses from the following (5–6 credits)**

- GERM 305 German Conversation (2)
- GERM 310 Advanced Grammar and Composition (3)
- GERM 311 Advanced Grammar and Composition (3)

**Select one course from the following (3 credits)**

- GERM 320 German Civilization and Culture (3)
- GERM 321 German Civilization and Culture (3)
- GERM 331 Contemporary Issues (3)

**Select one course from the following (3 credits)**

- GERM 330 Selections of German Writings (3)
- GERM 430 18<sup>th</sup> Century German Literature (3)
- GERM 431 19<sup>th</sup> Century German Literature (3)
- GERM 432 20<sup>th</sup> Century German Literature (3)
- GERM 433 Contemporary Literature (3)
- GERM 434 Studies in German Writings (3)

*Required program credits* **19 credits**

*Elective credits* **11–12 credits**

*Minimum total credits for above minor* **30 credits**

### **JAPANESE MINOR (15 CREDITS)**

**Required Courses**

- JAPN 201 Second-Year Japanese (5)
- JAPN 202 Second-Year Japanese (5)
- JAPN 203 Second-Year Japanese (5)

*Total credits for above minor* **15 credits**

### **SPANISH MINOR (17 CREDITS)**

**Required Courses (15 credits)**

- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 203 Introduction to Advanced Spanish (5)

**Electives (2 credits)**

Select courses above SPAN 300

*Required program credits* **15 credits**

*Elective credits* **2 credits**

*Total credits for above minor* **17 credits**

### **SPANISH/ELEMENTARY OR SECONDARY MINOR (30 CREDITS)**

This minor satisfies the endorsement for Preschool to grade 12.

**Required Courses**

- GNML 390 Foreign Language Methods (4)
- SPAN 201 Second-Year Spanish (5)
- SPAN 202 Second-Year Spanish (5)
- SPAN 203 Introduction to Advanced Spanish (5)
- SPAN 310 Advanced Grammar and Composition (3)
- SPAN 311 Advanced Grammar and Composition (3)
- SPAN 320 Spanish Civilization (5)
- or SPAN 321 Spanish American Civilization and Culture (5)

*Total credits for above minor* **30 credits**

## **GRADUATE PROGRAM**

### **MASTER OF EDUCATION**

Florian Preisig, Program Advisor	350 Patterson Hall	509.359.6001
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#### *STUDENT LEARNING OUTCOMES*

**Students will:**

- demonstrate knowledge of the customs and idioms of the language culture under study in order to be able to respond to everyday situations in appropriate ways;
- demonstrate proficiency in the oral language skills of listening and speaking; demonstrate proficiency in writing and reading;
- apply knowledge of the historical background of the language culture under study; show conversance in contemporary issues political, economic, social and artistic; demonstrate an ability to draw comparisons between the students native culture and the language culture under study and/or among the cultures of the various regions and nations of the language culture;
- apply knowledge of methods of educational research; psychological foundations of education; and historical, philosophical and social foundations of education;
- demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study; demonstrate an understanding of the interconnectedness of language, culture, history and literature.

The Master of Education in Modern Languages allows students to specialize in French only. Individual programs are planned with an appropriate advisor from the Modern Languages Department. This specialization is offered principally for secondary foreign language teachers. Students must follow all of the requirements for the Master of Education.

**Common Credit Requirements (16 credits)**

EDUC 520 Methods of Educational Research or alternate as designated (4)

Psychological Foundations of Education

CEDP 515 (4), CEDP 518 (4) or CEDP 519 (4)

Historical, Philosophical and Social Foundations of Education—any two for (8 credits)

EDUC 502 (4), EDUC 503 (4), EDUC 505 (4), EDUC 506 (4) or EDUC 507 (4)

**Coursework in French, 400–500 level (24 credits)**

Selected with the approval of the French advisor

**Approved electives (8 credits)**

*Common requirement credits* **16 credits**

*French 400–500 level credits* **24 credits**

*Elective credits* **8 credits**

*Total credits for above master's degree* **48 credits**

## Chinese Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### CHIN 101, 102, 103

#### First-Year Chinese I, II, III (5, 5, 5)

Prerequisite for CHIN 102: CHIN 101 or equivalent; for CHIN 103: CHIN 102 or equivalent.

The beginning Chinese sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

## French Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### FREN 101, 102, 103

#### First-Year French I, II, III (5, 5, 5)

FALL(101)/WINTER(102)/SPRING(103)

Prerequisite for FREN 102: FREN 101 or equivalent; for FREN 103: FREN 102 or equivalent.

Grammar, composition, conversation and discussion of cultural topics.

### FREN 113

#### Special Topics in French Language, Conversation and Culture (5)

Prerequisite: FREN 102 or equivalent

A supplemental first-year course, covering grammar, composition and conversation and emphasizing discussion of cultural topics.

### FREN 201

#### French Grammar and Composition (5)

FALL

Prerequisite: First-year French or equivalent.

A review of basic French grammar and intensive practice of basic French composition.

### FREN 202

#### French Grammar and Composition (5)

WINTER

Prerequisite: FREN 201 or equivalent.

A review of basic French grammar and intensive practice of basic French composition.

### FREN 203

#### Introduction to Literature (5)

SPRING

Prerequisite: FREN 202 or equivalent.

Reading integral texts of intermediate difficulty and writing compositions based on these texts.

### FREN 299

#### Special Studies (1-5)

Prerequisite: permission of the instructor, department chair and college dean.

Subjects vary according to faculty and student interest.

### FREN 305, 306

#### French Conversation (2, 2)

Prerequisite: FREN 201 or permission of the instructor.

Concentrated drill in French conversation, discussing such subjects as the culture, civilization and current events of France.

### FREN 310

#### Advanced Grammar and Composition (5)

FALL

Prerequisite: FREN 203 or permission of the instructor.

### FREN 311

#### Grammar Review (2)

WINTER

Prerequisite: FREN 203 or permission of the instructor.

An advanced French course stressing the review of grammar in such practical applications as writing and translation.

### FREN 320

#### French Civilization and Culture I (4)

WINTER

Prerequisite: FREN 203 or permission of the instructor.

Political, social, intellectual and artistic development of French culture from the beginning through 1789, the French Revolution.

### FREN 321

#### French Civilization and Culture II (4)

SPRING

Prerequisite: FREN 203 or permission of the instructor.

Political, social, intellectual and artistic development of French culture from the French Revolution of 1789 to the present.

### FREN 330

#### French Literary Genres (3)

SPRING

Prerequisite: FREN 203.

Reading and discussion of selections in French prose, drama and poetry. Content varies; course may be repeated.

### FREN 397

#### Workshop, Short Courses, Conferences (1-5)

### FREN 398

#### Seminar (1-5)

Prerequisite: FREN 203 or permission of the instructor.

### FREN 399

#### Directed Study (1-5)

Prerequisite: permission of the instructor, department chair and college dean.

### FREN 410

#### French Stylistics (3)

Prerequisite: FREN 203 or permission of the instructor.

Developing proficiency in writing and in reading comprehension through the study of a variety of stylistics models.

### FREN 415

#### Phonetics and Applied Linguistics (5)

Prerequisite: FREN 203 or permission of the instructor.

Theory and practice of French pronunciation, with drills on phonetic transcription of conversational materials and literary texts. Special attention to the application of linguistics to the teaching of French.

### FREN 430

#### 17<sup>th</sup> Century French Literature and Culture (3)

Prerequisite: FREN 203 or permission of the instructor.

A survey of the major movements and the outstanding writers of the Classical Period in the context of their society.

### FREN 431

#### 18<sup>th</sup> Century French Literature and Culture (3)

Prerequisite: FREN 203 or permission of the instructor.

A survey of the major movements and the outstanding writers of the Age of Reason in the context of their society.

### FREN 433

#### 19<sup>th</sup> Century French Literature and Culture (3)

Prerequisite: FREN 203 or permission of the instructor.

A survey of the major movements and the outstanding writers of the 19<sup>th</sup> century in the context of their society.

### FREN 496

#### Experimental Courses (1-5)

### FREN 497

#### Workshops, Short Courses, Conferences (1-5)

### FREN 498

#### Seminar (1-5)

### FREN 499

#### Directed Study (1-5)

Prerequisite: permission of the instructor, department chair and college dean.

### FREN 525

#### French Cultural Traditions (5)

An investigation of the significant aspects of French Civilization since the beginning until and including Contemporary France. Since the course content varies according to the period covered, the course may be repeated for credit.

### FREN 530

#### French Literary Studies (5)

The study of a period, a literary movement, or a particular author. Since the course content varies, the course may be repeated for credit.

### FREN 539

#### Seminar on Special Topics (1-5)

### FREN 596

#### Experimental Course (1-5)

### FREN 597

#### Workshops (5)

Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

### FREN 598

#### Seminar (1-5)

### FREN 599

#### Independent Study (1-5)

Prerequisite: permission of the instructor, department chair and college dean.

### FREN 696

#### College Teaching Internship (1-5)

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

## General Modern Languages Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### GNML 212

#### Modern World Masterpieces [In English] (5)

[satisfies the GEGR for humanities and fine arts, list 1, literature.] Literary works selected from 19<sup>th</sup> and 20<sup>th</sup> century world literature which illustrate themes and ideas central to modern Western culture, especially emphasizing the role of the individual in modern society.

### GNML 299

#### Special Studies (1-5)

Prerequisite: permission of the instructor, department chair and college dean.

### GNML 390

#### Foreign Language Methods (4)

FALL

Prerequisites: completion of second year of a foreign language, 2.00 GPA, junior standing or permission of the instructor, pass comprehensive exam.

A survey of modern practices in the teaching of foreign languages.

## German Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### GERM 101, 102, 103

**First-Year German I, II, III (5, 5, 5)**  
FALL(101)/WINTER(102)/SPRING(103)

*Prerequisite:* for GERM 102: GERM 101 or equivalent; for GERM 103: GERM 102 or equivalent.

The beginning German sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

### GERM 113

**Special Topics in German Language, Conversation and Culture (5)**

*Prerequisite:* GERM 102 or equivalent

A supplemental first-year course, covering grammar, composition and conversation and emphasizing discussion of cultural topics.

### GERM 201, 202, 203

**Second-Year German (5, 5, 5)**

FALL(201)/WINTER(202)/SPRING(203)

*Prerequisite:* for GERM 201: First-Year German or equivalent; for GERM 202: GERM 201 or equivalent; for GERM 203: GERM 202 or equivalent.

Intensive oral exercises and conversation, written exercises and composition, readings of intermediate difficulty.

### GERM 299

**Special Studies (1–5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

Subjects vary according to faculty and student interest.

### GERM 305

**German Conversation (2)**

SPRING

*Prerequisite:* GERM 201 or permission of the instructor.

Concentrated drill in German conversation, discussing such subjects as the culture, civilization and current events of the German-speaking countries.

### GERM 310, 311

**Advanced Grammar and Composition (3, 3)**

FALL(310)/WINTER(311)

*Prerequisite:* for GERM 310: GERM 203 or permission of the instructor; for GERM 311: GERM 310 or permission of the instructor.

Advanced review of grammar, vocabulary building, extensive practice in writing, readings of intermediate/advanced level.

### GERM 320, 321

**German Civilization and Culture (3, 3)**

*Prerequisite:* GERM 203 or permission of the instructor.

An examination of political, social, intellectual and artistic development of German culture from the beginnings to the present day.

### GERM 330

**Selections of German Writings (3)**

*Prerequisite:* GERM 203 or permission of the instructor.

Surveys various aspects of German writings, such as great themes in German literature, popular literature, essays and biographical writings.

### GERM 331

**Contemporary Issues (3)**

*Prerequisite:* GERM 203 or permission of the instructor.

Examines major issues in contemporary German-speaking regions. Sample topics: school reform, women's issues, environmental problems, peace movement, foreign workers, reunification, etc.

### GERM 381

**Nationalism and Racism in Central European Film (4)**

[satisfies international studies university graduation requirement.]

*Prerequisite:* GERM 203.

This course provides the basic elements of film analysis and examines the depiction of national socialism, racism and the legacy of the Nazi past in German-speaking films by German and other Central European directors from the 1970s to the present. Evaluating criteria will differ depending on whether the course is taken for German or humanities credit. (Cross-listed HUMN 381)

### GERM 382

**20<sup>th</sup> Century Germany, From World Wars to Cold War.**

**Culture, Political Conflict and National Identity (5)**

*Offered every other year.*

[satisfies international studies university graduation requirement.]

*Prerequisite:* ENGL 201 or permission of the instructor.

This interdisciplinary course introduces students to central problems in German history and culture, from the end of World War I to the end of the Cold War. Topics addressed include: the impact of World War I on German National Identity; Avant-garde culture in the Weimar Republic; the rise of Fascism and daily life in Nazi Germany; the Holocaust; cultural and political divides between East and West Germany. GERM 383, "Readings/Discussion of 20<sup>th</sup> century Germany", 1 credit, is a companion course for German language students. (Cross-listed HIST 382)

### GERM 383

**Readings/Discussion of 20<sup>th</sup> Century Germany (1)**

*Discussion course for German students enrolled in HIST/GERM 382.*

*Prerequisite:* GERM 203.

Readings in German include memoirs, autobiographical texts, poems and short stories that focus on the history, culture and life experiences of Germans from 1918–1900s.

### GERM 397

**Workshop, Short Courses, Conferences (1–5)**

### GERM 398

**Seminar (1–5)**

*Prerequisite:* GERM 203 or permission of the instructor.

### GERM 399

**Directed Study (1–5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

### GERM 430

**18<sup>th</sup> Century German Literature (3)**

*Prerequisite:* GERM 203 or permission of the instructor.

A survey of the major movements and outstanding writers of the Enlightenment, the Storm and Stress and the Classical Period in the context of their society.

### GERM 431

**19<sup>th</sup> Century German Literature (3)**

*Prerequisite:* GERM 203 or permission of the instructor.

A survey of the major movements and outstanding writers of Romanticism, Realism and/or other movements in the context of their society.

### GERM 432

**20<sup>th</sup> Century German Literature (3)**

*Prerequisite:* GERM 203 or permission of the instructor.

A survey of the major movements and outstanding writers from the turn of the century to 1945 in the context of their society.

### GERM 433

**Contemporary Literature (3)**

*Prerequisite:* GERM 203 or permission of the instructor.

A survey of the major movements and outstanding writers of the period after 1945 in the context of their society.

### GERM 434

**Studies in German Writings (3)**

*Prerequisite:* GERM 203 or permission of the instructor.

Focus on a specific aspect of German letters and literature, for example, biographies, memoirs and correspondence, popular literature, a particular writer or genre. Content varies; course may be repeated.

### GERM 497

**Workshops, Short Courses, Conferences (1–5)**

### GERM 498

**Seminar (1–5)**

### GERM 499

**Directed Study (1–5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

## Japanese Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### JAPN 101, 102, 103

**First-Year Japanese I, II, III (5, 5, 5)**

FALL(101)/WINTER(102)/SPRING(103)

*Prerequisite:* for JAPN 102: JAPN 101 or equivalent; for JAPN 103: JAPN 102 or equivalent.

The beginning Japanese sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

### JAPN 201, 202, 203

**Second-Year Japanese (5, 5, 5)**

FALL(201)/WINTER(202)/SPRING(203)

*Prerequisite:* for JAPN 201: First-Year Japanese or equivalent; for JAPN 202: JAPN 201 or equivalent; for JAPN 203 or equivalent.

The intermediate Japanese sequences of courses. Continued progress in conversational skill and study of Kanji. Reading of Japanese texts.

### JAPN 305

**Japanese Conversation (2)**

*Prerequisite:* JAPN 201 or permission of the instructor.

Concentrated drill in Japanese conversation discussing such subjects as the culture, civilization and current events of Japan.

### JAPN 331, 332

**Contemporary Issues I and II (2, 2)**

*Prerequisite:* JAPN 203 or instructor's permission.

Examines and discusses major contemporary issues in Japan. Topics include housing conditions, marriage and women's social progress, the aging society, education, Japanese-style management, etc.

### JAPN 380

**Japan Today (4)**

[satisfies international studies university graduation requirement.]

*Prerequisite:* ENGL 201 or instructor permission.

A broad survey of contemporary Japan including society, culture, geography, government and economy. No knowledge of Japanese language required. (Cross-listed INST 380)

## Russian Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### RUSS 101, 102, 103

**First-Year Russian I, II, III (5, 5, 5)**

FALL(101)/WINTER(102)/SPRING(103)

*Prerequisite:* for RUSS 102: RUSS 101 or equivalent; for RUSS 103: RUSS 102 or equivalent.

The beginning Russian sequence of courses, covering grammar, composition, reading of simple texts and conversation.

## Spanish Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### SPAN 101, 102, 103

#### **First-Year Spanish I, II, III (5, 5, 5)**

FALL(101)/WINTER(102)/SPRING(103)

Prerequisite for SPAN 102: SPAN 101 or equivalent; for SPAN 103: SPAN 102 or equivalent.

The beginning Spanish sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

### SPAN 170

#### **Introduction to Literature [In English] (5)**

[satisfies the GEER for humanities and fine arts, list 1, literature.]

No knowledge of Spanish is required.

Examines, on the basis of selected Spanish works in English translation, literary approaches to human experience, including the short story, novel, poetry and drama; emphasizes the elements of literature with supporting discussion of ideas, attitudes, problems and values.

### SPAN 201, 202

#### **Second-Year Spanish (5, 5)**

FALL(201)/WINTER(202)

Prerequisite for SPAN 201: First-Year Spanish or equivalent; for SPAN 202: SPAN 201 or equivalent.

Intensive oral work to develop fluency, written composition and reading of medium difficulty from Spanish literature.

### SPAN 203

#### **Introduction to Advanced Spanish (5)**

SPRING

Prerequisite: SPAN 202 or equivalent.

Grammar review and intensive oral work to develop fluency, written composition and reading of medium difficulty from Spanish literature.

### SPAN 299

#### **Special Studies (1-5)**

Prerequisite: permission of the instructor, department chair and college dean.

Subjects vary according to faculty and student interest.

### SPAN 305

#### **Spanish Conversation and Composition (3)**

Prerequisite: SPAN 201 or permission of the instructor.

This course encompasses a wide range of oral and written practice. Students will develop their cultural understanding of the Spanish world while targeting the four language skills through authentic material.

### SPAN 310, 311

#### **Advanced Grammar and Composition (3, 3)**

FALL(310)/WINTER(311)

Prerequisite: SPAN 203 or permission of the instructor.

### SPAN 312

#### **Spanish for Heritage Speakers (5)**

Prerequisites: being a "heritage speaker"; take an advanced placement test.

A grammar course oriented to Spanish heritage speakers. The course will concentrate on specific linguistic problems of the Hispanic population.

### SPAN 320

#### **Spanish Civilization (5)**

Prerequisite: SPAN 203 or permission of the instructor.

Political, social, intellectual and artistic development of Spanish culture from the beginnings to the present day.

### SPAN 321

#### **Spanish American Civilization and Culture (5)**

Prerequisite: SPAN 203 or permission of the instructor.

Political, social, intellectual and artistic development of Spanish American culture with emphasis on Spanish America today.

### SPAN 338

#### **Survey of Spanish Literature (3)**

Prerequisite: SPAN 310 or permission of the instructor.

Major works of literature from the Middle Ages to the present.

### SPAN 339

#### **Survey of Spanish American Literature (3)**

Prerequisite: SPAN 310 or permission of the instructor.

Major works of literature from the period of the Colonies to the present.

### SPAN 340

#### **Introduction to Spanish Linguistics (3)**

Prerequisite: SPAN 310 and 311.

This course offers an introduction to the scientific study of Spanish. It will consist in an overview of descriptive linguistics: syntax, phonetics, semantics, sociolinguistics and some aspects of the history of the Spanish language. This class will also provide an exposure to the main issues in the area of language in contact and will examine a variety of Spanish dialects spoken in the United States.

### SPAN 397

#### **Workshop, Short Courses, Conferences (1-5)**

### SPAN 398

#### **Seminar (1-5)**

Prerequisite: SPAN 310 or permission of the instructor.

### SPAN 399

#### **Directed Study (1-5)**

Prerequisite: permission of the instructor, department chair and college dean.

### SPAN 460

#### **Spanish Poetry (3)**

Course may be repeated.

Prerequisite: SPAN 310 or permission of the instructor.

Selected poems within a designated thematic or period framework. Content varies.

### SPAN 473

#### **Political and Philosophical Thought in Spain (3)**

Prerequisite: SPAN 310 or permission of the instructor.

Readings and discussion of some of the most significant works by writers and thinkers in Spain.

### SPAN 475

#### **Women's Writing in Latin America (4)**

Prerequisites: SPAN 310 or equivalent and SPAN 321 or HIST 365.

This course offers an introduction to women's writing in Latin America, focusing on narrative productions of the 20<sup>th</sup> century. We will discuss issues such as feminine representation and identity, women's perspective and subjectivity through the reading and analysis of contemporary texts by Latin American women. (Cross-listed WMST 475)

### SPAN 476

#### **Spanish Film and Cultural Trends (3)**

Prerequisites: SPAN 310, SPAN 311 and SPAN 320.

This course will prepare students to demonstrate the acquisition of different skills (listening, reading, oral and writing) in the Spanish language through the viewing of Hispanic cinema. Discussion, critique and analysis of the filmic topics selected will configure the body of the course.

### SPAN 491

#### **Spanish Senior Thesis (4)**

[satisfies senior capstone university graduation requirement.]

Prerequisites: SPAN 310, 311, 320 and 321 and at least one literature elective.

A course oriented toward the general research of cultural and literary aspects of the Hispanic world. Each student will select a topic at the beginning of the quarter from a number of topics suggested by the instructor. Discussion, critique and analysis of the cultural and literary topics selected by the student will configure the body of the thesis. Selected bibliography will be recommended by the instructor.

### SPAN 497

#### **Workshops, Short Courses, Conferences (1-5)**

### SPAN 498

#### **Seminar (1-5)**

### SPAN 499

#### **Directed Study (1-5)**

Prerequisites: SPAN 310 or permission of the instructor, department chair and college dean.

<sup>(1)</sup>The term "heritage" speaker is used to refer to a student who is raised in a home where Spanish language is spoken, who speaks or merely understands the heritage language and who is to some degree bilingual in English and the heritage language, Spanish.)

## MUSIC

### College of Arts and Letters

Patrick Winters, Chair		119 Music Building		509.359.6129	
<i>BA</i>	<i>BAE</i>	<i>BM</i>	<i>Minors</i>	<i>Certificate</i>	<i>MA</i>

Faculty: K. Baldwin, P. Blankenship, B. Bodden, T. DelGiudice, J. Ellsworth, K. Feeny, L. Feller-Marshall, K. Ferguson, E. Foster, J. Gómez-Giraldo, D. Goodwin, J. Graves, L. Honn, K. Joham, T. Kimura, J. Marshall, B. McCann, J. Middleton, M. Millham, T. Molter, S. Mortier, K. Noble, D. Otto, A. Plamondon, K. Plewniak, K. Ploeger, G. Plowman, R. Tapper, R. Wagner, M. Waldrop, S. Windham, P. Winters

### UNDERGRADUATE PROGRAMS

The Department of Music is committed to students who seek careers in music as well as to providing music instruction and experience for the general university student. Four degrees with a total of seven options are offered for students who wish to become performers, composers, conductors, theorists, teachers or scholars. A music minor is also available. MUSC 212 *Music in the Humanities* is open to all students and can be counted toward the General Education Core Requirements (GECRs). Opportunities also exist for private instruction in voice and instruments, as well as participation in musical ensembles—chorus, band, orchestra, opera workshop and music theatre. Numerous public concerts and recitals are presented throughout the school year by faculty and students of the Department of Music.

The goal of the department is to provide students with musical instruction and experience of the highest possible quality. Our belief is that the study of music significantly enables students to become informed, responsible and appreciative members of a democratic society—which is a professed goal of Eastern. We recognize differing needs of those for whom music is to become a profession and those for whom it will be an avocation or a listener's art.

**Facilities:** Music students enjoy modern facilities featuring a state of the art piano laboratory with 16 units, 32 practice rooms, electronic music laboratory, three technically-enhanced classrooms and an extensive collection of recordings, scores and music reference materials located in the JFK Library. In addition, the department houses music classrooms, two large rehearsal rooms (vocal and instrumental) and a 250-seat capacity recital hall. The renovated Showalter Hall serves as an additional performance venue.

**Opportunities (Scholarships):** The Department of Music has scholarships available to incoming freshmen as well as upperclassman. For information on audition dates and scholarship details, phone 509.359.2241 or visit our website at [www.ewu.edu/music](http://www.ewu.edu/music)

**Employment Outlook or Placement:** Our students have fared well in receiving employment following graduation. Students receive employment in music education, music businesses and performing groups (bands, symphonies, jazz/rock, etc.) as well as individual performances. Though the placement record of graduates of the Department of Music is excellent, employment is not guaranteed just because one receives a degree in music.

**Undergraduate Degrees:** The Bachelor of Music degree is intended for students planning professional careers as performers or composers. Students entering this major are required to have a high level of competence in their chosen performance area. The Bachelor of Arts in Music is recommended for students planning for music education, general studies in music or graduate studies in music history and literature.

**Performance Concentrations:** euphonium, bassoon, clarinet, flute, French horn, oboe, percussion, piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, cello, guitar, harp and voice.

**Accreditation Information:** The Department of Music is accredited by the National Association of Schools of Music. The department has been continuously accredited since 1963.

**High School and Transfer Student Information:** High school students considering a major in music should have a competent level of performance on an instrument or voice. Acceptance to the department is determined by audition. Participation in the school bands, orchestras or choirs is encouraged. Students enrolling as music majors should contact the Department of Music office for advising. This refers to both entering freshmen and transfer students.

**Admission Requirements for Transfer Students:** Students transferring from community colleges should refer to the EWU Online Transfer Guide at [www.ewu.edu](http://www.ewu.edu). All transfers should have enrolled in a major ensemble (band, orchestra or choir) every term of attendance. In addition, you should have taken music lessons in your major performance area. Each transfer student will be administered a theory placement exam before classes begin. In some instances students may be required to repeat some theory classes in order to assure success in the music program upper division classes. In addition, transfer students are required to pass a Piano Proficiency Exam or register for MUSC 120 *Piano Class*. Transfer students may transfer a maximum of 90 credits.

**Major Ensemble Requirement:** All students seeking a major in music are required to participate in a major music ensemble appropriate to their principle area of performance each quarter of their university career except during the quarter of student teaching for Music Education majors. Major music ensembles, course numbers and credits are: MUSC 331 *Band (2)*; MUSC 332 *Orchestra (2)*; and MUSC 333 *Symphonic Choir (2)*. Music Education majors are required to participate for one quarter in a major ensemble outside their principle area of performance.

**Instruction Requirements and Information for Instrument or Voice:** All students pursuing a major in music are expected to study their primary instrument or voice each quarter in residence with a resident instructor (except during student teaching). Every student who is registered for an applied lesson must be concurrently registered for a major ensemble. At the end of each quarter, students in applied lessons will perform in front of a jury panel made of all the area faculty members. Students seeking upper level applied instruction (300 level and above) must audition for a jury panel and be accepted by that panel by fall of their junior year.

All students must audition for acceptance to the department. Students registered for courses with multiple sections (piano and voice) should contact the instructors prior to pre-registration for correct assignments.

Students registered for individual instruction in applied music may be required to attend lessons or performances of other students or groups. Recital appearances, arranged by the instructor, may be required of students studying applied music.

**Convocation and Recital Policy:** Enrollment in MUSC 110 *Convocation and Recital Attendance* is required of all music majors for 11 quarters. The required number for transfer students will be determined on an individual basis.

**Minimum Grade Standards:** The minimum acceptable grade for any music course required for graduation in all majors offered by the Music Department is 2.8. This standard also applies to courses transferred from other institutions.

**Piano Proficiency Exam:** Students must pass a Piano Proficiency Exam as a prerequisite to MUSC 202. Exams are usually taken at the conclusion of the third quarter of MUSC 122. All incoming Freshmen and Transfer students must take a Piano Placement exam prior to registration. Students may be placed in MUSC 120 or 121 in order to complete the Piano Proficiency requirements depending on the level. Piano Proficiency Requirements are available outside the piano office room 231.

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

## **BACHELOR OF ARTS (BA)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- compose, perform, or teach music effectively;
- demonstrate technical and esthetic understanding of music.

### **MUSIC MAJOR WITH LIBERAL ARTS OPTION (93 CREDITS)**

This is a program designed for the study of music within a liberal arts curriculum.

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

#### **Required Courses (43 credits)**

MUSC 101 Music Theory I (3)  
 MUSC 102 Music Theory II (3)  
 MUSC 103 Music Theory III (3)  
 MUSC 104 Sight Singing and Aural Skills I (1)  
 MUSC 105 Sight Singing and Aural Skills II (1)  
 MUSC 106 Sight Singing and Aural Skills III (1)  
 MUSC 110 Convocation and Recital Attendance (0) (Must pass 11 quarters)  
 MUSC 120 and 121 Piano Class I and II for Music Majors (2)  
 Piano Proficiency (0)  
 MUSC 201 Music Theory IV (3)  
 MUSC 202 Music Theory V (3)  
 MUSC 203 Music Theory VI (3)  
 MUSC 204 Sight Singing and Aural Skills IV (1)  
 MUSC 205 Sight Singing and Aural Skills V (1)  
 MUSC 250 Music History and Literature I (3)  
 MUSC 251 Music History and Literature II (3)  
 MUSC 252 Music History and Literature III (3)  
 MUSC 310 Basic Conducting Skills (2)  
 MUSC 356 History of Jazz (3)  
 MUSC 491 Senior Thesis/Capstone (2)

#### **Applied Music Requirements (12 credits minimum)**

MUSC 108, 208, 308, 408 Instruction on Instrument or Voice

#### **Music Ensembles Requirements (24 credits minimum)**

MUSC 331 Band (2)  
 MUSC 332 Orchestra (2)  
 MUSC 333 Symphonic Choir (2)  
 Music Electives at the 300 and 400 level (14)

#### **Music Electives at the 300 and 400 level (14 credit minimum)**

<i>Required program credits</i>	<b>43 credits</b>
<i>Required applied music credits</i>	<b>12 credits</b>
<i>Required music ensemble credits</i>	<b>24 credits</b>
<i>Elective credits</i>	<b>14 credits</b>
<i>Total credits for above major</i>	<b>93 credits</b>

## **BACHELOR OF ARTS IN EDUCATION (BAE)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- demonstrate the ability to teach choral and instrumental music effectively in grades K through 12.

### **MUSIC: INSTRUMENTAL, CHORAL, GENERAL/ELEMENTARY OR SECONDARY MAJOR (101 CREDITS)**

#### **Required Courses (65-69 credits)**

MUSC 101 Music Theory I (3)  
 MUSC 102 Music Theory II (3)  
 MUSC 103 Music Theory III (3)  
 MUSC 104 Sight Singing and Aural Skills I (1)  
 MUSC 105 Sight Singing and Aural Skills II (1)  
 MUSC 106 Sight Singing and Aural Skills III (1)  
 MUSC 110 Convocation and Recital Attendance (0) (Must pass 11 quarters)  
 MUSC 120 and 121 Piano Class I and II for Music Majors (2)  
 Piano Proficiency (0)  
 MUSC 130 Voice Class (1)  
 MUSC 201 Music Theory IV (3)  
 MUSC 202 Music Theory V (3)  
 MUSC 203 Music Theory VI (3)  
 MUSC 204 Sight Singing and Aural Skills IV (1)  
 MUSC 205 Sight Singing and Aural Skills V (1)  
 MUSC 244 Computers in the Music Classroom (2)  
 MUSC 250 Music History and Literature I (3)  
 MUSC 251 Music History and Literature II (3)  
 MUSC 252 Music History and Literature III (3)  
 MUSC 310 Basic Conducting Skills (2)

MUSC 312 Advanced Conducting Skills (2)  
 MUSC 356 History of Jazz (3)  
 MUSC 441 Music Methods For the Elementary Music Specialist (3)  
 MUSC 445 Choral Methods and Materials in the Secondary School (2)  
 MUSC 446 Instrumental Methods and Materials (Band and Orchestra) (2)  
 MUSC 447 Jazz Ensemble Methods and Materials (2)  
 MUSC 470 Senior Recital (1-5)  
 MUSC 491 Senior Thesis (4)

#### **Select courses from the following (7 credits)**

MUSC 382 Stringed Instrument Techniques (2)  
 MUSC 383 Woodwind Instrument Techniques (3)  
 MUSC 384 Brass Instrument Techniques (1)  
 MUSC 385 Percussion Instrument Techniques (1)

#### **Applied Music Requirements (12 credits minimum)**

MUSC 108, 208, 308, 408

#### **Music Ensemble Requirements (24 credits minimum)**

MUSC 331 Band  
 MUSC 332 Orchestra  
 MUSC 333 Symphonic Choir  
 (String, wind and percussion majors in music education shall participate in one quarter of a major vocal ensemble. Vocal and piano majors in music education shall participate in one quarter of a major instrumental ensemble.)

<i>Required program credits</i>	<b>65-69 credits</b>
<i>Required applied music credits</i>	<b>12 credits</b>
<i>Required ensemble credits</i>	<b>24 credits</b>
<i>Minimum total credits for above major</i>	<b>101 credits</b>

#### **Professional Education Requirements/**

**Elementary Education:** **70-71 credits**  
 [Normally, this requirement is 73-74 credits; however, this major already carries one professional education course for Elementary Education: Music 441 *Music Methods for the Elementary Music Specialist* (3).]

**or Secondary Education:** **46-47 credits**  
 See the Department of Education section of this catalog. Prerequisites may apply.

**Minimum total credits for above major and elementary professional education** **171 credits**

**Minimum total credits for above major and secondary professional education** **147 credits**

*Students in this program are excused from major ensemble participation during the quarter of student teaching.*

*Note: the above option requires more than 12 quarters to complete at 15-16 credits per quarter.*

## **BACHELOR OF MUSIC (BM)**

### *STUDENT LEARNING OUTCOMES*

#### **Students will:**

- perform on their primary instrument in a variety of mediums and musical periods -Instrumental Performance Option;
- compose music in a variety of mediums and musical periods-Music Composition Option;
- compose music effectively in all genres and musical periods-Music Composition Option;
- perform on voice in a variety of mediums and musical periods-Vocal Performance Option.

In programs leading to the Bachelor of Music, the department seeks to provide thoroughly professional training, in addition to the requirements set for the liberally educated student. Options under this degree include majors in performance, and composition. This course of study presupposes that the student will have a strong background in musical performance.

### **MUSIC MAJOR WITH INSTRUMENTAL PERFORMANCE OPTION (99-103 CREDITS)**

#### **Required Courses (46-50 credits)**

MUSC 101 Music Theory I (3)  
 MUSC 102 Music Theory II (3)  
 MUSC 103 Music Theory III (3)  
 MUSC 104 Sight Singing and Aural Skills I (1)  
 MUSC 105 Sight Singing and Aural Skills II (1)  
 MUSC 106 Sight Singing and Aural Skills III (1)  
 MUSC 110 Convocation and Recital Attendance (0) (Must pass 11 quarters)  
 MUSC 120 and 121 Piano Class I and II for Music Majors (2)  
 Piano Proficiency (0)  
 MUSC 201 Music Theory IV (3)  
 MUSC 202 Music Theory V (3)  
 MUSC 203 Music Theory VI (3)  
 MUSC 204 Sight Singing and Aural Skills IV (1)  
 MUSC 205 Sight Singing and Aural Skills V (1)  
 MUSC 250 Music History and Literature I (3)  
 MUSC 251 Music History and Literature II (3)



MUSC 252 Music History and Literature III (3)  
 MUSC 310 Basic Conducting Skills (2)  
 MUSC 312 Advanced Conducting Skills (2)  
 MUSC 356 History of Jazz (3)  
 Junior Recital (0)  
 MUSC 470 Senior Recital (1–5)  
 MUSC 491 Senior Thesis (4)

**Select one of the following courses applicable to the student's major instrument:**

MUSC 462 String Pedagogy (3)  
 MUSC 463 Woodwind Pedagogy (3)  
 MUSC 464 Brass Pedagogy (3)

**Applied Music Requirements (24 credits minimum)**

MUSC 140, 240, 340, 440

**Major Music Ensemble Requirements (24 credits minimum)**

MUSC 331 Band  
 MUSC 332 Orchestra  
 MUSC 333 Symphonic Choir

**Minor Music Ensemble Requirements (2 credits minimum)**

MUSC 335 Music Ensemble: Instrumental Admission to Performance Major (1)  
 Admission to Performance Major (0)

<b>Required program credits</b>	<b>46–50 credits</b>
<b>Required pedagogy credits</b>	<b>3 credits</b>
<b>Required applied music credits</b>	<b>24 credits</b>
<b>Major ensemble credits</b>	<b>24 credits</b>
<b>Minor ensemble credits</b>	<b>2 credits</b>
<b>Minimum total credits for above major</b>	<b>99 credits</b>

## MUSIC MAJOR WITH MUSIC COMPOSITION OPTION (93–101 CREDITS)

A program with a liberal arts orientation designed to prepare students for teaching at the college level, the composition and presentation of concert music, careers in film scoring and theater/dance work. This course of study presupposes that the student will have a strong background in musical performance. Entry into this degree program is by departmental interview and with the consent of the head of composition studies.

**Required Courses (48–56 credits)**

MUSC 101 Music Theory I (3)  
 MUSC 102 Music Theory II (3)  
 MUSC 103 Music Theory III (3)  
 MUSC 104 Sight Singing and Aural Skills I (1)  
 MUSC 105 Sight Singing and Aural Skills II (1)  
 MUSC 106 Sight Singing and Aural Skills III (1)  
 MUSC 110 Convocation and Recital Attendance (0) (Must pass 11 quarters)  
 MUSC 120 and 121 Piano Class I and II for Music Majors (2)  
 Piano Proficiency (0)  
 MUSC 201 Music Theory IV (3)  
 MUSC 202 Music Theory V (3)  
 MUSC 203 Music Theory VI (3)  
 MUSC 204 Sight Singing and Aural Skills IV (1)  
 MUSC 205 Sight Singing and Aural Skills V (1)  
 MUSC 209 Compositional Techniques (2)  
 MUSC 250 Music History and Literature I (3)  
 MUSC 251 Music History and Literature II (3)  
 MUSC 252 Music History and Literature III (3)  
 MUSC 305 Counterpoint (2)  
 MUSC 310 Basic Conducting Skills (2)  
 MUSC 401 Advanced Analysis (2)  
 MUSC 409 Composition (1–5)  
 MUSC 470 Senior Recital (1–5)  
 MUSC 491 Senior Thesis (4)

**Applied Music Requirements (12 credits minimum)**

MUSC 108, 208, 308, 408 Instruction on Instrument or Voice

**Major Music Ensemble Requirements (24 credits minimum)**

MUSC 331 Band  
 MUSC 332 Orchestra  
 MUSC 333 Symphonic Choir

**Music electives at the 300 or 400 level (9 credits)**

<b>Required program credits</b>	<b>48–56 credits</b>
<b>Required applied music credits</b>	<b>12 credits</b>
<b>Required music ensemble credits</b>	<b>24 credits</b>
<b>Elective credits</b>	<b>9 credits</b>
<b>Minimum total credits for above major</b>	<b>93 credits</b>

## MUSIC MAJOR WITH PIANO PERFORMANCE OPTION (105–109 CREDITS)

**Required Courses (57–61 credits)**

MUSC 101 Music Theory I (3)  
 MUSC 102 Music Theory II (3)  
 MUSC 103 Music Theory III (3)  
 MUSC 104 Sight Singing and Aural Skills I (1)  
 MUSC 105 Sight Singing and Aural Skills II (1)  
 MUSC 106 Sight Singing and Aural Skills III (1)  
 MUSC 110 Convocation and Recital Attendance (0) (Must pass 11 quarters)  
 MUSC 201 Music Theory IV (3)  
 MUSC 202 Music Theory V (3)  
 MUSC 203 Music Theory VI (3)  
 MUSC 204 Sight Singing and Aural Skills IV (1)  
 MUSC 205 Sight Singing and Aural Skills V (1)  
 MUSC 250 Music History and Literature I (3)  
 MUSC 251 Music History and Literature II (3)  
 MUSC 252 Music History and Literature III (3)  
 MUSC 341 Advanced Functional Keyboard (2)  
 MUSC 356 History of Jazz (3)  
 MUSC 458 Piano Pedagogy I (2)  
 MUSC 459 Piano Pedagogy II (2)  
 MUSC 460 Piano Pedagogy III (2)  
 MUSC 467 Accompanying (3)  
 Junior Recital (0)  
 MUSC 470 Senior Recital (1–5)  
 MUSC 480 Keyboard Literature I (2)  
 MUSC 481 Keyboard Literature II (2)  
 MUSC 482 Keyboard Literature III (2)  
 MUSC 491 Senior Thesis (4)  
 Admission to Performance Major (0)

**Applied Music Requirements (24 credits minimum)**

MUSC 140, 240, 340, 440 (2 each)

**Major Music Ensemble Requirements (24 credits minimum)**

or if a year of MUSC 335 *Piano Ensemble* is substituted for a year of a Major ensemble  
**(21 credits minimum)**

MUSC 331 Band  
 MUSC 332 Orchestra  
 MUSC 333 Symphonic Choir

<b>Required program credits</b>	<b>57–61 credits</b>
<b>Required applied music credits</b>	<b>24 credits</b>
<b>Required music ensemble credits</b>	<b>24 credits</b>
<b>Minimum credits for above major</b>	<b>105 credits</b>

## MUSIC MAJOR WITH VOCAL PERFORMANCE OPTION (121–125 CREDITS)

**Required Courses (49–53 credits)**

MUSC 101 Music Theory I (3)  
 MUSC 102 Music Theory II (3)  
 MUSC 103 Music Theory III (3)  
 MUSC 104 Sight Singing and Aural Skills I (1)  
 MUSC 105 Sight Singing and Aural Skills II (1)  
 MUSC 106 Sight Singing and Aural Skills III (1)  
 MUSC 110 Convocation and Recital Attendance (0) (Must pass 11 quarters)  
 MUSC 120 and 121 Piano Class I and II (2)  
 Piano Proficiency (0)  
 MUSC 201 Music Theory IV (3)  
 MUSC 202 Music Theory V (3)  
 MUSC 203 Music Theory VI (3)  
 MUSC 204 Sight Singing and Aural Skills IV (1)  
 MUSC 205 Sight Singing and Aural Skills V (1)  
 MUSC 250 Music History and Literature I (3)  
 MUSC 251 Music History and Literature II (3)  
 MUSC 252 Music History and Literature III (3)  
 MUSC 310 Basic Conducting Skills (2)  
 MUSC 312 Advanced Conducting Skills (2)  
 MUSC 356 History of Jazz (3)  
 MUSC 461 Vocal Pedagogy (3)  
 Junior Recital (0)  
 MUSC 470 Senior Recital (1–5)  
 MUSC 491 Senior Thesis (4)

**Language Courses (20 credits)**

10 credits of French courses  
 10 credits of German courses  
 Admission to Performance Major (0)

**Applied Music Requirements (24 credits minimum)**

MUSC 140, 240, 340, 440

**Major Music Ensemble Requirements (24 credits minimum)**

MUSC 331 Band

MUSC 332 Orchestra  
MUSC 333 Symphonic Choir

**Minor Music Ensemble Requirements (4 credits minimum)**

MUSC 336 Music Ensemble: Vocal

<b>Required program credits</b>	<b>49-53 credits</b>
<b>Required applied language credits</b>	<b>20 credits</b>
<b>Required applied music credits</b>	<b>24 credits</b>
<b>Required music ensemble credits</b>	<b>24 credits</b>
<b>Required minor music ensemble credits</b>	<b>4 credits</b>
<b>Minimum credits for above major</b>	<b>121 credits</b>

*Note: the above option requires more than 12 quarters to complete at 15-16 credits per quarter.*

## CERTIFICATE

### STUDENT LEARNING OUTCOMES

**Students will:**

- analyze and create arrangements and compositions in the jazz idiom;
- analyze, understand and perform literature through the study of jazz theory and improvisation;
- analyze and perform literature in a variety of ensemble settings with varying historical perspectives;
- analyze and perform on various idiomatic instruments;
- apply knowledge and skills gained for a jury and during a recital.

### JAZZ AND COMMERCIAL MUSIC CERTIFICATE (28 CREDITS)

The Jazz and Commercial Music Certificate is designed to give the music major/minor access to jazz classes and ensembles and increase their skills for the purpose of performing and teaching jazz. The certificate includes a recital experience to enhance students' abilities to apply their knowledge in a performance setting. Students will also perform for a jury (pass/fail) on materials provided through the curriculum.

**Required Courses (14 credits)**

- MUSC 103 Music Theory III (3)
- MUSC 108 Jazz Piano (1)
- Jazz Piano Fundamental Test (Pass/Fail)
- MUSC 276 Basic Jazz Theory/Improvisation (1)
- MUSC 277 Jazz Theory/Improvisation (1)
- MUSC 278 Advanced Jazz Theory/Improvisation (1)
- MUSC 280 Basic Arranging (1)
- MUSC 281 Advanced Arranging (1)
- MUSC 356 History of Jazz (3)
- MUSC 447 Jazz Ensemble Methods and Materials (2)
- Jury performance \*
- Recital \*

**Required Ensembles (6 credits minimum)**

- MUSC 335 Jazz Ensemble (1)
- MUSC 336 Vocal Jazz Ensemble (1)

**Required Ensembles (6 credits minimum)**

- MUSC 335 Small Group/Jazz Forum (1)

**Electives in Area or Interest—Choose from the following (2 credit minimum)**

- MUSC 108 Jazz Piano (1)
- MUSC 108 Applied Bass (1)
- MUSC 108 Applied Drum Set (1)
- MUSC 279 Performance Jazz Theory/Improvisation (1)

<b>Required program credits</b>	<b>26 credits</b>
<b>Elective credits</b>	<b>2 credits</b>
<b>Minimum credits for above certificate</b>	<b>28 credits</b>

\*Jury and recital participation must be approved by the director of the Jazz Program.

## MINOR

### MUSIC MINOR (16 CREDITS)

**Required Courses (13 credits)**

- MUSC 101 Music Theory I (3)
- MUSC 102 Music Theory II (3)
- MUSC 104 Sight Singing and Aural Skills I (1)
- MUSC 105 Sight Singing and Aural Skills II (1)
- MUSC 110 Convocation and Recital Attendance (0) (Must pass 11 quarters)
- MUSC 212 Music in The Humanities (5)\*

**Electives (3 credits)**

Select in consultation with department advisor.

<b>Required program credits</b>	<b>13 credits</b>
<b>Elective credits</b>	<b>3 credits</b>
<b>Total credits for above minor</b>	<b>16 credits</b>

\*Note: MUSC 212 also counts as a GEGR.

## GRADUATE PROGRAM

### MASTER OF ARTS IN MUSIC

Jody Graves, Program Director	119 Music Building	509.359.6119
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### STUDENT LEARNING OUTCOMES

**Students will:**

- analyze, interpret and compose at the graduate level;
- demonstrate the technical and esthetic value of music.

### Areas of Concentration

- Composition
- General (Non-Specific)
- Jazz Pedagogy
- Music Education
- Performance (Instrumental/Vocal)

Students intending to pursue the master of arts degree in music should hold an appropriate baccalaureate degree from an accredited institution. All applicants will be required to take the GRE General Test and be admitted based on a general test score before registration in graduate-level music courses. Students applying for the performance emphasis will also take a personal audition, or submit an unedited tape of their performance. Students who are interested in teaching careers, performance careers and business careers in music can design a program to suit their needs. The degree is also designed to prepare the student for further graduate study.

### Admission Requirements/Preparation

Progress toward the degree will follow the information found in the front of this catalog "Summary Guide to Policies and Procedures."

### COMPOSITION EMPHASIS (60 CREDITS)

**Required Core**

- MUSC 520 Research Techniques and Bibliography in Music (3)

**Music History from the following <sup>1</sup> (12 credits)**

- MUSC 551 Music of the Medieval Era (3)
- MUSC 552 Music of the Renaissance Era (3)
- MUSC 553 Music of the Baroque Period (3)
- MUSC 554 Music of the Classical Period (3)
- MUSC 555 Music of the Romantic Period (3)
- MUSC 556 Music of the 20<sup>th</sup> Century <sup>1</sup> (3)
- MUSC 558 Graduate History of Jazz (3)

**Music Theory/Composition (5 credits)**

- MUSC 560 Historical Analysis of Musical Structure (3)
- MUSC 561 Counterpoint Music (2)

- MUSC 510 Advanced Conducting (3)
- Three Quarters of Applied Instruction (MUSC 529 or 530)<sup>2</sup> (3)
- Three Quarters of Graduate Ensemble Participation (MUSC 535 or 536) (3)
- MUSC 600 Thesis, or MUSC 601 Graduate Recital (5)

**Requirements for Composition Emphasis**

- MUSC 568 Advanced Compositional Techniques (2 credits per quarter) (12)

**Composition elective chosen from the following (3 credits)**

- MUSC 562 Topics in Theory (3)
- MUSC 565 Advanced Orchestration (3)
- MUSC 569 Topics in Advanced Arranging (3)
- MUSC 696 College Teaching Internship (5)

**Approved Electives (11 credits)**

<b>Required core credits</b>	<b>34 credits</b>
<b>Required composition credits</b>	<b>26 credits</b>
<b>Total credits for above master's degree</b>	<b>60 credits</b>

All master's students must pass an oral examination.

## GENERAL (NON-SPECIFIC) (60 CREDITS)

### Required Core

MUSC 520 Research Techniques and Bibliography in Music (3)

### Music History from the following<sup>1</sup> (12 credits)

MUSC 551 Music of the Medieval Era (3)  
 MUSC 552 Music of the Renaissance Era (3)  
 MUSC 553 Music of the Baroque Period (3)  
 MUSC 554 Music of the Classical Period (3)  
 MUSC 555 Music of the Romantic Period (3)  
 MUSC 556 Music of the 20<sup>th</sup> Century<sup>1</sup> (3)  
 MUSC 558 Graduate History of Jazz (3)

### Music Theory/Composition (5 credits)

MUSC 560 Historical Analysis of Musical Structure (3)  
 MUSC 561 Counterpoint Music (2)

MUSC 510 Advanced Conducting (3)  
 Three Quarters of Applied Instruction (MUSC 529 or 530)<sup>2</sup> (3)  
 Three Quarters of Graduate Ensemble Participation (MUSC 535 or 536) (3)  
 MUSC 600 Thesis, or MUSC 601 Graduate Recital (5)

### Requirements for General (Non-Specific) Emphasis

Electives in Music<sup>1</sup> (16 credits)  
 Electives in Supportive Areas (music or non-music) to be determined in consultations among the student, the student's area advisor(s) and the graduate program advisor.<sup>1</sup> (10)

**Required core credits** **34 credits**

**Required general (non-specific) credits** **26 credits**

**Total credits for above master's degree** **60 credits**

All master's students must pass an Oral Examination.

## JAZZ PEDAGOGY EMPHASIS (63 CREDITS)

### Required Core

MUSC 520 Research Techniques and Bibliography in Music (3)

### Music History from the following<sup>1</sup> (12 credits)

MUSC 551 Music of the Medieval Era (3)  
 MUSC 552 Music of the Renaissance Era (3)  
 MUSC 553 Music of the Baroque Period (3)  
 MUSC 554 Music of the Classical Period (3)  
 MUSC 555 Music of the Romantic Period (3)  
 MUSC 556 Music of the 20<sup>th</sup> Century<sup>1</sup> (3)  
 MUSC 558 Graduate History of Jazz (3)

### Music Theory/Composition (5 credits)

MUSC 560 Historical Analysis of Musical Structure (3)  
 MUSC 561 Counterpoint Music (2)

MUSC 510 Advanced Conducting (3)  
 Three Quarters of Applied Instruction (MUSC 529 or 530)<sup>2</sup> (3)  
 Three Quarters of Graduate Ensemble Participation (MUSC 535 or 536) (3)  
 MUSC 600 Thesis, or MUSC 601 Graduate Recital (5)

### Requirements for Jazz Pedagogy Emphasis

Three Additional Quarters of Graduate Ensemble Participation (3)  
 MUSC 532 Problems in Music Ensemble Instruction (1) Must be taken three times.  
 MUSC 557 Graduate History of Jazz-Pedagogy (3)

### Choose a minimum of three courses from the following (9 credits)

MUSC 571 Jazz Ensemble Direction/Conducting (3)  
 MUSC 572 Graduate Improvisation/Pedagogy (3)  
 MUSC 573 Graduate Improvisation/Transcription (3)  
 MUSC 574 Graduate Jazz Arranging (3)

### Choose a minimum of three courses from the following (6 credits).

MUSC 575 String Pedagogy- Bass (2)  
 MUSC 576 Jazz Piano Pedagogy (2)  
 MUSC 577 Drum Set Pedagogy (2)  
 MUSC 578 Saxophone Pedagogy (2)  
 MUSC 579 Brass Pedagogy (2)  
 MUSC 695 Graduate Jazz Internship (1-5)

**Required core credits** **34 credits**

**Required jazz pedagogy credits** **29 credits**

**Total credits for above master's degree** **63 credits**

## MUSIC EDUCATION EMPHASIS (60 CREDITS)

### Required Core

MUSC 520 Research Techniques and Bibliography in Music (3)

### Music History from the following (12 credits)

MUSC 551 Music of the Medieval Era (3)  
 MUSC 552 Music of the Renaissance Era (3)  
 MUSC 553 Music of the Baroque Period (3)  
 MUSC 554 Music of the Classical Period (3)  
 MUSC 555 Music of the Romantic Period (3)  
 MUSC 556 Music of the 20<sup>th</sup> Century (3)  
 MUSC 558 Graduate History of Jazz (3)

### Music Theory/Composition (5 credits)

MUSC 560 Historical Analysis of Musical Structure (3)  
 MUSC 561 Counterpoint Music (2)

MUSC 510 Advanced Conducting (3)  
 Three Quarters of Applied Instruction (MUSC 529 or 530)<sup>2</sup> (3)  
 Three Quarters of Graduate Ensemble Participation (MUSC 535 or 536) (3)  
 MUSC 600 Thesis, or MUSC 601 Graduate Recital (5)

### Requirements for Music Education Emphasis from the following (26 credits)

MUSC 531 Problems in Applied Music Instruction (1)  
 MUSC 532 Problems in Ensemble Music Instruction (1)  
 MUSC 546 Materials and Problems in the School Music Program: Choral (3)  
 MUSC 547 Materials and Problems in the School Music Program: Instrumental (3)  
 MUSC 599 Independent Study in Music Education or approved electives (15)  
 MUSC 696 College Teaching Internship (5)

**Required core credits** **34 credits**

**Required music education credits** **26 credits**

**Total credits for above master's degree** **60 credits**

All master's students must pass an Oral Examination.

## PERFORMANCE EMPHASIS (INSTRUMENTAL/VOCAL) (60 CREDITS)

### Required Core

MUSC 520 Research Techniques and Bibliography in Music (3)

### Music History from the following<sup>1</sup> (12 credits)

MUSC 551 Music of the Medieval Era (3)  
 MUSC 552 Music of the Renaissance Era (3)  
 MUSC 553 Music of the Baroque Period (3)  
 MUSC 554 Music of the Classical Period (3)  
 MUSC 555 Music of the Romantic Period (3)  
 MUSC 556 Music of the 20<sup>th</sup> Century (3)  
 MUSC 558 Graduate History of Jazz (3)

### Music Theory/Composition (5 credits)

MUSC 560 Historical Analysis of Musical Structure (3)  
 MUSC 561 Counterpoint Music (2)

MUSC 510 Advanced Conducting (3)  
 Three Quarters of Applied Instruction (MUSC 529 or 530)<sup>2</sup> (3)  
 Three Quarters of Graduate Ensemble Participation (MUSC 535 or 536) (3)  
 MUSC 600 Thesis, or MUSC 601 Graduate Recital (5)

### Requirements for Performance Emphasis

Three Additional Quarters of Graduate Ensemble Participation (3)  
 MUSC 530 Instruction on Instrument or Voice\* (7)  
 MUSC 460, 461, 462, 463, or 464 Vocal or Instrumental Pedagogy (3)  
 Language Diction Proficiency (voice majors only) (0)

### Approved Electives (13)

Students in the Performance Emphasis must take MUSC 530 (2 credits) each quarter for five quarters (for a total of 10 credits) and MUSC 601 *Graduate Recital* in their last quarter.

**Required core credits** **34 credits**

**Required performance credits** **26 credits**

**Total credits for above master's degree** **60 credits**

All master's students must pass an Oral Examination.

<sup>1</sup>Students in the Composition Emphasis must take MUSC 556 *Music of the 20<sup>th</sup> Century* as one of their Music History courses.

<sup>2</sup>Students in the Composition Emphasis must take at least three quarters of piano.

### Final Comprehensive Examination

All master's degrees in music require an oral comprehensive exam covering salient matters in the candidate's coursework and the candidate's internship, thesis, performance or other applicable research or performance project(s). The exam will be administered by a committee chaired by the candidate's advisor as assigned by the Music Department and including another music faculty representative and an outside faculty representative assigned by the Graduate Office.

## Music Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

**Note:** all Music courses will have a course fee.

### MUSC 100

#### Introduction to Piano and Music Theory (3)

FALL

This course includes basic musical skills, including notation, scales, key signatures, chords, intervals and keyboard experience.

### MUSC 101

#### Music Theory I (3)

FALL

*Prerequisites:* Concurrent enrollment in MUSC 104.

This course involves study of basic theory devoted to notation, scales, intervals, keys and elementary harmony. Music minors and non-music majors/minors require permission of the department chair.

### MUSC 102

#### Music Theory II (3)

WINTER

*Prerequisites:* MUSC 101; concurrent enrollment in MUSC 105 is required.

This course is the study of harmonic practice and part writing. It involves treatment of major and minor seventh chords and melodic construction. Music minors and non-music majors/minors require permission of the department chair.

### MUSC 103

#### Music Theory III (3)

SPRING

*Prerequisites:* MUSC 102; concurrent enrollment in MUSC 106 is required.

This course emphasizes analysis, modulation, non-dominant and secondary dominant seventh chords as used in American popular song and American jazz forms. Music minors and non-music majors/minors require permission of the department chair.

### MUSC 104

#### Sight Singing and Aural Skills I (1)

FALL

*Prerequisites:* concurrent enrollment in MUSC 101.

This course involves singing of materials emphasizing stepwise melodic motion and triadic motion and the study of basic rhythms. Ear training will help students identify intervals and scale forms. Music minors and non-music majors/minors require permission of the department chair.

### MUSC 105

#### Sight Singing and Aural Skills II (1)

WINTER

*Prerequisites:* MUSC 104; concurrent enrollment in MUSC 102.

This course introduces C clefs, compound meter and advanced rhythms. Dictation includes error detection as well as melodic dictation. Music minors and non-music majors/minors require permission of the department chair.

### MUSC 106

#### Sight Singing and Aural Skills III (1)

SPRING

*Prerequisites:* MUSC 105; concurrent enrollment in MUSC 103.

This course consists of modulation exercises and introduction of sequentials. Error detection and harmonic dictation will be emphasized. Music minors and non-music majors/minors require permission of the department chair.

### MUSC 108

#### Instruction on Instrument or Voice (1)

FALL/WINTER/SPRING

This course is designed to provide students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint. Students without previous credit in applied music must audition to be accepted into applied study. Every student who is registered for applied music must be registered for a major ensemble. This course is intended for all freshman except those majoring in Music Performance.

### MUSC 110

#### Convocation and Recital Attendance (0)

FALL/WINTER/SPRING

This course is comprised of attending all weekly convocations, as well as department recitals and selected non-EWU performances for a total number of 15 per quarter. Course must be passed 11 quarters quarter for music majors. The required number for transfer students will be determined on an individual basis.

### MUSC 117, 118, 119

#### Piano Class I, II and III—Beginners/Non Majors (1, 1, 1)

FALL/WINTER/SPRING

*Prerequisites:* MUSC 117 for 118; MUSC 118 for 119.

These classes will consist of basic theory, simple harmonization, improvisation, sight-reading, chord recognition and fundamental jazz/blues. These classes are for non-music majors only.

### MUSC 120, 121, 122

#### Piano Class I, II, III for Music Majors (1, 1, 1)

*Prerequisites:* MUSC 120 for 121; MUSC 121 for 122.

These classes will consist of: harmonization, improvisation, score-reading, sight-reading, repertoire, accompanying skills, technique, scales and chords. These classes are for music majors only.

### MUSC 126

#### Honors Keyboard (1)

FALL

Accelerated offering of the material covered in MUSC 120. Covers all components of the Piano Proficiency Exam.

### MUSC 130

#### Voice Class (1)

FALL/WINTER/SPRING

This course provides instruction in vocal performance. All students without previous credit in applied vocal music at the university level should register for this course. This course may be repeated until the student reaches the proficiency level necessary for advanced instruction.

### MUSC 140

#### Applied Instruction on Instrument or Voice (2)

FALL/WINTER/SPRING

Only declared freshmen music performance majors should register for this number. Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to pre-registration for correct assignments. Concurrent enrollment in a major ensemble is required.

### MUSC 201

#### Music Theory IV (3)

FALL

*Prerequisites:* MUSC 103; concurrent enrollment in MUSC 204.

This course emphasizes contrapuntal techniques, variation techniques and study of chromatic and color harmonies. Music minors and non-music majors/minors require permission of the department chair.

### MUSC 202

#### Music Theory V (3)

WINTER

*Prerequisites:* MUSC 201; concurrent enrollment in 205; Piano Proficiency Exam clearance.

This is the study of advanced harmonic practice including altered dominants and chromatic mediants. It will also include study of large forms emphasizing various forms of rondo.

### MUSC 203

#### Music Theory VI (3)

SPRING

*Prerequisite:* MUSC 202.

This course acquaints students with late 19<sup>th</sup> and 20<sup>th</sup> century compositional and formal techniques and devices.

### MUSC 204

#### Sight Singing and Aural Skills IV (1)

FALL

*Prerequisites:* MUSC 106; concurrent enrollment in MUSC 201.

This course emphasizes rhythmic and melodic complexity including chromaticism, modulation and dictation of comparable material.

### MUSC 205

#### Sight Singing and Aural Skills V (1)

WINTER

*Prerequisites:* MUSC 204; concurrent enrollment in MUSC 202;

Piano Proficiency Exam clearance.

This course emphasizes unusual modulation, scales and time signatures.

### MUSC 208

#### Instruction on Instrument or Voice (1)

FALL/WINTER/SPRING

This course is designed to provide students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint. Students without previous credit in applied music must audition to be accepted into applied study. Every student who is registered for applied music must be registered for a major ensemble. This course is intended for all sophomores except those majoring in Music Performance.

### MUSC 209

#### Compositional Techniques (2)

FALL

*Prerequisites:* MUSC 204; Piano Proficiency Exam clearance.

This course is the practical study of the techniques and devices of composition in the various primary forms.

### MUSC 212

#### Music in the Humanities (5)

FALL/WINTER/SPRING

[satisfies the GEGR for humanities and fine arts, list 2, fine arts.]

This course is a survey with primary focus on Western classical music in terms of humanistic development with emphasis on musical style and structure and relations with the other arts. (Cross-listed HUMN 212)

### MUSC 230

#### Guitar and Music Fundamentals (3)

SPRING

Fundamentals of music, including notation, scales, key signatures, chords, intervals, experience with use of guitar.

### MUSC 240

#### Applied Instruction on Instrument or Voice (2)

FALL/WINTER/SPRING

This course is designed to provide students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint. Only declared sophomore music performance majors should register for this course. Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to registration for correct assignments. Concurrent enrollment in a major ensemble is required.

### MUSC 244

#### Computers in the Music Classroom (2)

FALL

*Prerequisites:* Computer Literacy II clearance, Piano Proficiency Exam clearance.

This course is a practical study of computer software and hardware appropriate for use in the music classroom.

## MUSC 250

### *Music History and Literature I (3)*

FALL

Prerequisite: MUSC 103.

Detailed study and analysis of music in Western civilization from its origin to modern times. The fall quarter covers antiquity through the Renaissance.

## MUSC 251

### *Music History and Literature II (3)*

WINTER

Prerequisites: MUSC 103, 250.

Detailed study and analysis of music in Western civilization from the origin to modern times. Music 251 includes the Baroque and Classical periods.

## MUSC 252

### *Music History and Literature III (3)*

SPRING

Prerequisites: MUSC 103, 251.

A detailed study and analysis of the music in Western Civilization from 1800 to the present.

## MUSC 276

### *Basic Jazz Theory/Improvisation (1)*

Prerequisites: MUSC 103.

This course introduces various aspects of basic improvisational tools and skills, combining theory with playing and piano skills.

## MUSC 277

### *Intermediate Jazz Theory/Improvisation (1)*

Prerequisites: MUSC 276.

This course provides a firm grounding in the fundamental concepts of jazz theory, including mode and chord construction. It includes basic forms such as ABBA, Rhythm Changes and Blues.

## MUSC 278

### *Advanced Jazz Theory/Improvisation (1)*

Prerequisites: MUSC 277.

This course helps students gain mastery over the melodic minor concept of improvisation. Students will learn the modes of melodic minor and how the modes relate to modal and functional harmony. Students will also learn to manipulate various patterns based on the melodic minor modes.

## MUSC 279

### *Performance Jazz Theory/Improvisation (1)*

Prerequisites: MUSC 278.

This course helps students gain mastery over the concepts of improvisation. Students will learn to utilize triad pairs and common harmonic progressions and how the progressions relate to modal and functional harmony. Students will also learn to manipulate various patterns and exercises to layer over common jazz standards and chord progressions.

## MUSC 280

### *Basic Jazz Arranging (1)*

Prerequisites: MUSC 108 and 277.

This course provides fundamental arranging techniques including basic instrumental ranges through pedagogical rhythm section skills. Topics include developing introductions, endings, form, basic ranges of instruments, creating bass lines, piano voicings, guitar voicings and drum set nomenclature.

## MUSC 281

### *Advanced Jazz Arranging (1)*

Prerequisites: MUSC 280.

This course covers arranging techniques for compositions and arrangements for the jazz idiom. Skills include: voicings for sections; harmonic development; compositional development; and music notation programs. Students will develop a 8–10 piece composition/arrangement as a final project

## MUSC 305

### *Counterpoint (2)*

Prerequisites: MUSC 101, 102, 104.

Study and application of contrapuntal techniques in two and three voices.

## MUSC 308

### *Instruction on Instrument or Voice (1)*

FALL/WINTER/SPRING

This course provides students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint. Students without previous credit in applied music must audition to be accepted into applied study. Every student who is registered for applied music must be registered for a major ensemble. This course is intended for all juniors except those majoring in Music Performance.

## MUSC 310

### *Basic Conducting Skills (2)*

FALL

Prerequisite: MUSC 103.

This course is the study of fundamental conducting techniques including score study and rehearsal techniques.

## MUSC 312

### *Advanced Conducting Skills (2)*

WINTER

Prerequisite: MUSC 310.

Students in this course learn to apply conducting and rehearsal techniques to choral and performance groups.

## MUSC 320

### *Diction for Singers I (1)*

Introduction to diction for singers, choral conductors and collaborative pianists. The class introduces International Phonetic Alphabet (IPA) and its practical application to English, Ecclesiastical Latin, Italian, German and French through both in-class practice and dictionary reference. This course is designed to provide introductory information and develop knowledge of basic IPA symbols, their pronunciation and the implementation of this learning into vocal/choral repertoire.

## MUSC 321

### *Diction for Singers II (1)*

Prerequisite: MUSC 320 or permission of instructor.

Continuation of diction for singers, choral conductors and collaborative pianists. This class continues work with International Phonetic Alphabet (IPA) and its practical application to Italian and German through in-class pronunciation practice and extensive IPA transcription of Italian and German vocal and choral music texts.

## MUSC 322

### *Diction for Singers III (1)*

Prerequisite: MUSC 320 and MUSC 321 or permission of instructor.

Continuation of diction for singers, choral conductors and collaborative pianists. This class continues work with International Phonetic Alphabet (IPA) and its practical application to French and English (British and American) through in-class pronunciation practice and extensive IPA transcription of French and English vocal and choral music texts.

## MUSC 331

### *Band (2)*

FALL/WINTER/SPRING

## MUSC 332

### *Orchestra (2)*

FALL/WINTER/SPRING

## MUSC 333

### *Symphonic Choir (2)*

FALL/WINTER/SPRING

## MUSC 334

### *Music Theatre (2)*

## MUSC 335

### *Music Ensemble: Instrumental (1)*

FALL/WINTER/SPRING

## MUSC 336

### *Music Ensemble: Vocal (1)*

FALL/WINTER/SPRING

## MUSC 337

### *Contemporary Music Ensemble (3)*

FALL/WINTER/SPRING

This ensemble provides students the opportunity to explore music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries. Music will be chosen from the standard repertoire of the 20<sup>th</sup> century as well as music of the avant-garde and recent music. Faculty occasionally join students in ensembles.

## MUSC 338

### *Orchestral Repertoire for Strings (1)*

FALL/WINTER/SPRING

Prerequisite: MUSC 203.

An intensive study of the standard orchestra repertoire. Students will use score analysis and use of recordings to aid in their preparation.

## MUSC 340

### *Applied Instruction on Instrument or Voice (2)*

OFFERED ALTERNATE YEARS

This course provides students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a music, linguistic and performance viewpoint. Only declared junior music performance majors should register for this course. Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to registration for correct assignments. Concurrent enrollment in a major ensemble is required.

## MUSC 341

### *Advanced Functional Keyboard (2)*

Prerequisite: junior or senior standing.

This course is an advanced study of the techniques of harmonization, transposition, score reading, sight reading and improvisation.

## MUSC 356

### *History of Jazz (3)*

SPRING

This course investigates the cultural, historical and musical elements of jazz from its development into the 21<sup>st</sup> century.

## MUSC 382

### *Stringed Instrument Techniques (1)*

FALL/WINTER

This course may be repeated once for a total of two credits. The students will receive elementary and pedagogical instruction for stringed instruments. Instruction will include materials and techniques for music education majors. Music minors and non-music majors/minors require permission of the department chair.

## MUSC 383

### *Woodwind Instrument Techniques (1)*

FALL/WINTER/SPRING

This course may be repeated once for a total of two credits. The students will receive elementary and pedagogical instruction for woodwind instruments. Instruction will include materials and techniques for music education majors. Music minors and non-music majors/minors require permission of the department chair.

## MUSC 384

### *Brass Instrument Techniques (1)*

SPRING

The students will receive elementary and pedagogical instruction for brass instruments. Instruction will include materials and techniques for music education majors. Music minors and non-music majors/minors require permission of the department chair.

## MUSC 385

### *Percussion Instrument Techniques (1)*

WINTER

The students will receive elementary and pedagogical instruction for percussion instruments. Instruction will include materials and techniques for music education majors. Music minors and non-music majors/minors require permission of the department chair.

**MUSC 390**

**Music Methods for Elementary Classroom Teachers (3)**

FALL/WINTER/SPRING/SUMMER

Music majors and minors should substitute MUSC 441.

Prerequisite: junior standing.

Development of musical understanding as well as teaching materials and techniques to integrate musical skills in elementary classroom instruction.

**MUSC 399**

**Special Studies (1–5)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

Subjects studied vary according to faculty and student interest.

**MUSC 401**

**Advanced Analysis (2)**

Prerequisite: MUSC 203.

This course may be repeated for credit. It is an exploration of analytical techniques for many styles of music.

**MUSC 404**

**Band Arranging (3)**

Prerequisites: MUSC 204.

Instruments of the band with practical application to the art of band scoring. Original work and transcriptions.

**MUSC 405**

**Orchestration (3)**

Prerequisites: MUSC 204.

Practical study of the art of symphonic scoring. Original work and transcriptions.

**MUSC 408**

**Instruction on Instrument or Voice (1)**

FALL/WINTER/SPRING

This course provides students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint. Students without previous credit in applied music must audition to be accepted into applied study. Every student who is registered for applied music must be registered for a major ensemble. This course is intended for all seniors except those majoring in Music Performance.

**MUSC 409**

**Composition (1–5)**

FALL/WINTER/SPRING

Prerequisite: MUSC 209.

This course may be repeated. Students learn to organize musical ideas into logical forms and apply the skills learned to musical works using a broad variety of media.

**MUSC 440**

**Applied Instruction on Instrument or Voice (2)**

This course provides students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a music, linguistic and performance viewpoint. Only declared senior music performance majors should register for this course. Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to registration for correct assignments. Concurrent enrollment in a major ensemble is required.

**MUSC 441**

**Music Methods for the Elementary Music Specialist (3)**

WINTER

Prerequisites: junior, CEDP 302.

Methods and materials for teaching a complete music program in the first six grades.

**MUSC 445**

**Choral Methods and Materials in the Secondary School (2)**

SPRING

Prerequisites: MUSC 130, 310.

The course helps students develop a sequential choral program in the secondary schools.

**MUSC 446**

**Instrumental Methods and Materials (2)**

SPRING

Prerequisite: MUSC 310.

This course is designed to impart the skills and knowledge to design and direct instructional experience for bands and orchestra in the secondary schools.

**MUSC 447**

**Jazz Ensemble Methods and Materials (2)**

WINTER

Prerequisite: MUSC 203.

This course helps music education majors develop skills in the jazz idiom. It includes techniques and materials for basic jazz piano, improvisation and ensemble direction.

**MUSC 451**

**Music of the Medieval Era (3)**

Prerequisites: MUSC 203 and 252.

This course offers intensive study of the music literature of the Medieval Era. This study may be either a survey or focus on a selected topic(s) of the era.

**MUSC 452**

**Music of the Renaissance Era (3)**

Prerequisites: MUSC 203 and 252.

This course offers intensive study of the music literature of the Renaissance Era. This study may be either a survey or focus on a selected topic(s) of the era.

**MUSC 453**

**Music of the Baroque Era (3)**

Prerequisites: MUSC 203 and 252.

This course offers intensive study of the music literature of the Baroque Era. This study may be either a survey or focus on a selected topic(s) of the era.

**MUSC 454**

**Music of the Classical Era (3)**

Prerequisite: MUSC 203 and 252.

This course offers intensive study of the music literature of the Classical Era. This study may be either a survey or focus on a selected topic(s) of the era.

**MUSC 455**

**Music of the Romantic Era (3)**

Prerequisite: MUSC 203 and 252.

This course offers intensive study of the music literature of the Romantic Era. This study may be either a survey or focus on a selected topic(s) of the era.

**MUSC 456**

**Music of the 20<sup>th</sup> Century (3)**

Prerequisite: MUSC 203 and 252.

This course offers intensive study of the music literature of the 20<sup>th</sup> century. This study may be either a survey or focus on a selected topic(s) of the era.

**MUSC 458**

**Piano Pedagogy I (2)**

FALL

Prerequisites: junior or senior standing.

Methods and materials for teaching all levels of piano in the private studio and group class setting.

**MUSC 459**

**Piano Pedagogy II (2)**

WINTER

Prerequisites: junior or senior standing or MUSC 458.

Methods and materials for teaching all levels of piano in the private studio and group class setting.

**MUSC 460**

**Piano Pedagogy III (2)**

SPRING

Prerequisites: junior or senior standing, MUSC 459.

Methods and materials for teaching all levels of piano in the private studio and group class setting.

**MUSC 461**

**Vocal Pedagogy (3)**

SPRING

Prerequisites: senior standing.

Preparation for teaching individual and class voice in the studio.

**MUSC 462**

**String Pedagogy (3)**

WINTER

Prerequisites: senior standing.

Preparation for teaching individual or class lessons in string instruments.

**MUSC 463**

**Woodwind Pedagogy (3)**

WINTER

Prerequisites: senior standing.

Preparation for teaching individual or class lessons in woodwind instruments.

**MUSC 464**

**Brass Pedagogy (3)**

WINTER

Prerequisites: senior standing.

Preparation for teaching individual or class lessons in brass instruments.

**MUSC 467**

**Accompanying (3)**

FALL/WINTER/SPRING

Vocal and instrumental literature, analyzing accompanist's problems.

**MUSC 470**

**Senior Recital (1–5)**

FALL/WINTER/SPRING

**MUSC 480**

**Keyboard Literature I (2)**

FALL

Prerequisite: junior or senior standing.

A study of keyboard literature from pre-Baroque through Classical Periods.

**MUSC 481**

**Keyboard Literature II (2)**

Prerequisites: junior or senior standing or MUSC 480.

A study of keyboard literature from late Classical through the Romantic Period.

**MUSC 482**

**Keyboard Literature III (2)**

Prerequisites: junior or senior standing or MUSC 481.

A study of keyboard literature from the late Romantic Period through the 20<sup>th</sup> century.

**MUSC 491**

**Music Senior Thesis (4)**

FALL/WINTER/SPRING

[satisfies senior capstone university graduation requirement.]

Prerequisite: concurrent enrollment in MUSC 470.

Students demonstrate that they have learned how to apply their intellectual and research skills to a relevant music project. Students perform, write or arrange music in a public arena. Possible options might include conducting an appropriate project within the music education community. This thesis project/recital serves as a basis for their professional lives as either performing artists, music educators, composers or music scholars.

**MUSC 496**

**Experimental Course in Music (1–5)**

FALL/WINTER/SPRING/SUMMER

**MUSC 497**

**Workshops, Short Courses, Conferences (1–5)**

FALL/WINTER/SPRING/SUMMER

**MUSC 498**

**Seminar (1–5)**

FALL/WINTER/SPRING/SUMMER

**MUSC 499**

**Directed Study (1–5)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

Individual study projects in selected special field of music.

**MUSC 510**

**Advanced Conducting (3)**

May be repeated for a maximum of nine credits.

Instrumental and choral scores with extensive application of conducting techniques to these forms.

**MUSC 520**

**Research Techniques and Bibliography in Music (3)**

FALL

Basic references, bibliographic aids and research techniques.

## MUSC 529

### Applied Lesson (1)

FALL/WINTER/SPRING

May be repeated each quarter.

Participation in an instrumental ensemble.

## MUSC 530

### Instruction on Instrument or Voice (2)

FALL/WINTER/SPRING

## MUSC 531

### Problems in Applied Music Instruction (1)

FALL/WINTER/SPRING

May be repeated for a total of 3 credits.

For students with graduate standing who wish to pursue special study dealing with applied music.

## MUSC 532

### Problems in Music Ensemble Instruction (1)

FALL/WINTER/SPRING

May be repeated for a total of 3 credits.

For students with graduate standing who wish to participate in ensembles and pursue special study dealing with the techniques and literature of the chosen medium.

## MUSC 535

### Music Ensemble: Instrumental (1–2)

FALL/WINTER/SPRING

May be repeated each quarter.

Participation in an instrumental ensemble.

## MUSC 536

### Music Ensemble: Vocal (1–2)

FALL/WINTER/SPRING

May be repeated each quarter.

Participation in an instrumental ensemble.

## MUSC 537

### Contemporary Music Ensemble (3)

FALL/WINTER/SPRING

May be repeated each quarter.

This ensemble allows students the opportunity to investigate through performing the music and the stylistic performance practices of music of the 20<sup>th</sup> century.

## MUSC 546

### Materials and Problems in the School Music Program:

#### Choral (3)

Materials and problems of choral music and its performance by school groups.

## MUSC 547

### Materials and Problems in the School Music Program:

#### Instrumental (3)

Materials and problems of instrumental music and its performance by school groups.

**MUSC 551 through MUSC 556 offers intensive study of the music literature of the named period or area with emphasis on library research. An extensive research paper is required in each course.**

## MUSC 551

*Music of the Medieval Era (3)*

## MUSC 552

*Music of the Renaissance Era (3)*

## MUSC 553

*Music of the Baroque Period (3)*

## MUSC 554

*Music of the Classical Period (3)*

## MUSC 555

*Music of the Romantic Period (3)*

## MUSC 556

*Music of the 20th Century (3)*

## MUSC 557

### Graduate History of Jazz—Pedagogy (3)

This class is for the jazz pedagogy major to learn and become familiar with various artists through transcription, biographical information pertaining to a specific instrument.

## MUSC 558

### Graduate History of Jazz (3)

This class is for the graduate student to learn and become familiar with various aspects of the history of jazz by preparing and developing a twenty-class sequence covering historical, musical and social elements.

## MUSC 560

### Historical Analysis of Musical Structure (3)

Structural analysis of music from the 16<sup>th</sup> century to the present and the relationship of this analysis to effective interpretation, performance and teaching.

## MUSC 561

### Counterpoint Music (2)

Offers intensive study and analysis of counterpoint techniques in music theory. Counterpoint is vital the basic fundamentals of advanced study in music.

## MUSC 562

### Topics in Theory (3)

Exploring a variety of topics in music theory through research and discovery of analytical methods.

## MUSC 565

### Advanced Orchestration (3)

Prerequisite: MUSC 405.

Advanced practical arranging, orchestration and composition for school and professional orchestras.

## MUSC 568

### Advanced Compositional Techniques (1–5)

Prerequisite: MUSC 409.

Original work in composition in larger musical forms, with emphasis on different stylistic periods.

## MUSC 569

### Topics in Advanced Arranging (3)

Offers intensive study and analysis of a variety of arranging techniques in music theory. This course will cover skills needed to arrange music for instrumental and vocal ensembles such as: band, choir and orchestra.

## MUSC 571

### Jazz Ensemble Direction/Conducting (3)

This class is for the jazz pedagogy major to learn and become familiar with various aspects of their potential program. This class will deal extensively with budgets, scheduling, rehearsal techniques and literature.

## MUSC 572

### Graduate Improvisation—Pedagogy (3)

This class is for the jazz pedagogy student to learn and become familiar with various aspects of teaching improvisation in a classroom setting. Experiences working with high school and middle school students highlight the class work.

## MUSC 573

### Graduate Improvisation—Transcription (3)

The purpose of this class is to study style and harmonic nuances through transcription of important artists in the history of jazz. Weekly assignments include transcriptions and theoretical study.

## MUSC 574

### Graduate Jazz Arranging (3)

The purpose of this class is to learn fundamental arranging techniques beginning with basic instrumental ranges through learning useful big band voicings. The class will cover extensively examples of arrangements and proper compositional techniques for piano, bass, drum set and guitar.

## MUSC 575

### String Pedagogy—Bass (2)

This class is designed to educate the non-bassist with the basic functions and pedagogical materials for the instrument within the jazz idiom.

## MUSC 576

### Jazz Piano Pedagogy (2)

Designed to educate the non-pianist with the basic functions and pedagogical materials and views of the instrument within the jazz idiom.

## MUSC 577

### Drum Set Pedagogy (2)

Designed to educate the non-percussionist with the basic functions and pedagogical materials and views of the instrument within the jazz idiom.

## MUSC 578

### Saxophone Pedagogy (2)

Designed to educate the non-saxophonist with the basic functions and pedagogical materials and views of the instrument within the jazz idiom.

## MUSC 579

### Brass Pedagogy (Trumpet/Trombone) (2)

Designed to educate the non-brass player with the basic functions and pedagogical materials and views of the instrument within the jazz idiom.

## MUSC 596

### Experimental Course (1–5)

## MUSC 597

### Workshops (1–5)

FALL/WINTER/SPRING

*Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.*

## MUSC 598

### Graduate Seminar in Music (3)

## MUSC 599

### Independent Study (1–5)

FALL/WINTER/SPRING

Prerequisite: permission of the instructor, department chair and college dean.

Independent study projects in a selected field of music.

## MUSC 600

### Thesis (1–15)

FALL/WINTER/SPRING

Prerequisite: permission of the instructor, department chair and college dean.

## MUSC 601

### Graduate Recital (1–15)

FALL/WINTER/SPRING

Prerequisite: permission of the instructor, department chair and college dean.

## MUSC 695

### Graduate Jazz Internship (1–5)

Prerequisite: permission of the instructor, department chair and college dean.

This class is for jazz pedagogy students to learn various aspects of their potential program, including organizing and coordinating a jazz festival. This class will deal extensively with budgets, scheduling, guest artists and all major aspects of a professional event.

*Note: May be repeated twice for a maximum of 5 credits.*

## MUSC 696

### College Teaching Internship (5–15)

FALL/WINTER/SPRING

Graded Pass/No Credit.

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student and course evaluation.

## NATURAL SCIENCE

*College of Science, Health and Engineering*

Heather McKean, Advisor	241 Science Hall	509.359.6512
Sharen Orndorff, Advisor	130 Science Hall	509.359.7358
<i>BAE</i>		<i>Minor</i>

Faculty: Varies

### UNDERGRADUATE PROGRAM

The Natural Science major is recommended for those students seeking K–8 certification who are particularly interested in teaching science at the 5–8 level. The coursework in this major provides a foundation of scientific principles required to teach the Washington Essential Academic Learning Requirements for grades 5–9. This major leads to a Middle School Science Endorsement.

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

### BACHELOR OF ARTS IN EDUCATION (BAE)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- understand the process of science;
- understand how energy and matter flow through physical, life and earth systems;
- understand the evolution of natural systems and factors that result in evolution or equilibrium;
- understand how systems are organized;
- understand the process of learning science through inquiry.

#### NATURAL SCIENCE ELEMENTARY MAJOR AND MIDDLE LEVEL ENDORSEMENT (46 CREDITS)

Completion of this major, the General Degree Completion Requirements for Education, Elementary, and a minor field of study satisfies the state requirements for an Elementary Education teaching endorsement and a Middle Level Science teaching endorsement (grade levels 5–9).

##### Required Courses (31 credits)

- EDUC 417 Culture of the Middle School (3)
- MATH 211 Structure of Elementary Mathematics I (5)
- NTSC 301 Middle Level Earth Science Inquiry (5)\*
- NTSC 302 Middle Level Life Science Inquiry (5)\*
- NTSC 390 Middle Level Science Teaching Methods (3)\*
- PHYS 115 Investigating Physics (5)
- PHYS 121 Descriptive Astronomy (5)

##### Electives (15 credits)

Select one course from each area listed below for a total of 15 credits. (Other courses can be approved by a Natural Science Advisor)

##### Biological Sciences

- BIOL 100 Introduction to Biology (5)
- BIOL 115 Investigating Biology (5)

##### Chemistry

- CHEM 100 Introduction to Chemistry (5)
- CHEM 161 General Chemistry for the Health Sciences (5)

##### Earth Sciences

- GEOG 100 Fundamentals of the Physical Environment (5)
- GEOL 100 Discovering Geology (5)
- GEOG/GEOL 115 Investigating Earth Science (5)

<i>Required program credits</i>	<i>31 credits</i>
<i>Biology elective</i>	<i>5 credits</i>
<i>Chemistry elective</i>	<i>5 credits</i>
<i>Earth science elective</i>	<i>5 credits</i>
<i>Total credits for above major</i>	<i>46 credits</i>
<i>Professional Education Requirements Elementary Education</i>	<i>73–74 credits</i>
<i>Minimum total credits for above major and elementary professional education</i>	<i>119 credits</i>

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

*Note: prerequisites may also apply.*

\* NTSC 301 and NTSC 302 require prerequisites of CHEM 100 or CHEM 161, BIOL 100 or BIOL 115, GEOL 100 or GEOL 115 or GEOG 100, and MATH 211. \*NTSC 390 has prerequisites of NTSC 301 and NTSC 302. The above Major and Middle Level Endorsement requires the completion of a minor.



## MINOR

The Natural Science minor is recommended for those students seeking K-8 certification who are particularly interested in teaching science at the K-5 level. The coursework in this minor provides a foundation of scientific principles required to teach the Washington Essential Academic Learning Requirements for grades K-5.

Required courses in the following program of study may have prerequisites.

### NATURAL SCIENCE ELEMENTARY MINOR (29-30 CREDITS)

Completion of this minor, the General Degree Completion Requirements for Education, Elementary, and a major field of study satisfies the state requirements for an Elementary Education teaching endorsement. This minor does not fulfill the state middle level science endorsement.

#### Required Courses (15 credits)

BIOL 115 Investigating Biology (5)  
 GEOG/GEOL 115 Investigating Earth Science (5)  
 PHYS115 Investigating Physical Science (5)

#### Electives—select one course from each area listed below (14-15 credits)

(Other courses can be approved by a Natural Science Advisor)

#### Biology

BIOL100 Introduction to Biology (5)  
 BIOL 171 Biology I (4)

#### Earth Science:

GEOG 100 Fundamentals of the Physical Environment (5)  
 GEOG 305 Introduction to Oceanography (5)  
 GEOL 100 Discovering Geology (5)

#### Physical Science:

CHEM 121 Chemistry and Its Role in Society (5)  
 CHEM 161 General Chemistry for the Health Sciences (5)  
 PHYS 100 Physical Science I (5)  
 PHYS 121 Descriptive Astronomy (5)

#### Required program credits

Biology elective

Earth science elective

Physical science elective

Total minimum credits for above minor

15 credits

4-5 credits

5 credits

5 credits

29 credits

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

## Natural Science Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### NTSC 299

#### Individual Study (1-5)

FALL/WINTER/SPRING

*Prerequisite:* permission of the instructor.

Individual studies in natural science or planetarium operations.

### NTSC 301

#### Middle Level Earth Science Inquiry (5)

*Prerequisite:* GEOG 100 or GEOL 100 or GEOL 115; CHEM 100 or CHEM 161; MATH 211.

This is a required class for students planning to teach middle school science. Emphasis will be on laboratory and inquiry based earth science investigations the contents of which support instruction of the National Science Education Standards and Washington Essential Academic Learning Requirements (EALRs).

### NTSC 302

#### Middle Level Life Science Inquiry (5)

*Prerequisite:* BIOL 100 or BIOL 115; CHEM 100 or CHEM 161; MATH 211.

This course is designed for students seeking the Middle Level Science Endorsement. Emphasis is placed on understanding the life science principles underlying the 5-9 grade level expectations of the Washington State Essential Academic Learning Requirements. Students will construct knowledge of these principles through inquiry.

### NTSC 390

#### Middle Level Science Methods (3)

*Prerequisites:* NTSC 301 and NTSC 302

This science methods course is designed for students seeking endorsement to teach middle school science. The class includes information and strategies for teaching the Washington State science standards. The focus will be on addressing commonly held misconceptions, lab safety as well as techniques and activities for teaching life, earth and physical sciences at the middle school level.



## NURSING

<b>Flash Gibson, Pre-Nursing Coordinator</b>	<b>SCI 258</b>	<b>509.359.2348</b>
<b>GUAA</b>	<b>302 Sutton Hall</b>	<b>509.359.2345</b>
<b>Renee Richter, Program Coordinator</b>	<b>Nursing Building Rm. 131 103 E. Spokane Falls Blvd. Riverpoint Campus Spokane, WA 99202</b>	<b>509.324.7335 richer@wsu.edu</b>
<i>BSN</i>		<i>MN</i>

\*Faculty: P. Aamodt, J. Adams, C. Allen, M. Armstrong, J. Banasik, T. Bayne, R. Bindler, D. Brinker, M. Bruya, K. Busch, T. Buxton, B. Cardell, S. Carollo, C. Corbett, K. Daratha, L. Dawson, J. DeWitt-Kamada, D. Doutrich, A. Dupler, L. Eddy, P. Eide, B. Emerson, C. Fitzgerald, D. Franck, A. Fulton, G. Gass, E. Gillingham G. Guido, M. Haberman, L. Hahn,, A. Hirsch, R. Hoeksel, C. Holliday, D. Hudzinski, C. Johns, M. Jones, L. Kaplan, S. Kardong, J. Katz, L. A. Kiefer, B. Leon, J. Lohan, N. Lungstrom, C. Martin, C. Melin, J. Meyers, K. Miller, R. O'Brien, G. O'Neal, S. Perkins, C. Proctor, J. Purath, M. Rasmor, C. Riebe, D. Rondeau, L. Schumann, B. Severtsen, M. Sobralske, J. Spuck, M. Stucky, D. Swain, R. Townsend, R. Vandermause, C. Van Son, F. Van Gemert, L. Ward, M. Webster, M. Wood (\*Faculty at WSU College of Nursing/Intercollegiate College of Nursing)

## UNDERGRADUATE PROGRAMS

The Intercollegiate College of Nursing is a partnership between Washington State University, Eastern Washington University and Whitworth University and is taught at the Washington State University College of Nursing in Spokane. The nature of the nursing program encourages an environment supportive of individual differences in students, faculty and institutional emphases; broadens the resources available to the college of nursing; and provides a diversity of student backgrounds and experiences, which stimulate and enhance learning.

### General Admissions Requirements for Nursing:

Admission to the upper division, nursing major taught in the Intercollegiate College of Nursing is based upon evaluation of the student's entire application, including academic record, GPA and personal interview. The number of applicants to the Intercollegiate College of Nursing may exceed the number that can be admitted; therefore, no assurance can be given that all applicants admitted to Eastern Washington University and successfully completing the lower-division requirements would be admitted to the nursing major. Applicants must complete 90 acceptable quarter credits from Eastern Washington University. The credits must include courses that meet General Education Core Requirements University, Competencies and Proficiencies, University Graduation Requirements (the EWU senior capstone is waived), and the prerequisite courses for the nursing program. Approximately 650 basic and registered nurse students are enrolled in the baccalaureate, nursing program. The undergraduate programs are for students initiating the study of nursing and for registered nurses who wish to obtain a baccalaureate degree in nursing. For more information please contact:

General Undergraduate Academic Advising (GUAA)	302 Sutton Hall Cheney, WA 99004	509.359.2345 genadvising@ewu.edu
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Instructional programs are conducted at the baccalaureate and master's degree levels to develop responsible citizens and to provide the professional knowledge, skills and values essential to the practice of nursing throughout our global society. The undergraduate curriculum includes both liberal arts education and preparation as a generalist in the practice of nursing. The curriculum at the graduate level provides preparation for advanced and specialized practice and affords experience in conducting research. Faculty members are an integral part of the instructional process, practicing nursing and serving as models and mentors for small groups of students. The Intercollegiate College of Nursing provides an environment conducive to intellectual curiosity and independent learning. Its programs of study accommodate individual differences and interests.

## EWU NURSING PREREQUISITE COURSES (59 CREDITS)

- BIOL 232, 233, 234 Human Anatomy and Physiology for Non-Biology Majors (5, 5, 5)\*
- BIOL 335 Elementary Medical Microbiology (5)\*
- CEDP 201 Life Span Development (4)
- CHEM 161 General Chemistry for the Health Sciences (5)\*
- CHEM 162 Organic Chemistry for the Health Sciences (5)\*
- CHEM 163 Biochemistry for the Health Sciences (5)\*
- CSBS 320 Introductory Statistics for the Social Sciences (5)\*
- FNDT 356 Nutrition (5)\*
- PSYC 100 General Psychology (5)\*
- SOCI 101 Introduction to Sociology (5)\*

After admission and prior to registration at the Intercollegiate College of Nursing, basic students are required to submit evidence of First Aid and CPR (must be Adult, Infant and Child) certification. CPR certification must also be updated annually unless the initial card is valid for two years. HLED 194 *Emergency Response* (3) provides both certifications.

\*All courses listed above must be completed by the end of spring quarter for fall enrollment or by the end of fall quarter for spring enrollment.

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

## BACHELOR OF SCIENCE (BSN)

### STUDENT LEARNING OUTCOMES

#### Students will:

- provide competent nursing care to individuals, families, groups and communities through promotion, maintenance, and restoration of health; prevention of illness, and physical, emotional, and spiritual support throughout life span;
- formulate nursing practice decisions using evolving knowledge and research from nursing science, the biological and behavioral sciences and humanities;
- use developmentally appropriate teaching-learning principals to assist clients to achieve their health goals and to assist colleagues to improve the quality of their nursing care;
- provide compassionate, ethical care to individuals of diverse cultures, values, beliefs, and lifestyles;
- demonstrate the values central to nursing practice including: altruism, autonomy, human dignity, integrity, and social justice;
- protect the rights of people to receive optimum care and make informed decisions affecting their health welfare.

## NURSING MAJOR (94.5 CREDITS)

### Nursing Major Required Courses

- NURS 308 Professional Development I: Research and Informatics (3)
- NURS 309 Professional Development II: Ethical Reasoning and Decision Making Processes in Nursing (4.5)
- NURS 311 Pathophysiology and Pharmacology for Nursing (6)
- NURS 315 Nursing Practice: Health and Illness (6)
- NURS 316 Introduction to Nursing Practice in Health and Illness: Theory (3)
- NURS 317 Health Assessment (4.5)
- NURS 322 The Human Experience of Diversity and Health (3)
- NURS 324 Nursing Concepts in Acute and Chronic Illness in the Adults (6)
- NURS 325 Nursing Practice in Acute and Chronic Illness in Adults (7.5)
- NURS 328 Introduction to Gerontological Nursing (3)
- NURS 408 Professional Development III: Leadership and Management (4.5)
- NURS 409 Professional Development IV: Transition to Practice (3)
- NURS 414 Child and Family Health: Theory (4.5)
- NURS 415 Children and Families as the Focus of Nursing Care (4.5)
- NURS 416 Childbearing Health of the Family (4.5)
- NURS 417 Nursing Care of Childbearing Families (3)
- NURS 424 Psychiatric/Mental Health Nursing Concepts (4.5)
- NURS 425 Nursing Practice: Psychiatric-Mental Health (3)
- NURS 426 Community Health Nursing Theory (3)
- NURS 427 Community Health Nursing Practice (4.5)
- NURS 430 Senior Practicum (4.5)

#### Elective

- Tier III/Upper Division Elective (4.5)

#### Required program credits

90 credits

#### Elective credits

4.5 credits

#### Total credits for above major

94.5 credits

### Nursing Program for Registered Nurses Required Courses

#### BSN for RNs Admission Criteria

- Washington State RN licensure eligibility (National Background Check clearance upon acceptance to the Intercollegiate College of Nursing)
- Junior year standing (60 semester hours (sh)/90 quarter hours)
- Cumulative GPA of 2.8 in college courses and in course prerequisites to nursing
- Minimum course grade in each course prerequisite to nursing (C, 2.0)

## Lower division prerequisites to the nursing major:

Anatomy and Physiology	8 semester hours/12 quarter credits
Chemistry course with lab	4 semester hours/6 quarter credits
Human Nutrition	3 semester hours/4.5 quarter credits
Introduction to Sociology/Social Problems	3 semester hours/4.5 quarter credits
Life Span Development	3 semester hours/4 quarter credits
Microbiology	4 semester hours/6 quarter credits
Statistics	4 semester hours/6 quarter credits

- Computer skills, word processing, World Wide Web and e-mail are essential.
- Some travel to the College of Nursing in Spokane may be required.

## RN to BSN

### Semester I

NURS 360 Professional Nursing Concepts and Issues (2 semester hours)  
 NURS 365 Assessment and Application of Physiological Concepts I (3 semester hours)  
 NURS 400 Nursing Research and Informatics (3 semester hours)

### Semester II

NURS 366 Assessment and Application of Physiological Concepts II (3 semester hours)  
 NURS 477 Ethics in Health Care (2 semester hours)

### Semester III

NURS 405 Nursing Leadership (2 semester hours)  
 NURS 440 Community Health Nursing Concepts (2 semester hours)  
 NURS 462 Psychiatric/Mental Health Concepts (2 semester hours)  
 NURS 465 Community and Psychiatric Mental Health Practice (3 semester hours)

### Semester IV

NURS 406 Nursing Management (3 semester hours)  
 NURS 495 Advanced Clinical Practicum (2 semester hours)  
 Upper Division Elective (3 semester hours)

## GRADUATE PROGRAM

Program Advisor: Anne Hirsch, Senior Associate Dean

## MASTER OF NURSING

### STUDENT LEARNING OUTCOMES

#### Students will:

- collaborate in the conduct of research with faculty and community scholars;
- provide leadership in planning, implementing, coordinating and evaluating health care delivery;
- participate in the formulation of health policy appropriate to a diverse and multicultural society;
- model and influence the values of the profession of nursing;
- assume responsibility and accountability for enacting the role of an advance practice nurse within the scope of legal, professional, and ethical standards;
- integrate theories from nursing and other sciences to provide high quality nursing care.

The Graduate Program in Nursing was established in 1983. The program builds upon an undergraduate baccalaureate degree in nursing and provides a basis for further study at the doctoral level. The purpose is to prepare students for leadership positions in advanced nursing practice. Areas of concentration available include: community-based/population-focused nursing, family nurse practitioner and psychiatric/mental health nurse practitioner.

### Admission Requirements/Preparation

The Master of Nursing Program is open to students who hold a bachelor of science in nursing degree from a nationally recognized accrediting agency or approval by the Graduate Program Committee. Admission is granted on the basis of the student's 1. undergraduate GPA, 2. skills in history taking and physical assessment, 3. satisfactory completion of a course in basic descriptive and inferential statistics, 4. eligibility for licensure as a registered nurse in Washington State, 5. a national background check, 6. recommendations relative to professional nursing competence and prediction of success as a graduate student and 7. written and personal interviews.

### Advising

Students entering through Eastern Washington University apply to the Graduate Studies Office in Cheney and the Graduate Program Office at the Intercollegiate College of Nursing. Program information, determination of student interests and goals and assignment of a faculty advisor is provided by the Graduate Program Office at the Intercollegiate College of Nursing.

## Fee Schedule

By interinstitutional agreement the sponsoring institutions charge the same tuition and fee rates for students enrolled in the Intercollegiate College of Nursing Master of Nursing Program. Students should check with the College for the current fee schedule.

## Degree Requirements: MN Program Structure

Each program of study is designed to be completed in two academic years. Provision is made for part-time matriculation over a longer period of time, subject to policies and requirements of Eastern and the Intercollegiate College of Nursing.

Candidates for the MN degree are required to demonstrate competency in relevant computer applications. The student may choose to complete a thesis or clinical project.

## COMMUNITY-BASED/POPULATION-FOCUSED NURSING (60-76.5)

### Core Courses

NURS 503 Scientific Inquiry in Nursing (3)  
 NURS 504 Methods of Nursing Research (6)  
 NURS 507 Health Care Policy Analysis (3)  
 NURS 700 Thesis (9)  
 or NURS 702 Clinical Research Project (4.5)

### Required Courses

NURS 550 International, Interdisciplinary and Transcultural Health Care (4.5)  
 NURS 552 Family Nursing in the Community (3-6)  
 NURS 554 Epidemiological Approaches to Community Health (4.5)  
 NURS 556 Community-Based/Population Focused Role Practicum (4.5-9)  
 NURS 564 Health Promotion in Nursing Practice (3-4.5)  
 NURS 565 Information Management for Nursing Practice (4.5)  
 NURS 566 Community Analysis and Program Planning (4.5-6)  
 Additional credits from subspecialty area courses (15-18)

### Core courses

16.5 credits

### Additional required courses

43.5 credits

### Minimum total for above master's degree

60 credits

with thesis 64.5 credits

## FAMILY NURSE PRACTITIONER (69-73.5)

### Core Courses

NURS 503 Scientific Inquiry in Nursing (3)  
 NURS 504 Methods of Nursing Research (6)  
 NURS 507 Health Care Policy Analysis (3)  
 NURS 700 Thesis (9)  
 or NURS 702 Clinical Research Project (4.5)

### Required Courses

NURS 537 Role Analysis: Advanced Practice (3)  
 NURS 562 Advanced Health Assessment and Differential Diagnosis (6)  
 NURS 563 Pharmacology: Advanced Concepts and Practice (6)  
 NURS 567 Primary Care: Adults and Elders (6)  
 NURS 568 Primary Care: Infants, Children and Adolescents (6)  
 NURS 569 Primary Care: Family (6)  
 NURS 570 Clinical Decision Making (1.5)  
 NURS 575 Diagnostic Testing and Interpretation (4.5)  
 NURS 581 Advanced Pathophysiology I (6)  
 NURS 595 Internship (7.5)

### Core courses

16.5 credits

### Additional required courses

52.5 credits

### Minimum total for above master's degree:

69 credits

with thesis 73.5 credits

## PSYCHIATRIC/MENTAL HEALTH NURSE PRACTITIONER (70.5-76.5)

### Core Courses

NURS 503 Scientific Inquiry in Nursing (3)  
 NURS 504 Methods of Nursing Research (6)  
 NURS 507 Health Care Policy Analysis (3)  
 NURS 700 Thesis (9)  
 or NURS 702 Clinical Research Project (4.5)

### Required Courses

NURS 541 Psychiatric/Mental Health Nursing: Individuals (6)  
 NURS 542 Psychiatric/Mental Health Advanced Practice Role Development (3)  
 NURS 543 Psychiatric/Mental Health Nursing (6)  
 NURS 546 Practicum in Psychiatric/Mental Health Nursing (6-7.5)  
 NURS 548 Psychiatric Nurse Practitioner Internship (6)  
 NURS 549 Addiction Perspectives (3)

NURS 561 Advanced Assessment and Diagnosis for the Psychiatric Mental Health Practitioner (4.5)  
 NURS 562 Advanced Health Assessment and Differential Diagnosis (6)  
 NURS 581 Advanced Pathophysiology (6)  
 NURS 598 Practical Psychiatric Drug Therapy for Clinicians (4.5)

**Electives (3)**

**Core courses** 16.5 credits  
**Additional required courses** 54 credits  
**Minimum total for above master's degree:** 70.5 credits  
*with thesis 75 credits*

**Final Comprehensive Examination**

The candidate for the master of nursing degree at the Intercollegiate College of Nursing is eligible to take the comprehensive final examination during the student's last semester of study. In order to be eligible for this exam the student must be accepted for candidacy by filing a program of study at the Intercollegiate College of Nursing Graduate Program Office. This program must be approved prior to student's last semester of study. This final public oral examination is the culmination of the student's required coursework, including the thesis or clinical research project. When the student has completed and/or is enrolled in the last semester of all required coursework, the oral examination is scheduled. A completed thesis is placed in the Intercollegiate College of Nursing Library for public examination. A notification of the time, date and place of the examination is posted in three locations at the College of Nursing. Further detailed instructions are available in the Intercollegiate College of Nursing Graduate Student Handbook.

## Nursing Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

**NURS 308**

**Professional Development I: Research and Informatics (3)**

*Prerequisite:* admission to nursing program or permission of the instructor.

First of Professional Development series. Focus on nursing and health care research, information management, informatics and development of nursing research.

**NURS 309**

**Professional Development II: Ethical Reasoning and Decision Making Processes in Nursing (4.5)**

*Prerequisites:* NURS 308; co-requisite NURS 315.

Continuation of Professional Development series. Moral/ethical reasoning models, decision processes and philosophical basis of nursing as a discipline explored.

**NURS 311**

**Pathophysiology and Pharmacology in Nursing (6)**

*Prerequisite:* admission to nursing major.

Etiology, pathogenesis, clinical manifestations of common human dysfunction. Nursing implications for prevention and therapeutic approaches including pharmacologic and nonpharmacologic therapies.

**NURS 315**

**Nursing Practice: Health and Illness (6)**

*Prerequisites:* NURS 308, 311, 314.

Introduction to nursing practice and health assessment: professional values, core competencies, core knowledge and role development.

**NURS 316**

**Introduction to Nursing Practice in Health and Illness: Theory (3)**

Introduction to theoretical foundations of nursing practice. Core values of caring and holism provide framework for multidimensional assessment of adults.

**NURS 317**

**Health Assessment (4.5)**

Systematic approach to health assessment of adults. Holistic assessment is emphasized, incorporating use of nursing process and scientific rationale.

**NURS 322**

**The Human Experience of Diversity and Health (3)**

*Prerequisite:* admission to nursing major or permission of the instructor.

Explorations of regional, national and global expressions of health and illness and implications for health care professionals.

**NURS 324**

**Nursing Concepts in Acute and Chronic Illness in the Adult (6)**

*Prerequisites:* NURS 311, 314, 315.

Theoretical concepts of acute and chronic illness in the adult as a basis for critical thinking and decision-making in nursing.

**NURS 325**

**Nursing Practice in Acute and Chronic Illness in Adults (7.5)**

*Prerequisites:* NURS 311, 314, 315; co-requisite NURS 324.

Application of acute/chronic illness concepts in adults as a basis for critical thinking and decision-making in nursing.

**NURS 328**

**Introduction to Gerontological Nursing (3)**

*Co-requisite:* NURS 318.

Professional values, communication and functional assessment in care of elders. Core knowledge and role development of the gerontological nurse.

**NURS 360**

**Professional Nursing Concepts and Issues (3)**

*Prerequisite:* admission to RNBSN Program.

Selected philosophical, historical, economic, legal/ethical and professional issues designed for registered nurses to build upon previously acquired professional concepts.

**NURS 365**

**Nursing Concepts: Assessment and Application of Physiological Concepts to Nursing Practice I (4.5)**

*Prerequisites:* enrolled in Intercollegiate College of Nursing; registered nurse.

Integration of pathophysiological, assessment, pharmacological nursing concepts with diverse client populations; emphasizing neurological, EENT, skin, musculoskeletal, endocrine and respiratory systems.

**NURS 366**

**Nursing Concepts: Assessment and Application of Physiological Concepts to Nursing Practice II (4.5)**

*Prerequisites:* enrolled in Intercollegiate College of Nursing; registered nurse.

Integration of pathophysiological, assessment, pharmacological nursing concepts with diverse client populations; emphasizing fluid/electrolytes, oncology, GI/GU; cardiovascular; immune system, renal.

**NURS 400**

**Nursing Research and Informatics (4.5)**

*Prerequisites:* enrolled in Intercollegiate College of Nursing; registered nurse.

Application of informatics skills and research processes to clinical practice; incorporates first level of informatics concepts.

**NURS 405**

**Nursing Leadership (3)**

*Prerequisites:* enrolled in Intercollegiate College of Nursing; registered nurse.

Application of group leadership and management theories to professional nursing practice.

**NURS 406**

**Nursing Management (4.5)**

*Prerequisites:* enrolled in Intercollegiate College of Nursing; registered nurse.

Management, leadership and group theories are utilized and applied to the management of nursing and health care.

**NURS 408**

**Professional Development III: Leadership and Management (4.5)**

*Prerequisite:* NURS 309.

Continuation of Professional Development series. Focus on impact of leadership, management and resource allocation on patient outcomes.

**NURS 409**

**Professional Development IV: Transition to Practice (3)**

*Prerequisite:* NURS 408.

Continuation of professional development series. Focus on transition to practice and nursing across health care systems/delivery within global arena.

**NURS 414**

**Child and Family Health: Theory (4.5)**

*Prerequisites:* NURS 324, 325; co-requisite: NURS 318, 328.

Analysis and evaluation of scientific and theory base for nursing care of children and families.

**NURS 415**

**Children and Families As the Focus of Nursing Care (4.5)**

*Prerequisites:* NURS 324, 325; co-requisites: NURS 318, 328, 414.

Synthesis and application of underlying science and nursing process with the unique population of children and families.

**NURS 416**

**Childbearing Health of the Family (4.5)**

*Prerequisites:* NURS 324, 325; co-requisites: NURS 318, 328, 414.

Care of childbearing families within the context of community. Newborn health and men's and women's reproductive health are addressed.

**NURS 417**

**Nursing Care of Childbearing Families (3)**

*Prerequisites:* NURS 324, 325; co-requisites: NURS 318, 328, 415, 416.

Nursing care of families during the childbearing continuum in community and/or acute care settings. (combination of clinical and seminar)

## NURS 424

### **Psychiatric/Mental Health Nursing Concepts (4.5)**

Prerequisites: NURS 414, 415, 416, 417.

Healthy to psychopathological states studied within a nursing framework. Includes history, theories, legal/ethical issues of psychiatric/mental health nursing.

## NURS 425

### **Nursing Practice: Psychiatric/Mental Health (3)**

Prerequisites: NURS 414, 415, 416, 417; co-requisite: NURS 424.

Clinical application of the nursing process with clients experiencing acute and chronic psychiatric/mental health disruptions.

## NURS 426

### **Community Health Nursing Theory (3)**

Prerequisites: NURS 414, 415, 416, 417.

Synthesis of nursing and public health concepts with emphasis on community as partner and population-focused practice.

## NURS 427

### **Community Health Nursing Practice (4.5)**

Prerequisites: NURS 414, 415, 416, 417; co-requisite: NURS 426.

Promoting the public's health through application of the public health functions: assessment, policy development and assurance.

## NURS 430

### **Senior Practicum (4.5)**

Prerequisites: NURS 409, 424, 425, 426, 427.

Clinical and theoretical concepts are applied in a concentrated clinical practicum. Use of clinical preceptors and student objectives is employed.

## NURS 440

### **Nursing Concepts: Community Health (3)**

Prerequisites: concurrent NURS 441.

Synthesis of nursing and public health concepts with focus on community as partner and population-based practice.

## NURS 462

### **Selected Nursing Concepts: Psychiatric/Mental Health (3)**

Course content builds on the RNs background and focuses on the nursing process with individuals and families experiencing psychiatric-mental health disruptions.

## NURS 465

### **Nursing Practice: Community and Psychiatric Mental Health (4.5)**

Prerequisites: NURS 462 and 440 or concurrent.

Application of community health, public health and psychiatric/mental health nursing concepts to individuals, families and communities with identified health needs.

## NURS 477

### **Analysis of Health Care Ethics (3-4.5)**

Analysis of ethical theories including deontology, teleology, virtue ethics and their applicability to ethical dilemmas in nursing.

## NURS 479

### **Advanced Physiology for Clinical Practice (4.5)**

Prerequisite: admission to Intercollegiate nursing program.

Cellular and system physiology foundational to advanced practice and understanding drug mechanisms of action.

## NURS 491

### **Advanced Cardiac Life Support (ACLS) and Laboratory Value Analysis and Interpretation (4.5)**

Prerequisites: NURS 311, 324, 325 or by permission.

Analysis/interpretation of common laboratory values; basic interpretation of common ECG rhythms, dysrhythmias and application of ACLS dysrhythmias management guidelines.

## NURS 495

### **Nursing Practice: Advanced Clinical Practicum (3)**

Prerequisites: enrolled in Intercollegiate College of Nursing.

Application and integration of theoretical content in an area of nursing practice of special interest to the student.

## NURS 498

### **Special Topics in Nursing (2-4)**

Prerequisite: senior standing or permission of the instructor.

Selected topics in nursing.

## NURS 499

### **Independent Study (2-6)**

## NURS 503

### **Scientific Inquiry in Nursing (3)**

Prerequisite: graduate standing or permission of the instructor.

Scientific inquiry applied to theoretical and philosophical foundations in nursing.

## NURS 504

### **Methods of Nursing Research (6)**

Elements of the research process as foundational to both the conduct of scientific inquiry and the utilization of findings; emphasis is placed on the interrelationship between research and nursing practice.

## NURS 507

### **Health Care Policy Analysis (3-4.5)**

Analysis of health care system policy. Exploration of issues of clinical management and community resource utilization including advocacy techniques.

## NURS 513

### **Innovative Leadership and Management (4.5-7.5)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Synthesis of principles of innovative leadership and management in administrative roles of nurses. Application of principles of management and leadership to delivery of nursing services.

## NURS 517

### **Financial Management (3-4.5)**

Prerequisite: graduate standing in nursing.

Application of economic theory and principles of financial management to the role of nurse manager.

## NURS 519

### **Teaching in the Information Age (4.5)**

Prerequisite: basic computer skills; permission of the instructor.

Focus on educational paradigms consistent with distance education. Development of a variety of multimedia materials for nursing education.

## NURS 520

### **Nursing Education in a Multicultural Society (4.5-7.5)**

Prerequisite: basic computer, library data base searching, Internet, e-mail skills; permission of instructor.

Application of learning theories and strategies useful in teaching diverse populations in a distance learning format.

## NURS 521

### **Teaching, Learning and Evaluation in Nursing (4.5-7.5)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Exploration of concepts related to teaching-learning, assessment of diverse learning needs, instructional strategies and design, evaluation of performance outcomes.

## NURS 523

### **Nursing Education: Past, Present and Future (4.5-7.5)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Exploration of curriculum history, development, future predictions, program evaluation, instructional resources, leadership and policy development in academic and service settings.

## NURS 524

### **Multimedia Approaches to Instruction and Evaluation (3-6)**

Prerequisite: NURS 521.

Group and individualized instruction and evaluation; creating instructional software, use of TV studio, AV and computers.

## NURS 537

### **Role Analysis: Advanced Practice (3)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Emphasis on role analysis including interdisciplinary relationships, consultative skills, responsibility, activities and functions of the advanced practice nurse.

## NURS 541

### **Psychiatric/Mental Health Nursing: Individuals (6)**

Prerequisite: graduate standing in nursing; NURS 562 and NURS 581 or concurrent.

Theories of psychopathology and appropriate nursing interventions with individuals across the age continuum.

## NURS 542

### **Psychiatric/Mental Health Advanced Practice Role Development (3)**

Prerequisite: admission to PMHNP program or permission.

Advanced practice psychiatric/mental health nursing role development emphasizing systems theory and definition of scope and standards of independent and collaborative practice of the psychiatric nurse practitioner.

## NURS 543

### **Psychiatric/Mental Health Nursing (6)**

Prerequisites: NURS 541, 581.

Introduction to theory and practice of group psychotherapy; Milieu and other selected theories are studied and applied to nursing practice.

## NURS 546

### **Practicum in Psychiatric/Mental Health Nursing (6-7.5)**

Prerequisites: NURS 541, 543, 562, 581 and pre- or co-requisites PHARP 525

Individualized clinical experiences/seminar designed to provide advanced competency, accountability, leadership in psychiatric/mental health nursing.

## NURS 548

### **Psychiatric Nurse Practitioner Internship (1.5-13.5)**

Prerequisites: NURS 546, PHARP 525, by interview only.

Application and integration of theory, research findings, assessment and intervention in the primary care of clients with psychiatric disorders.

## NURS 549

### **Dimensions of Substance Abuse (3)**

Prerequisites: NURS 504, 537, 541, 562, 581, 582.

Introduction to assessment, evaluation, prevention and treatment for substance abuse.

## NURS 550

### **International, Interdisciplinary and Transcultural Health (4.5)**

Prerequisite: graduate standing in nursing or by permission.

Focuses upon diverse health beliefs and practices or clients and members of the interdisciplinary health care team.

## NURS 552

### **Family Nursing in the Community (3-6)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Theoretical approaches to the analysis of normal and at-risk families. Application of family assessment and intervention models when planning nursing care for families.

## NURS 554

### **Epidemiological Approaches to Community Health (4.5)**

Prerequisite: graduate student in nursing or permission of the instructor.

Epidemiologic application to states of health with implications for health promotion and disease prevention; focus on knowledge and skills required to obtain and use epidemiologic, demographic and survey data bases for program proposal development.

## NURS 555

### **Community-Based/Population-Focused Nursing Internship (1.5-13.5)**

Prerequisites: NURS 550, 552, 554, 564 and 566 or permission of the instructor.

Application and integration of theory, research findings and community analyses/macro-level intervention strategies in performing community-based/population-focused nursing.

## NURS 556

### **Community-Based/Population-Focused Role Practicum (4.5-9)**

Prerequisite: permission of the instructor.

Culminating analysis, development and enactment of advanced practice roles in teaching, practice or administration of community-based/population-focused nursing.

## NURS 561

### **Advanced Assessment and Diagnosis for the Psychiatric Mental Health Practitioner (4.5)**

Prerequisite: admission to PMHNP program.

Assessment and diagnosis of psychiatric illnesses; focus on physical and psychiatric history, mental status exam and strategies of psychometric evaluation.

## NURS 562

### **Advanced Health Assessment and Differential Diagnoses (6)**

Prerequisite: graduate standing in nursing.

Advanced holistic health assessment/differential diagnosis; analysis of data from biological, sociological, psychological, cultural and spiritual dimensions.

## NURS 563

### **Pharmacology: Advanced Concepts and Practice (4.5)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Pharmacology for clinical practice including decision making, prescribing, drug monitoring and patient education associated with prescriptive authority.

## NURS 564

### **Health Promotion in Nursing Practice (3-4.5)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Theoretical bases for selected health promotion strategies of neonates through elderly clients considering cultural variations.

## NURS 565

### **Information Management for Nursing Practice (4.5)**

Prerequisite: computer competency in word processing/spreadsheets.

Application and evaluation of nursing informatics use for management of patient care data. Focus on nursing practice and administrative uses of information management. Nursing and health (hospital) information systems will be discussed. Nursing informatics uses in clinical nursing will be practiced.

## NURS 566

### **Community Analysis and Program Planning (4.5-6)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Application of core public health functions in community analysis, program development and program evaluation.

## NURS 567

### **Primary Care: Adults and Elders (6)**

Prerequisites: NURS 562, 563 and 581.

Assess, differentially diagnose and therapeutically intervene with adult clients considering developmental changes. Experience will include opportunities to provide diagnostic, maintenance and follow-up care of adults in rural and urban settings.

## NURS 568

### **Primary Care: Infants, Children and Adolescents (6)**

Prerequisites: NURS 562, 563 and 581.

Assess, differentially diagnose and therapeutically intervene with infants, children and adolescents. Experience will include well-child and management of common pediatric health problems, in rural and urban settings.

## NURS 569

### **Primary Care: Family (6)**

Prerequisites: NURS 562, 563 and 581.

Assess, differentially diagnose and therapeutically intervene with individuals in childbearing, child-rearing and other multigenerational families. Experience will include management of family health care problems in rural and urban settings.

## NURS 570

### **Clinical Decision Making (1.5)**

Prerequisite: NURS 581, 562, 563; concurrent with first clinical course.

Provides a framework for systematic collection, organization, interpretation and communication of data for the development of differential diagnosis.

## NURS 575

### **Diagnostic Testing and Interpretation (4.5)**

Prerequisite: graduate standing in nursing.

Analysis of diagnostic findings across the age continuum for clinical decision making, selected diagnostic and treatment skills for advanced practice.

## NURS 576

### **Advanced Practice: Research Application (3)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Exploration of linkage between nursing science concepts and nursing practice through analysis of relevant research.

## NURS 577

### **Ethics in Health Care (3-4.5)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Analysis of ethical theories including deontology, teleology, virtue ethics and their applicability to ethical dilemmas in nursing. Graduate students will also analyze the ethical framework of a health care facility with which they are familiar.

## NURS 578

### **Plateau Tribes: Culture and Health (4.5)**

Graduate-level counterpart of NURS 478; credit not granted for both 478 and 578.

History, culture and health care needs of the Plateau Indian tribes are addressed; includes both classroom and practicum experience.

## NURS 579

### **Vulnerable Populations: The Homeless (4.5)**

Prerequisite: graduate nursing status or by permission.

Analyze factors placing persons at risk for homelessness. Propose policy changes based on research and experiential learning.

## NURS 581

### **Advanced Pathophysiology (6)**

Prerequisite: graduate standing in nursing or permission of the instructor.

Advanced cellular and system pathophysiology of individuals with neurological, endocrine, immune, hematology, cardiopulmonary, renal, gastrointestinal, bone and skin disorders.

## NURS 594

### **Nursing Care of Children in a School Setting (4.5)**

Prerequisite: admission to graduate program or by permission.

Assessment of the school age population including high risk students. Development, management and evaluation of school health services.

## NURS 595

### **Internship (1.5-7.5)**

Prerequisites: NURS 562, 563, 581 and one of NURS 567, 568, 569, 571 or 572.

Emphasis on application and integration of theoretical content, research findings and assessment and intervention strategies into primary care practice.

## NURS 596

### **Post-Master's Psychiatric Nurse Internship (1-13.5)**

Prerequisites: prior completion of coursework for clinical nurse specialist in Psychiatric/Mental Health or Psychiatric Nurse Practitioner, malpractice insurance as an ARNP with prescriptive authority and permission of the instructor.

Supervised performance of the ARNP role in psychiatric nursing care for patients presenting primary psychiatric disorders.

## NURS 597

### **Advanced Topics in Nursing (1-4.5)**

May be repeated for credit; cumulative maximum 9 credits.

## NURS 598

### **Advanced Topics in Nursing (1-4.5)**

May be repeated for credit; cumulative maximum 9 hours.

## NURS 599

### **Independent Study (1-7.5)**

## NURS 700

### **Thesis (1-9)**

Graded Pass/No Credit.

Prerequisite: NURS 504.

The systematic development and investigation of a research problem selected by the student and executed with the guidance of a thesis committee.

## NURS 702

### **Clinical Research Project (1-4.5)**

Graded Pass/No Credit.

Prerequisite: NURS 504.

A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate faculty member in the student's specialty area.

**Note:** please reference the Washington State University's catalog for 700-level course descriptions.

## OCCUPATIONAL THERAPY

College of Science, Health and Engineering

Gregory Wintz, Chair	Health Sciences Building 310 North Riverpoint Blvd, Box R Spokane, WA 99202-1675	509.368.6560 Fax: 509.368.6561
<i>MOT</i>		

Faculty: K. Frankenfield, W. Holmes, E. Kohler, D. Mann, M. Miller, D. Norell, R. Russell, G. Wintz

### UNDERGRADUATE PROGRAM

Bachelor of Arts in Interdisciplinary Studies or Bachelor of Science in Exercise Science or Bachelor of Arts in Therapeutic Recreation with an emphasis in Occupation Therapy leading to a Master of Occupational Therapy.

### GRADUATE PROGRAM

#### MASTER OF OCCUPATIONAL THERAPY

##### STUDENT LEARNING OUTCOMES

###### Students will:

- demonstrate entry-level professional competencies in communication and a commitment to professional growth through life-long learning;
- demonstrate a commitment to the common good that promotes effective, responsible and compassionate delivery of occupational therapy services;
- demonstrate leadership skills that advocate for individuals and groups, promote the profession and improve the service delivery of occupational therapy;
- demonstrate entry-level practice competencies based upon a comprehensive understanding of human occupation and occupational performance.

The Profession: Occupational Therapy (OT) is a health and rehabilitation profession that helps people of all ages to participate more fully in their day-to-day lives. Occupational therapists assist persons who are experiencing a physical, cognitive or emotional impairment(s) recover to their maximum level of independence. Occupational therapists help people take care of themselves and their families, enjoy life and contribute to the social and economic fabric of the community.

**Our Mission:** The mission of the Department of Occupational Therapy at Eastern Washington University is to prepare entry-level graduates to provide occupational therapy services with distinctiveness and compassion in a variety of professional practice environments. The program will provide a foundation of skills in general practice competencies, leadership and creative and critical thinking processes to facilitate the development of an innovative, entry-level occupational therapist. Additionally, graduates will demonstrate a commitment to the common good, creative life-long learning and high ethical standards for professional practice. A particular focus of the educational program is to prepare entry-level practitioners to work in rural, under represented and under served communities. Teaching and modeling professional behavior and ethics, cultural competencies and a respect for diversity throughout the educational program will prepare graduates to provide services in emerging areas of practice. The program will also emphasize community-based and interdisciplinary service delivery models essential for successful practice in rural and under served areas.

**Our Vision:** The Department of Occupational Therapy is dedicated to creating a student-centered learning environment in collaboration with the educational resources at Eastern Washington University. Both faculty and students will be encouraged to demonstrate a spirit of scholarly inquiry and to contribute ongoing knowledge to the profession of occupational therapy. The program will strive to create and nurture partnerships with the region's health-care, educational, business and social communities to enhance the quality of the educational experience for our students. Finally, the department will actively promote professional leadership and service to the community at large.

**Accreditation:** The Occupational Therapy Program at Eastern Washington University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is 301.652.AOTA.

Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification of Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice. However, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program.

**General Admission Requirements:** Eastern provides two methods for students seeking entry into the profession of occupational therapy: 1. Combined Bachelor of Arts (BA) in Interdisciplinary Studies, Bachelor of Science (BS) in Exercise Science or Bachelor of Arts (BA) in Therapeutic Recreation with the Master of Occupational Therapy (MOT) degree programs available at EWU or 2. Completed bachelor's degree in any discipline ready to pursue graduate studies immediately. General admission requirements to both are each described below.

##### 1. Complete the prerequisite courses listed:

- Chemistry: Any college-level course (5)
- English Composition or Technical Writing (200-level or above) (5)
- Human Anatomy (200-level or above) (5)<sup>1</sup>
- Human Physiology (200-level or above) (5)<sup>1</sup>
- Introduction to Occupational Therapy (2)<sup>2</sup>
- Medical Terminology (1)<sup>3</sup>
- Psychology 100 General (or Human) Psychology (5)
- Abnormal Psychology (200-level or above) (5)
- Introduction to Sociology or Cultural Anthropology (5)
- Human Development through the Life Span (200-level or above) (4-5)
- Statistics (5)

<sup>1</sup> If the full A&P series (BIOL 232, 233 and 234) is completed at EWU, the medical terminology prerequisite is waived. The full A&P series is recommended if attending EWU.

<sup>2</sup> It is highly recommended that students take Introduction to OT at EWU (offered fall quarter and online every quarter). However, if this is not possible, the course is available online. Contact EWU Independent Learning at 509.359.2268 or website: [www.il.ewu.edu](http://www.il.ewu.edu).

<sup>3</sup> Medical Terminology can be taken at EWU. The course is HLED 256.

##### Other:

- Public Speaking—Candidates are expected to be proficient in public speaking;
- Computer Competency—Candidates are expected to be proficient with and have access to a computer;
- Students are required to have an e-mail address during the program.

2. Complete the Graduate Record Examination (GRE) by February 1 of the year of application. Successful candidates are expected to perform a score greater than three (3) on the written section of the examination. GRE scores are valid for five years after test date.
3. Complete a minimum of 40 hours work/observation/volunteer experience with persons who have disabilities. Ten of the 40 hours must be in at least two different types of practice settings (e.g., acute care institutions, rehabilitation centers, pediatric centers, residential facilities, nursing homes, schools or mental health settings) under the supervision of a licensed occupational therapist.
4. Three letters of recommendation. One letter of recommendation must come from the supervising occupational therapist of the volunteer experience.
5. Written Essays.

## MAJORS IN EXERCISE SCIENCE, INTERDISCIPLINARY STUDIES OR THERAPEUTIC RECREATION LEADING TO A MASTER OF OCCUPATIONAL THERAPY (MOT)

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate abilities to critically think, problem solve and create;
- demonstrate competence in basic computer use, including the ability to use databases and search engines to access information, word processing for writing and presentation development;
- demonstrate study skills and habits appropriate for pre-professional students interested in occupational therapy;
- recognize, identify and describe the basic anatomical structures and physiological and neurological processes associated with human function;
- apply basic principles of human occupation across the lifespan;
- demonstrate knowledge and understanding of the basic concepts of human behavior and how behavior affects participation in life through engagement in occupation.

The Advanced Standing Master of Occupational Therapy program will allow a student to complete the requirements for an undergraduate degree while enrolled in courses required for the first year of the professional Occupational Therapy program. The student begins the occupational therapy track in the senior year, earns a Bachelor of Arts degree in Interdisciplinary Studies or a Bachelor of Arts degree in Therapeutic Recreation or a Bachelor of Science degree in Exercise Science, and applies to the Advanced Standing MOT program, which can be completed over the next one and half years. This program will introduce occupational therapy to undergraduate students early in their career development.

#### Admission to Combined Bachelor's and Master of Occupational Therapy Program:

The student first meets with the Admissions Coordinator of the Occupational Therapy Department for review of prerequisites, the course of study and a discussion of occupational therapy as a profession. A student pursuing a BA in Interdisciplinary Studies will be referred to the director of Interdisciplinary Studies for formal application, and students working toward degrees in Exercise Science and Therapeutic Recreation will work with program advisors from those respective programs.

Students interested in working toward a combined Bachelor's and Master of Occupational Therapy should contact Carrie Walker, Admissions Coordinator, Department of Occupational Therapy, Eastern Washington University, 310 N. Riverpoint Blvd., Box R, Spokane WA 99202-1675 or call 509.368.6560 or contact [cwalker@ewu.edu](mailto:cwalker@ewu.edu).

During the first three years of the Exercise Science degree with an emphasis in occupational therapy, the student develops a solid foundation in exercise science, as well as meets all university graduation requirements. Additionally, during this time, the student fulfills the prerequisite requirements for the Master of Occupational Therapy.

Students who require advising in the Exercise Science degree with an emphasis in Occupational Therapy should contact Dr. Wendy Repovich, Exercise Science director, PEHR Dept., 200 Physical Education Building, Cheney, WA, 99004-2476, or call 509.359.7960 or [Wendy.Repovich@ewu.edu](mailto:Wendy.Repovich@ewu.edu).

Students who require advising in the Therapeutic Recreation degree with an emphasis in Occupational Therapy should contact Dr. John Cogley, Therapeutic Recreation director, PEHR Dept., 200 Physical Education Building, Cheney, WA, 99004-2476 or call 509.359.6545 or [jcogley@ewu.edu](mailto:jcogley@ewu.edu).

Students interested in the Bachelor of Arts in Interdisciplinary Studies major are encouraged to meet with an advisor from the Department of Occupational Therapy during the sophomore year and no later than the spring of the junior year. During the first three years of the Interdisciplinary Studies major with an emphasis in Occupational Therapy, the student develops a course of study to address his or her interests, as well as meet university and interdisciplinary studies' major requirements. Additionally, during this time, the student fulfills the prerequisite requirements for the Advanced Standing MOT.

Students who require advising in the Interdisciplinary Studies major with an emphasis in Occupational Therapy should contact John Neace, Director, Interdisciplinary Studies, 300 Senior Hall, Cheney, WA, 99004-2414 or call 509.359.2402 or [jneace@ewu.edu](mailto:jneace@ewu.edu).

Admission into the occupational therapy track is offered only one time per year with students beginning the program summer quarter. A personal interview may be required for admission into the occupational therapy track. The deadline for applications is the February 1 prior to the expected summer quarter admission. The Department Admission Committee will review and evaluate all applicants' admission materials and prerequisites. Check with the department for exact admission deadlines: 509.368.6560.

#### Occupational Therapy Track Admission Criteria

- Completion of 122 or more undergraduate credits and all general education requirements for EWU.
- Completion of all prerequisite courses for application to the occupational therapy track. All of the prerequisite courses must be completed prior to admission into the occupational therapy track.

Numbers in parentheses indicate the number of quarter credits required.

**Additional Requirements:** The admissions process in occupational therapy is highly competitive. The requirements listed below are the minimum acceptable requirements to apply to the program and are not indicative of the competitive range of students generally accepted into the program. The following are the minimum acceptable requirements:

1. Minimum cumulative GPA of 3.0 in the last 60 graded quarter hours.
2. Minimum cumulative GPA of 3.0 of all prerequisite courses with no course under a 2.5.

*During the senior year, the student begins a series of required courses listed below.*

Students enrolled in the occupational therapy track must complete the schedule of courses in the MOT curriculum toward completion of a BA in Interdisciplinary Studies, BA in Therapeutic Recreation or BS in Exercise Science, occupational therapy track.

*Note: A student may elect to discontinue the occupational therapy track and decide not to pursue the Master of Occupational Therapy. The student may complete the remaining 180 credits toward graduation in courses outside the occupational therapy curriculum and meet the graduation requirements for a Bachelor of Arts in Interdisciplinary Studies, or Therapeutic Recreation or a Bachelor of Science in Exercise Science.*

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

Applications for admission into the combined bachelor's programs with the MOT program are available on the Occupational Therapy department website or upon request.

EWU Department of Occupational Therapy	310 N. Riverpoint Blvd., Box R Spokane WA 99202	509.368.6560 <a href="mailto:cwalker@ewu.edu">cwalker@ewu.edu</a>
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## ADVANCED STANDING MASTER OF OCCUPATIONAL THERAPY:

This program allows qualified students who have graduated in one of the combined bachelor's/MOT program to complete the MOT in one and one half years (73 credits).

### Advanced Standing Master of Occupational Therapy Criteria

- Prior to February 1, students apply to the Advance Standing Master of Occupational Therapy Program (see Master of Occupational Therapy admission requirements).
- Successful completion of the Interdisciplinary Studies, Exercise Science and Therapeutic Recreation Degree or equivalent (completed by Aug. 30 of the baccalaureate graduation year.)
- Students must demonstrate a 3.0 cumulative college GPA in all Occupational Therapy courses with no course grade below a 2.5. Eligibility for graduate admission is determined by a minimum GPA of 3.0 in the last 90 quarter graded hours.
- Admission to Graduate Studies at Eastern Washington University. EWU Graduate Studies is located at 206 Showalter Hall, Cheney WA 99004 (509.359.6297).

### Admissions to the Master of Occupational Therapy (MOT) with a Bachelor Degree:

#### Entry-Level Master's Admission Requirements

To be admitted to the Entry-Level Master's of Occupational Therapy Program, applicants must first meet all requirements for admission to the Graduate School as outlined elsewhere in this catalog. The admission process to the Entry-Level Master of Occupational Therapy Program is highly competitive. The requirements listed below are the minimum acceptable requirements to apply to the program and are not indicative of the competitive range of students generally accepted into the program.

**Additional Requirements:** The following must be completed prior to admission into the program:

1. Qualify and apply for acceptance into studies at Eastern Washington University Graduate Studies. (EWU Graduate Studies Office, 206 Showalter Hall, Cheney, WA 99004 509.359.6297.
2. Complete a baccalaureate degree from an accredited institution by June 15 of the year of application.

#### Candidacy:

To be advanced to Master's Degree Candidacy, graduate students in the Master of Occupational Therapy Degree (MOT) Program must have met the following requirements:

- Submitted the Application of Degree Candidacy form to the Graduate Studies Office, specifying the Master in Occupational Therapy Degree Program approved by the Department of Occupational Therapy.
- Completed the first quarter of the MOT Program's courses with a 3.0 minimum GPA in all courses.
- Removed any/all deficiencies regarding graduate requirements.
- Met with OT graduate advisor to confirm the required course of study as well as requirements for advancing candidacy and graduation.
- Received approval for advancement to candidacy from the Dean of Graduate Studies or the Dean's designee.

#### Final Comprehensive Examination

The final comprehensive examination for the Master of Occupational Therapy (MOT) Degree includes a research seminar and oral defense of the master's research project presented to the department and graduate committee. Immediately following the oral defense of the research project, the student is given an oral examination administered by the student's graduate committee which is composed of two–three departmental faculty members and a faculty member appointed by the Graduate Office. The focus of the examination is the student's research and general questions related to the profession of occupational therapy and its practice. Successful completion of the comprehensive examination is required before enrollment in OCHT 695.

<i>Schedule of Courses and Credit Hours for (BA) in Interdisciplinary Studies, (BA) in Therapeutic Recreation or (BS) in Exercise Science and Entry-Level Master's Program</i>	
<b>First Year</b>	
<b>Summer Quarter</b>	
OCTH 501 Cadaver Anatomy for Occupational Therapy (6)	
OCTH 502 Occupational Performance & Movement (4)	
<b>Total credit hours</b>	<b>10 credits</b>
<b>Fall Quarter</b>	
OCTH 503 Applied Neurology for Occupational Therapy (5)	
OCTH 504 Foundations of Occupational Therapy (5)	
OCTH 505 Human Disease & Occupational Therapy (5)	
OCTH 520/PHTH 540 Principles of Evidence Based Practice I (1)	
<b>Total credit hours</b>	<b>16 credits</b>
<b>Winter Quarter</b>	
OCTH 506 Occupational Performance Through the Life Span (5)	
OCTH 507 Analysis of Occupational Performance I (2)	
OCTH 509 Theory & Practice in Occupational Therapy (4)	
OCTH 510 Group Process (3)	
OCTH 521 Survey of Research Methods in Occupational Therapy (2)	
<b>Total credit hours</b>	<b>16 credits</b>
<b>Spring Quarter</b>	
OCTH 508 Analysis of Occupational Performance II (4)	
OCTH 522 Fundamentals of Occupational Therapy Research (4)	
OCTH 523 Evaluation & Assessment of Occupational Performance (2)	
OCTH 530 Occupational Performance & Mental Health (6)	
<b>Total credit hours</b>	<b>16 credits</b>
<b>Occupational Therapy</b>	<b>58 credits</b>
<b>Interdisciplinary Program, Second Area</b>	<b>20 credits</b>
<b>Program total credit hours</b>	<b>180 credits</b>
 <i>Schedule of Courses and Credit Hours for Advance Standing Master and Entry-Level Master's Program</i>	
<b>Second Year</b>	
<b>Fall Quarter</b>	
OCTH 511 Leadership in Occupational Therapy (2)	
OCTH 532 Occupational Performance in Adolescents & Adults (6)	
OCTH 540 Health Wellness & Occupational Therapy (6)	
OCTH 601 Occupational Therapy Research Project I (2)	
<b>Total credit hours</b>	<b>16 credits</b>
<b>Winter Quarter</b>	
OCTH 531 Occupational Performance & Children (6)	
OCTH 541 Technology & Occupational Performance (5)	
OCTH 543 Emerging Practice I (4)	
OCTH 602 Occupational Therapy Research Project II (1)	
<b>Total credit hours</b>	<b>16 credits</b>
<b>Spring Quarter</b>	
OCTH 512 Fieldwork II Seminar (2)	
OCTH 533 Occupational Performance & Older Adults (6)	
OCTH 542 Administration & Organization in Occupational Therapy (4)	
OCTH 544 Emerging Practice II (4)	
OCTH 603 Occupational Therapy Research Project III (1)	
<b>Total credit hours</b>	<b>17 credits</b>
Students must successfully complete all coursework prior to Fieldwork II	
<b>Summer, Fall, Winter, Spring Quarters.</b>	
OCTH 695 Occupational Therapy Fieldwork Level II Education (12)	
<b>Total credit hours</b>	<b>24 credits minimum</b>
<b>Advance Masters Program total credit hours</b>	
	<b>73 credits</b>
<b>Total credit hours</b>	<b>24 credits minimum</b>
<b>Program total credit hours</b>	<b>131 credits</b>

## Occupational Therapy Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### OCTH 101

#### **Introduction to Occupational Therapy (2)**

This course is to provide an overview of occupation, the practice of occupational therapy, disability awareness and community supports for individuals with disabilities. The students will become aware of the diversity of occupational therapy practice, practice environments and occupational therapy practitioners.

**Note:** All graduate courses in occupational therapy are restricted to students accepted into the MOT program on a full-time basis or into the Bachelor of Arts in Interdisciplinary Studies or Therapeutic Recreation or a Bachelor of Science in Exercise Science with an emphasis in Occupational Therapy. The student must successfully complete all coursework each quarter to progress to the next quarter in the curriculum.

### OCTH 501

#### **Cadaver Anatomy for Occupational Therapy (6)**

*Prerequisite:* admission to the MOT program.

This course is an intensive review of human anatomy and physiology as it pertains to the practice of occupational therapy. It is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of these structures to each other. Cadaver dissection is a critical component of all labs.

### OCTH 502

#### **Occupational Performance and Movement (4)**

*Prerequisite:* admission to the MOT program.

This course is an overview study of human movement in a person/environment context. The study of the normal structure and function of the musculoskeletal system is seen as a prerequisite to the application of assessment procedures and therapeutic interventions in occupational therapy. Incorporation of clinical problems and pathokinesiology are involved. The lab portion of the class trains students in the basic principles and application of manual muscle testing and goniometry.

### OCTH 503

#### **Applied Neurology for Occupational Therapy (5)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course is an overview of the neurological function and process in the human body. Normal neurologic development throughout the life span will be the primary focus. Application of knowledge concerning neurological process and occupational performance will be emphasized.

### OCTH 504

#### **Foundations of Occupational Therapy (5)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course is an overview of the founding principles of occupational therapy practice as well as the development of foundational skills concerning cultural competence as a health care practitioner. The occupational performance of individuals across the life span within a multicultural context will be emphasized. Likewise, the role of theory in the understanding of practice frames of reference and standards of the profession will be closely examined and applied. Additionally, the history of the profession, clinical reasoning strategies, professional ethics and sociocultural and political impacts on the profession will all be explored.

### OCTH 505

#### **Human Disease and Occupational Therapy (5)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course provides an overview of human disease and injury processes occurring throughout the life-span. The etiology, course, prognosis, treatment and management of each condition will be explored. The content of course material will be investigated within the framework of human occupation emphasizing the impact of disease and injury on occupational performance and quality of life.

### OCTH 506

#### **Occupational Performance Through the Life Span (5)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course provides knowledge about the human experience in the domains of occupational therapy practice throughout the life span. Focus is on analysis of occupation, occupational performance, all life stages and the influences of performance context, spirituality and culture on human behavior.

### OCTH 507

#### **Analysis of Occupational Performance I (2)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course is the first of a two part series, OCTH 507 *Analysis of Occupational Performance I* and OCTH 508 *Analysis of Occupational Performance II*. The Analysis I course will provide the learner with opportunities to develop a foundation of knowledge and skills for the evaluation of occupational performance through the process of activity analysis. Students will gain and demonstrate fundamental assessment skills for human activity that incorporates the contribution of performance skills, patterns, context, activity demands and client factors.

### OCTH 508

#### **Analysis of Occupational Performance II (4)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course will provide the learner with opportunities to develop advanced knowledge and skills for the in-depth evaluation and analysis of occupational performance through the process of activity analysis. The relationship between the assessment of occupational performance and the conceptualization of grading and adapting occupations will be critically examined.

### OCTH 509

#### **Theory and Practice in Occupational Therapy (4)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course builds upon the knowledge and concepts presented in OCTH 504 *Foundations of Occupational Therapy* by providing opportunities to understand the historical evolution of occupational therapy's philosophical basis and the contributions of the theories within the profession. Students will learn the process of theory development and complete an in-depth analysis of core concepts, theories, models and frames of reference for application in occupational therapy practice. Finally, the course will explore the application and importance of occupational therapy theory and frames of reference to the research process and the advancement of the profession.

### OCTH 510

#### **Group Process (3)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course focuses on several advanced skills of professional communication and behaviors. Emphasis is on, a. interviewing, b. group process, c. intercultural communication, d. teaming and collaboration with families, clients and other health care providers and e. a reflective evaluation process used for building interpersonal communication skills. Advanced professional communication skills are necessary tools for emerging and traditional practice arenas in occupational therapy.

### OCTH 511

#### **Leadership in Occupational Therapy (2)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course focuses on leadership within the profession of occupational therapy. The course will provide a foundation for understanding leadership theories, strategies and styles. Opportunities will be offered learners to analyze and create a personal leadership mission and to examine the diverse requirements for leadership within the profession. Leaders within the field of occupational therapy will be identified and critically debated. Additionally, the class will examine other opportunities for leadership for occupational therapy practitioners in association with OCTH 532. This course also continues to support the students' professional behavior development from the previous seminar of courses.

### OCTH 512

#### **Fieldwork II Seminar (2)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course will focus on preparation for the transition from classroom to *Fieldwork Level II* (FW II) experiences. Students will have the opportunity to identify and analyze the Level II fieldwork expectations, explore the supervisory and interdisciplinary team relationships, review professional and ethical behavior, develop a Level II Fieldwork Portfolio, review AOTA, NBCOT and the State of Washington licensure requirements and begin preparation for job searches.

### OCTH 520

#### **Principles of Evidence Based Practice I (1)**

*Graded Pass/No Credit.*

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This is the first of three courses designed to introduce the student to evidence based practice and the process of critical inquiry. This course will be offered in an interdisciplinary format with the Department of Physical Therapy. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of occupational therapy. In this course the student will develop competence in identifying, locating, retrieving, understanding and applying the principles of research to the practice of occupational therapy. (Cross-listed PHTH 540)

### OCTH 521

#### **Survey of Research Methods in Occupational Therapy (2)**

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This is the second of a three-course series designed to introduce the student to evidence based practice and the process of critical inquiry regarding a broad spectrum of research methodologies including quantitative, qualitative, ethnographic and phenomenological approaches. This course will prepare the student to be a knowledgeable consumer of research and the professional literature as it relates to the practice of occupational therapy. In this course, the student will develop competence in critiquing and applying various research methods and designs to the application of evidence based practice in occupational therapy.

### OCTH 522

#### **Fundamentals of Occupational Therapy Research (4)**

[satisfies senior capstone university graduation requirement for students pursuing the Interdisciplinary BA Occupational Therapy Track.] Students pursuing a Bachelor of Arts degree in Therapeutic Recreation or a Bachelor of Science degree in Exercise Science need to complete the senior capstone university graduation requirements specific to those programs.

*Prerequisite:* admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.

This course provides the learner with an overview of the research production process. Specific areas of focus include analyzing current professional research, developing research topics, designing research projects, synthesizing information in order to develop a sound research proposal and comprehending the institutional review process. Students will develop skills in providing and receiving research and writing feedback, using various library and search resources in a focused, hands-on manner and will engage in the writing-rewriting process essential to the research process.

## OCTH 523

### **Evaluation and Assessment of Occupational Performance (2)**

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This course will provide the learner with the opportunity to identify, evaluate and critically analyze the psychometric properties and application of the most commonly used evaluation and assessment tools by practitioners in the profession of occupational therapy. The course offers learners with information and experiences in analyzing the assessment need, critical selection of appropriate evaluation tools to address the assessment need, pragmatic application of the tools on a human subject, interpretation of data and conceptualizing the development of intervention goals based on the evaluation results.

## OCTH 530

### **Occupational Performance and Mental Health (6)**

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This course provides the learner with foundational skills in the evaluation, analysis and critical intervention planning critical to effective occupational therapy service provision for children, adolescents and adults with mental illness. This course will focus on the provision of occupational therapy services to clients with mental illness.

## OCTH 531

### **Occupational Performance and Children (6)**

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This course provides the learner with theories, knowledge and application opportunities related to evaluation, analysis and intervention planning for children with special needs in a variety of pediatric occupational therapy practice settings. The course will focus on the provision of occupational therapy services with children. *Fieldwork Level I* experiences are included in the course proceedings as well as advanced practice labs.

## OCTH 532

### **Occupational Performance in Adolescents and Adults (6)**

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This course provides the learner with the knowledge and skills for assessment, intervention planning, provision of intervention and outcome analysis related to adolescence and adulthood dysfunction in occupational performance. The course will focus on the provision of occupational therapy services with older adolescents and adults approximately 18–60 years of age.

## OCTH 533

### **Occupational Performance and Older Adults (6)**

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This course is designed to provide the learner with an understanding of the theoretical basis and practice skills applied in the occupational therapy assessment/evaluation, intervention and consultation for persons who are aging. The course will address multiple topics related to aging including: 1. a review of the physiological and psychological aspects of typical aging and the relationship to occupational performance, 2. the development of occupational therapy evaluation and intervention skills for common health conditions affecting functional performance in the aging population and 3. current and emerging issues in occupational therapy geriatric practice.

## OCTH 540

### **Health Wellness and Occupational Therapy (6)**

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This course provides an overview of occupational performance within a health promotion and disease prevention framework. Health promotion and disease prevention concepts will be discussed in relationship to a broad perspective of health and the profession of occupational therapy. Selected theoretical concepts and health promotion models will be presented and discussed. Additionally, the organization, function and programs of various health and human service organizations will be researched, analyzed and evaluated.

## OCTH 541

### **Technology and Occupational Performance (5)**

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This course is designed as a vehicle to help occupational therapy students integrate previous learning by providing opportunities for occupational assessments, needs identification and the selection and design of both high and low technology devices to maximize client independence in their occupational performance areas. Additionally, the course is designed to incorporate an interdisciplinary experience with senior students from the Department of Engineering and Design when creating products and providing technology services to consumers.

## OCTH 542

### **Administration and Organization in Occupational Therapy (4)**

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This course covers topical areas related to the development, administration and management of occupational therapy services in both traditional and emerging areas of practice. Issues such as quality management, ethics, fiscal and resource management, organizational behavior and marketing will be discussed. The course will explore the provision of services within a managed care environment. The development of supervisory and program development skills will be included. This course is designed to prepare the student for a leadership role within the profession of occupational therapy.

## OCTH 543

### **Emerging Practice I (4)**

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This course provides foundational concepts, knowledge and skills for emerging practices within the profession of occupational therapy. This course is the first in a series of two focusing on emerging practice within the program. The course content is organized into four units: 1) theoretical frameworks for the provision of occupational therapy services in role-emerging sites; 2) context and service environments that underlie the provision of client-center services at role emerging sites including community supports and services; 3) methods for conducting an occupational performance needs assessment and community assessment for the development of occupational therapy services at emerging practice sites; and 4) discussion concerning selected emerging practice roles for occupational therapists as identified by the American Occupational Therapy Association.

## OCTH 544

### **Emerging Practice II (4)**

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This is the second course in a series designed to explore emerging practices within the profession of occupational therapy. The course is organized into two units, 1) the exploration and development of specific roles for the provision of services in emerging or undeveloped sites building on the theoretical and contextual concepts discussed in OCTH 543 *Emerging Practice I* and *II*) the theme of the occupational therapist as an entrepreneur in current and emerging practice environments. Learners will explore the mechanisms for funding the development and provision of occupational therapy services in emerging sites including the role of grant writing. The components of entrepreneurship and related business skills for developing occupational therapy services within an agency, community or private practice context will be presented.

## OCTH 599

### **Directed Study (1–2)**

This course provides the student with a self-selected study experience under the guidance of a preceptor to demonstrate knowledge and/or skills that will enhance the students' understanding of occupational therapy and occupational performance and provide additional experiences in building life-long learning skills.

## OCTH 601

### **Occupational Therapy Research Project I (2)**

*Graded Pass/No Credit.*

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This is the first in a series of three small-group research project courses in which student research groups, established in OCTH 522 *Fundamentals of Occupational Therapy Research*, will conduct the data gathering phase of their research project. Data collection will be in direct relationship to the research proposals developed in the *Fundamentals of Occupational Therapy Research* course. Student groups and individuals will be guided by the chair of their master's degree committee.

## OCTH 602

### **Occupational Therapy Research Project II (1)**

*Graded Pass/No Credit.*

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This is the second course in a series of three small-group research projects in which the student research groups, established in OCTH 522 *Fundamentals of Occupational Therapy Research*, will analyze the data collected in OCTH 601 and synthesize the results into the results section of their research project report.

## OCTH 603

### **Occupational Therapy Research Project III (1)**

*Graded Pass/No Credit.*

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This is the third in a series of research project courses in which small-groups of students are completing their research proposals established in OCTH 522 *Fundamentals of Occupational Therapy Research*. Students will write their study's results using APA guidelines and seek final approval for the project from their master's degree committee. Likewise, group members will prepare presentation formats for their oral comprehensive examinations. Students will be encouraged to present their research findings at the EWU spring Student Research and Creative Works Symposium (optional).

## OCTH 695

### **Occupational Therapy Fieldwork Level II Education (6 or 12)**

*Graded Pass/No Credit.*

*Prerequisite: admission to the MOT program and successful completion of all coursework in the professional curriculum to this point.*

This experience is done either on a part-time (20 hours per week for 12 months) or full-time basis (40 hours per week for six months). The advanced internship experience is conducted at a clinical and/or community site in which treatment for persons of all ages with physical dysfunction, behavioral and/or mental health disorders affecting occupational performance occurs. The student must complete two quarters (24 weeks or 960 hours) of *Fieldwork Level II* within 24 months of completing their professional OT academic program before graduating. The student may elect to enroll in one or two additional quarters of FW II for further experience in an area of special interest. Upon successful completion of the required FW II experience and graduation with a Master of Occupational Therapy Degree (MOT), the student will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). Graduates must initially pass the NBCOT exam before practicing as an occupational therapist in the United States. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure.

## OPERATIONS MANAGEMENT

See BUSINESS ADMINISTRATION.

## PHILOSOPHY

### College of Arts and Letters

Kevin S. Decker, Director, Coordinator	266 Patterson Hall	509.359.6018
<i>BA</i>	<i>BA (in Interdisciplinary Studies with an Option in Philosophical Studies)</i>	<i>Minor</i>

Faculty: K. Decker, K. Julyan, C. Kirby, T. MacMullan, M. Marinucci

### UNDERGRADUATE PROGRAM

The Philosophy Program offers general interest courses that deal with our philosophical heritage and contemporary thought and a minor in philosophy that encompasses some principal concerns of the discipline. It also offers a BA in Philosophy and BA in Interdisciplinary Studies (ITDS) with an option in Philosophical Studies that combines intermediate and advanced classes in logic and the history of philosophy with selected offerings from cooperating programs.

The skills learned in philosophy are useful in all academic areas. Immanuel Kant noted that philosophy teaches us to think for ourselves, so that we do not passively receive what we are told. It also encourages us to put ourselves imaginatively in the place of everyone else, so that we occupy the standpoint of universal humanity. Above all, it enjoins us to think consistently. Study of philosophy contributes to a broad, liberal arts education valuable for its own sake as well as a preparation for a career in some related professional, social or humanistic discipline. As an American Philosophical Association pamphlet notes, employees in the business community “want and reward many of the capacities which the study of philosophy develops: for instance, the ability to solve problems, to communicate, to organize ideas and issues, to assess pros and cons and to boil down complex data. These capacities represent transferable skills.” Logical skills are especially beneficial in conceptual professions like accounting and law.

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

### BACHELOR OF ARTS (BA)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- critically analyze, using logic and other tools, the consistency and verifiability of their own beliefs and the beliefs of others, as well as engage in reasoned public deliberation challenging those beliefs;
- understand the main doctrines and evaluate the arguments that underpin the ancient, modern, and contemporary periods of thought;
- offer interpretations of the ideas of major philosophers by showing how they relate to perennial philosophical themes such as: visions of the good life, reality versus appearance, the roles of reason and experience, freedom and morality, etc;
- apply methods for philosophical problem solving by (a) relating theory to practice, (b) evaluating ideas in terms of both generic or universal humanity and perspectival pluralism, and (c) applying normative standards of truth, value and beauty;
- apply philosophical writing styles in writing assignments and research projects that are aimed at extending philosophical inquiry through argumentation and/or comparative studies.

### PHILOSOPHY (45 CREDITS)

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

#### Required Courses (20 credits)

- PHIL 301 Introductory Formal Logic (5)
- PHIL 320 History of Ancient Western Philosophy (5)
- PHIL 321 History of Modern Western Philosophy (5)
- PHIL 322 History of Contemporary Western Philosophy (5)

#### Electives (25 credits)

Select 25 credits in philosophy in consultation with a departmental advisor. No more than 15 credits may be taken in 200-level philosophy courses.

#### Capstone Requirement

All students must complete either ITGS 400 or any Senior Capstone class with their advisor's approval.

<i>Required program credits</i>	<i>20 credits</i>
<i>Elective credits</i>	<i>25 credits</i>
<i>Total minimum credits for above major</i>	<i>45 credits</i>

### PHILOSOPHY (60 CREDITS)

#### Required Courses (20 credits)

SAME AS FOR 45 CREDIT MAJOR

#### Electives (40 credits)

Select 40 credits in philosophy in consultation with a departmental advisor. No more than 15 credits may be taken in 200-level philosophy courses

#### Capstone Requirement

All students must complete either ITGS 400 or any Senior Capstone class with their advisor's approval.

<i>Required program credits</i>	<i>20 credits</i>
<i>Elective credits</i>	<i>40 credits</i>
<i>Total minimum credits for above major</i>	<i>60 credits</i>

*Note: the 45 credit major requires completion of a minor; the 60 credit major does not require completion of a minor.*

### INTERDISCIPLINARY STUDIES: PHILOSOPHICAL STUDIES(60 CREDITS)

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

#### Required Courses (30 credits)

- PHIL 301 Introduction to Formal Logic (5)
- PHIL 320 History of Ancient Western Philosophy (5)
- PHIL 321 History of Modern Western Philosophy (5)
- PHIL 322 History of Contemporary Western Philosophy (5)

Students must also complete at least **two 400 level philosophy classes** that are listed in the catalog. These two classes must combine for at least 10 credits.

#### Capstone Requirement (4–5 credits)

All students must complete either ITGS 400 or any Senior Capstone class with their advisor's approval.

#### Interdisciplinary Stream Electives (26–30 credits)

Students must complete at least 26–30 additional upper division credits from the classes designated in their respective stream. Students may count relevant classes not listed in the streams, including transfer credits, with their advisor's approval. The courses in each of the three streams are listed below.

<i>Required philosophy credits</i>	<i>30 credits</i>
<i>Required senior capstone credits</i>	<i>4–5 credits</i>
<i>Elective credits</i>	<i>26–30 credits</i>
<i>Minimum credits for above major</i>	<i>60 credits</i>

## Stream #1: Political Philosophy

This stream concentrates on political philosophy and related topics. Political philosophy examines the nature of moral value, normativity and justice in practical and historical contexts. Political philosophers also evaluate classical and contemporary political institutions and suggest ways of improving the political life of our society. Students enrolled in this stream will study both the theory and practice of classical and contemporary politics.

ECON 415 History of Economic Thought (5)  
 ECON 417 Political Economy (5)  
 ECON 424 Economics of Poverty and Discrimination (5)  
 GOVT 300 U.S. Judicial Process (5)  
 GOVT 304 U.S. Civil Rights and Liberties (5)  
 GOVT 305 Jurisprudence (5)  
 GOVT 313 Ancient and Medieval Political Thought (5)  
 GOVT 314 Modern Western Political Thought (5)  
 GOVT 317 American Political Thought (5)  
 GOVT 401 Topics in Political Theory (5)  
 HIST 301 History of the Present (5)  
 HIST 303 U.S. History, 1607–1877 (5)  
 HIST 304 U.S. History, 1887–Present (5)  
 HIST 305 Paths to the American Present (5)  
 HIST 306 Modern Europe (5)  
 HIST 341 The Renaissance and Reformation (5)  
 HIST 350 War and Society (5)  
 HIST 382 20<sup>th</sup> Century Germany From World Wars to Cold War. Culture, Political Conflict and National Identity (5)  
 HIST 425 Greek History to 400 BC (5)  
 HIST 428 Roman Empire (5)  
 HIST 440 History of World War I (4)  
 HIST 441 History of World War II (4)  
 HIST 454 Diplomatic History of Europe, 1914 to Present (5)  
 HIST 468 History of Modern American Women (4)  
 HIST 471 The Era of the American Revolution, 1763–1789 (4)  
 HIST 481 History of American Foreign Relations from 1898 (5)  
 HIST 487 Economic History of the United States (5)  
 WMST 410 Feminist Theory (4)

## Stream #2: Philosophy of Art and Literature

This stream concentrates on aesthetics, the philosophical study of art. Broadly construed this includes fine arts, performance arts and literature. Students enrolled in this stream will address questions like: What is art? What is beauty? How do we tell good art from bad art and can these judgments ever be objective? What is taste? What is the proper relationship between art and morality? Students of this subject will ground their inquiry in the study of particular art forms such as literature, film, theatre, music and painting.

AAST 301 Harlem Renaissance (5)  
 ART 310 World Art (5)  
 ART 311 African and African American Art History (5)  
 ART 409 Women and Men in Contemporary Art (1)  
 ART 415 History of Ancient Art (5)  
 ART 420 History of Renaissance Art (5)  
 ART 422 History of Baroque and Rococo Art (5)  
 ART 423 Art of the 19<sup>th</sup> Century (5)  
 ART 430 History of Modern Art (5)  
 ART 431 History of Contemporary Art (5)  
 ENGL 315 Topics in Literature and Culture (5)  
 ENGL 340 Survey of British Literature I (5)  
 ENGL 341 Survey of British Literature II (5)  
 ENGL 342 Survey of British Literature III (5)  
 ENGL 343 Survey of American Literature I (5)  
 ENGL 344 Survey of American Literature II (5)  
 ENGL 350 Shakespeare (5)  
 ENGL 360 Language Structure and Use (5)  
 ENGL 380 Survey of Native American Literatures (5)  
 ENGL 381 Contemporary African American Literature (5)  
 ENGL 382 Studies in Epic Fantasy (5)  
 ENGL 384 Folklore (5)  
 ENGL 385 Mythology (5)  
 ENGL 387 Literature of the Bible (5)  
 ENGL/WMST 389 Women, Literature and Social Change (5)  
 THTR 303 Survey of Theater History (5)

## Stream #3: Philosophy and History

This stream investigates epistemological issues regarding the nature of historical truth, how present context and the narrative urge shape our understanding of the past and the diverse philosophical influences that have produced schools of historiographical thought. Students in this concentration address the meaning of historical progress, the theoretical basis for “new histories” of social affairs, of women and other oppressed groups and philosophical explanations of both recurrence and change in history.

All 300 and 400 level classes in History are eligible for satisfying the electives of this stream. The following classes outside of History are also eligible:

ART 415 History of Ancient Art (5)  
 ART 420 History of Renaissance Art (5)  
 ART 422 History of Baroque and Rococo Art (5)  
 ART 423 Art of the 19<sup>th</sup> Century (5)  
 ART 430 History of Modern Art (5)  
 ART 431 History of Contemporary Art (5)  
 ECON 417 Political Economy (5)  
 ENGL 384 Folklore (5)  
 ENGL 385 Mythology (5)  
 ENGL 387 Literature of the Bible (5)  
 ENGL/WMST 389 Women, Literature and Social Change (5)  
 GOVT 313 Ancient and Medieval Political Thought (5)  
 GOVT 314 Modern Western Political Thought (5)  
 GOVT 317 American Political Thought (5)  
 THTR 303 Survey of Theater History (5)  
 WMST 410 Feminist Theory (4)

## **MINOR**

### **PHILOSOPHY MINOR (20 CREDITS)**

No more than 10 credits may be taken in 200-level philosophy courses.

*Total credits for above minor*

*20 credits*

## Philosophy Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### PHIL 210

#### **Critical Thinking (5)**

FALL/WINTER/SPRING

[satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]

*Prerequisite:* successful completion of ENGL 101 and pre-university basic skills in mathematics.

Logic as a tool for the analysis of informal arguments. The course develops techniques for formalizing and testing arguments from everyday life.

### PHIL 211

#### **Introductory Philosophy (5)**

FALL/WINTER/SPRING/SUMMER

[satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]

*Prerequisite:* successful completion of ENGL 101.

Some traditional problems about the nature of the world and human knowledge. Typical problems concern the existence of God, personal identity and free will, the relations of minds to bodies and of perception to the external world.

### PHIL 212

#### **Introductory Ethics (5)**

FALL/WINTER/SPRING/SUMMER

[satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]

*Prerequisite:* successful completion of English 101.

An examination of the nature and content of morality. Two questions are central: Is morality based on knowledge or on emotion? Is there a rational motive to act morally?

### PHIL 213

#### **Moral Issues in America (5)**

FALL/WINTER/SPRING

[satisfies the GECR for humanities and fine arts, list 3, philosophy and reasoning.]

*Prerequisite:* successful completion of ENGL 101.

An introduction to normative moral issues in current thought and life. Typical problems concern social justice, the relation of work to a person's concept of himself, manipulation and indoctrination in a technological society and relationships between social success and human flourishing.

### PHIL 214

#### **Philosophical Voices and Pop Culture (5)**

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* ENGL 101.

This course is a thematic survey of several areas of basic philosophical problems. It will combine an examination of philosophical themes in media and popular culture—including fiction, television and cinema—with retrieval of under-represented, diverse voices addressing each thematic area. Themes may include, but are not restricted to: metaphysics, theory of mind and knowledge, aesthetics, ethics and social and political theory.

### PHIL 301

#### **Introduction to Formal Logic (5)**

ALTERNATE FALLS

*Prerequisites:* successful completion of ENGL 101 and MATH 100 or Mathematics Clearance by Test. PHIL 210 suggested.

Logic as a formal deductive system. The course develops sentential logic and introduces predicate logic. It examines arguments typical of science and mathematics and covers some elementary metatheorems for sentential logic.

### PHIL 311

#### **Social and Political Philosophy (5)**

*Prerequisite:* successful completion of ENGL 101.

Major political theories and analysis of arguments that attempt to justify actual or proposed political and social institutions.

### PHIL 312

#### **Philosophy of Religion (5)**

*Prerequisite:* successful completion of ENGL 101.

Philosophical problems with religion and theology. Typical problems concern the existence of God, God's relation to evil, the immortality of the soul, the meaning of religious language and the criteria for theological verification.

### PHIL 320

#### **History of Ancient Western Philosophy (5)**

FALL

*Prerequisite:* successful completion of ENGL 101.

The history of Greek philosophy from the first theories about the causes of the universe to the Socratic inquiry about how to live and to Plotinus' theory of the soul.

### PHIL 321

#### **History of Modern Western Philosophy (5)**

WINTER

*Prerequisite:* successful completion of ENGL 101.

16<sup>th</sup>–18<sup>th</sup> century European philosophy against the background of religion and science. The main theme is the relation of knowledge to reason and experience.

### PHIL 322

#### **History of Contemporary Western Philosophy (5)**

SPRING

*Prerequisite:* successful completion of ENGL 101.

This course is a survey of the major European and American schools of the 19<sup>th</sup> and 20<sup>th</sup> century philosophy. Course material includes German idealism, existentialism, utilitarianism, Marxism, pragmatism, feminism, logical positivism and post-modernism.

### PHIL 331

#### **Chinese Philosophy (5)**

*Prerequisite:* successful completion of ENGL 101.

Confucius' humanistic ethics, the naturalistic philosophy of Taoism and Buddhism—especially the Zen Buddhist method of enlightenment.

### PHIL 398

#### **Seminars on Selected Topics (5)**

*Prerequisites:* 5 credits of philosophy and successful completion of ENGL 101.

### PHIL 411

#### **Theory of Knowledge (5)**

*Prerequisites:* 5 credits of philosophy and successful completion of ENGL 101.

The nature, grounds and limits of human knowledge. Topics typical of the course are perception, memory, truth, knowledge of other minds and the relations among knowing, believing and doubting.

### PHIL 417

#### **Women and Ethics (5)**

ALTERNATE FALLS

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* at least one of the following: WMST 101 or 310 or PHIL 211 or 212.

The course will begin with a brief examination of the treatment of women within traditional ethics. We will then address the views of early women philosophers, followed by a close analysis of contemporary feminist approaches to ethics. (Cross-listed WMST 417)

### PHIL 430

#### **Special Periods in the History of Philosophy (5)**

*Prerequisite:* successful completion of ENGL 101.

Intensive study of a period in the history of philosophy that is not included in the 320–322 sequence.

### PHIL 435

#### **Major Authors in the History of Philosophy (5)**

*Prerequisite:* successful completion of ENGL 101.

Intensive study of a single major philosopher.

### PHIL 440

#### **Women and Philosophy (5)**

ALTERNATE SPRINGS

*Prerequisite:* at least 4 credits in WMST and/or PHIL.

The course offers an examination of the treatment of concepts relating to women and femininity, both by traditional philosophers and by more recent feminist philosophers. The course will address key issues within philosophy while simultaneously exploring the role of gender in the production of philosophical knowledge. (Cross-listed WMST 440)

### PHIL 445

#### **Biomedical Ethics (5)**

*Prerequisite:* ENGL 101.

This course is an examination of a variety of moral theories as well as professional oaths and codes of ethics in order to clarify, analyze and propose solutions to significant contemporary ethical problems in biological research and medical practice. These may include abortion, genetic research on humans, animals and crops, stem cell research, advance directives, end-of-life issues, etc.

### PHIL 499

#### **Directed Study (5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* 10 credits of philosophy and successful completion of ENGL 101; permission of the instructor, department chair and college dean.

## PHYSICAL EDUCATION, HEALTH AND RECREATION

### College of Education and Human Development

John Cogley, Chair	249 Physical Education Classroom Building	509.359.7969
BA	BAE	BS
Minors	Certificate	MS

Faculty: G. Babcock, B. Brock, M. Chase, C. Cindric, J. Cogley, K. Colvin, M. Elfering, P. Green, J. Hammermeister, C. Hazelbaker, J. Kawaguchi, C. Kreider, J. McNeal, S. Melville, L. Morley, R. Pickering, W. Repovich, M. Silvers

### UNDERGRADUATE PROGRAMS

The Department of Physical Education, Health and Recreation (PEHR), houses the following major programs: Athletic Training, Community Health, Exercise Science, Health and Fitness (teaching endorsement), Outdoor Recreation, Recreation Management and Therapeutic Recreation.

**Professional Membership Requirements:** Every student graduating in PEHR must be a member of a professional organization at least by their senior year.

#### Advising and Consultation

**Information for High School and Transfer Students:** High school and transfer students should consult with specific program directors in the PEHR Department during their first quarter at EWU. At that time, a program can be formulated and any previous college classes evaluated for the major. As soon as students have decided to major or minor in programs offered by the department, they need to contact the PEHR Department and declare a major.

#### Degree Descriptions

**Athletic Training:** This major is designed for students who are interested in becoming certified athletic trainers. The major is designed to prepare students to sit for the Board of Certification's national examination and to work competently in the field of Athletic Training and Sports Medicine. The major welcomes both the freshman and transfer student to apply and generally requires three years to complete. However if specific prerequisites are met, the program can be completed within two-years. Students wishing to be admitted must apply and be accepted into the Athletic Training Education Program. Students in the program will receive formal instruction and clinical practice in development of proficiencies in risk management and injury prevention, pathology of injuries and illnesses, assessment and evaluation, acute care of injury and illness, pharmacology, therapeutic modalities, therapeutic psychosocial intervention and referral, health care administration and professional development and responsibilities. Opportunities for employment exist in but are not limited to, athletic training in high schools, colleges and professional and non-professional athletic teams, sports medicine clinics, hospitals; health clubs and corporate fitness programs. Opportunities also exist in colleges and universities for those who elect to continue beyond the bachelor's degree.

**Community Health Majors:** Community Health majors are professionals who design, conduct and evaluate activities that help improve the health of all people. Placements will be in a variety of settings including public health and non-profit health agencies, worksite wellness programs, colleges and universities and government agencies. The majors are prepared to sit for the National Commission for Health Education Credentialing (CHES) examination and for graduate programs in public health, health promotion and community health education.

**Exercise Science:** This major is designed for those students who are not interested in teaching but are interested in fitness and wellness management.

Graduates are prepared to work in various settings as managers of fitness programs. The options include corporate fitness, commercial fitness clubs, YMCA-YWCA or other non-commercial programs, retirement centers or hospital rehabilitation programs in cardiac rehabilitation, respiratory therapy and diabetes support. The program prepares students to pursue advanced degrees in exercise physiology, biomechanics, motor control and learning, cardiac rehabilitation and adult fitness, as well as professional programs such as physical and occupational therapy and chiropractic. The program and coursework prepares students to pursue certification from organizations such as ACSM, NSCA and ACE. These certifications are widely accepted in the fitness industry.

**Health and Fitness:** The Health and Fitness (BAE) degree is designed for those students pursuing a teaching endorsement. Students will become certified to teach K-12 within both the health and fitness (physical education) areas. We also continue to offer a non-teaching physical education coaching minor.

**Recreation:** The nationally accredited Recreation program focus on a profession that offers many challenging and varied forms of employment. Trained recreation leaders are regularly hired in positions with cities, communities, youth agencies, park, resorts, outfitting companies, convention centers, rehabilitation medicine, correction facilities, the armed forces and much more.

The recreation curriculum is designed to aid students in developing a philosophical and practical knowledge of recreation and leisure services. Students are exposed to skill-sets and competencies that are relevant to a career in recreation, which prepares them for a ten to sixteen week professional internship.

Students may choose from a comprehensive curriculum in one of three majors: Outdoor Recreation, Recreation Management and Therapeutic Recreation, as well as minors in Recreation Management, Aquatics and a certificate in Challenge Course Management.

#### Special Programs Information

**Human Performance Laboratory:** The Human Performance Laboratory located in the Physical Education Classroom Building provides state-of-the-art equipment for clinical and research experience in the areas of athletic training, exercise physiology, motor learning, biomechanics, health promotion, clinical evaluations and exercise prescriptions for faculty, staff, students and the community. Graduate and selected undergraduate students have the opportunity to conduct research projects in the laboratory.

**Fitness Center:** The URC Fitness Center is designed to meet the health, wellness, and fitness needs of the EWU campus community. The URC Fitness Center has 15,000 square feet of fitness space with a variety of fitness options available. Activity options include: strength training (3 circuits, free weights, racks, and platforms), cardio equipment (treadmills, elliptical trainers, arc trainers, steppers, bikes, ascent trainers, stepmills; most with a view of a TV), and functional equipment (functional trainers, stability balls, TRX, medicine balls, BOSU). Also included are a multi-purpose gym (for basketball, volleyball, etc) and an indoor running track (1/9 mile). Fitness Instructors are always available to assist members during their workouts. To motivate and assist members in achieving their fitness goals personal training is available (for an additional fee). The Fast Fitness class (PHED 150; 2 credits) is offered by the PEHR department each quarter as a credit option for EWU students using the facility.

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

#### Degree Requirements for all Recreation Majors:

1. A minimum of 2.0 must be obtained in each required RCLS course. If a lower grade is received, the course must be retaken.
2. A minimum cumulative GPA of 2.50 shall be necessary in all upper- and lower-division required RCLS courses.
3. A minimum cumulative GPA of 2.50 shall be required for all university coursework.
4. Failure to comply with the above standards will jeopardize professional internship eligibility.

## Internship Requirement:

Prior to interning, students must complete three major requirements:

1. Each student must complete 1500 hours of practical experience in the recreation and leisure service field, prior to qualifying for the professional internship. These 1500 hours must be from three (3) separate sources with no more than 750 hours from any one source. (Therapeutic Recreation majors have specific requirements to fulfill, as regards to the number of hours and various populations; these majors must consult with their advisor.)
2. Applications for the Professional Internship must be presented to their faculty advisor no later than May 15. (Students may register for their internship, only during the summer quarter.)
3. Each student must obtain a current Emergency Response or Advanced First-Aid Card.

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate effective oral and written communication skills;
- demonstrate knowledge of and skill at research, problem solving, and critical thinking;
- demonstrate a working knowledge of technology and its various uses in the recreation profession;
- demonstrate an understanding of the history, breadth, depth, and complexity of the recreation and leisure services industry;
- demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings;
- demonstrate a working knowledge of the career and entrepreneurship opportunities available upon graduation.

### OUTDOOR RECREATION MAJOR (99 CREDITS)

The Outdoor Recreation program qualifies individuals as outdoor leaders or resource managers for public and private organizations, including government agencies.

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

#### Required Core Courses (45 credits)

- RCLS 201 Recreation and Leisure in Modern Society (3)
- RCLS 220 Leadership in Recreation and Leisure Services (3)
- RCLS 240 Overview of Therapeutic Recreation Services (4)
- RCLS 313 Wildland Recreation Management (3)
- RCLS 325 Outdoor Adventure Programming (3)
- RCLS 360 Facility Planning and Environmental Design (3)
- RCLS 385 Programming in Recreation and Leisure Services (3)
- RCLS 400 Legal Foundations in Recreation and Leisure Services (4)
- RCLS 425 Evaluation, Research and Statistics in Recreation and Leisure Services (4)
- RCLS 455 Resort and Commercial Recreation Management (3)
- RCLS 470 Administration, Organization and Supervision in Recreation and Leisure Services (4)
- RCLS 480 Budgeting in Recreation and Leisure Services (4)
- RCLS 490 Capstone in Recreation (4)

#### Required Supporting Courses (54 credits)

- HLED 194 Emergency Response (3)
- RCLS 125 Recreation and Leisure Services Activities (Rafting) (1)
- RCLS 206 Wilderness Backpacking (3)
- RCLS 250 Camping Administration and Leadership (3)
- RCLS 305 Winter Camping (3)
- RCLS 307 Mountaineering (3)
- RCLS 310 Outdoor Recreation (3)
- RCLS 315 Wilderness Survival (3)
- RCLS 370 Outdoor Recreation Aquatic Programs (3)
- RCLS 405 Wilderness Upgrade for Medical Professionals (4)
- RCLS 410 Outdoor Leadership (4)
- RCLS 415 Search and Rescue Management (4)
- RCLS 435 Employment Processes in Recreation and Leisure Services (2)
- RCLS 494 Outdoor Recreation Professional Internship (15)

**Required program credits** **45 credits**

**Required supporting credits** **54 credits**

**Total credits for above major** **99 credits**

*Note: computer competency is required for the above major.*

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate effective oral and written communication skills;
- demonstrate knowledge of and skill at research, problem solving, and critical thinking;
- demonstrate a working knowledge of technology and its various uses in the recreation profession;
- demonstrate an understanding of the history, breadth, depth, and complexity of the recreation and leisure services industry;
- demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings;
- demonstrate a working knowledge of the career and entrepreneurship opportunities available upon graduation.

### RECREATION MANAGEMENT MAJOR (78 CREDITS)

Recreation Management is a growing and dynamic field. The tourism and recreation industry is currently listed as one of the top three business activities in the United States. There are many emphasis areas available in Recreation Management including: city/park recreation, resort/commercial recreation, youth serving agencies, military recreation and corrections recreation.

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

#### Required Core Courses (45 credits)

- RCLS 201 Recreation and Leisure in Modern Society (3)
- RCLS 220 Leadership in Recreation and Leisure Services (3)
- RCLS 240 Overview of Therapeutic Recreation Services (4)
- RCLS 313 Wildland Recreation Management (3)
- RCLS 325 Outdoor Adventure Programming (3)
- RCLS 360 Facility Planning and Environmental Design (3)
- RCLS 385 Programming in Recreation and Leisure Services (3)
- RCLS 400 Legal Foundations in Recreation and Leisure Services (4)
- RCLS 425 Evaluation, Research and Statistics in Recreation and Leisure Services (4)
- RCLS 455 Resort and Commercial Recreation Management (3)
- RCLS 470 Administration, Organization and Supervision in Recreation and Leisure Services (4)
- RCLS 480 Budgeting in Recreation and Leisure Services (4)
- RCLS 490 Capstone in Recreation (4)

#### Required Supporting Courses (33 credits)

- HLED 194 Emergency Response (3)
- RCLS 260 Arts in Recreation (3)
- RCLS 300 Publicity and Promotion in Recreation (4)
- RCLS 340 Aquatic Facilities Management (3)
- RCLS 349 Intramural Sport Management (3)
- RCLS 435 Employment Processes in Recreation and Leisure Services (2)
- RCLS 495 Recreation Management Professional Internship (15)

**Required program credits** **45 credits**

**Required supporting credits** **33 credits**

**Total credits for above major** **78 credits**

Must see your recreation management advisor at least once per quarter.

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate effective oral and written communication skills;
- demonstrate knowledge of and skill at research, problem solving, and critical thinking;
- demonstrate a working knowledge of technology and its various uses in the recreation profession;
- demonstrate an understanding of the history, breadth, depth, and complexity of the recreation and leisure services industry;
- demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings;
- demonstrate a working knowledge of the career and entrepreneurship opportunities available upon graduation.

### THERAPEUTIC RECREATION MAJOR (101 CREDITS)

Therapeutic Recreation specialists are involved in helping individuals with disabilities learn the skills and attitudes necessary to develop a satisfying leisure lifestyle. Therapeutic Recreation is concerned with the treatment of conditions which are disabling and the facilitation of independent leisure functioning.

This major offers the student a track that will allow them to be eligible to take the national certification examination. The major is nationally accredited and provides a strong educational background for the student. Graduates tend to work in hospitals, state facilities, group treatment and community-based programs in the area of rehabilitation, leisure education and community integration.



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

## Required Core Courses (45 credits)

- RCLS 201 Recreation and Leisure in Modern Society (3)
- RCLS 220 Leadership in Recreation and Leisure Services (3)
- RCLS 240 Overview of Therapeutic Recreation Services (4)
- RCLS 313 Wildland Recreation Management (3)
- RCLS 325 Outdoor Adventure Programming (3)
- RCLS 360 Facility Planning and Environmental Design (3)
- RCLS 385 Programming in Recreation and Leisure Services (3)
- RCLS 400 Legal Foundations in Recreation and Leisure Services (4)
- RCLS 425 Evaluation, Research and Statistics in Recreation and Leisure Services (4)
  - or OCTH 522 Occupational Therapy Research (4)
  - and OCTH 523 Evaluation and Assessment (2)
- RCLS 455 Resort and Commercial Recreation Management (3)
- RCLS 470 Administration, Organization and Supervision in Recreation and Leisure Services (4)
  - or OCTH 542 Administration and Organization in Occupational Therapy (4)
- RCLS 480 Budgeting in Recreation and Leisure Services (4)
- RCLS 490 Capstone in Recreation (4)

## Required Supporting Courses (56 credits)

- CEDP 201 Lifespan Development (4)
- HLED 256 Medical Terminology (1)
- PHED 132 Kinesiological Applications of Human Anatomy and Physiology (4)
  - and PHED 249 Anatomical Kinesiology (4)
  - or BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
  - BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
  - BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)
- PSYC 302 Abnormal Psychology (5)
- RCLS 245 Therapeutic Recreation for the Disabled (3)
- RCLS 260 Arts in Recreation (3)
- RCLS 420 Program Planning and Evaluation in Therapeutic Recreation (5)
- RCLS 440 Professional Issues in Therapeutic Recreation (4)
- RCLS 445 Processes and Techniques in Therapeutic Recreation (4)
- RCLS 450 Assessment Techniques in Therapeutic Recreation (4)
- RCLS 493 Therapeutic Recreation Professional Internship (15)

**Required program credits**

**45 credits**

**Required supporting credits**

**56 credits**

**Total credits for above major**

**101 credits**

Current First Aid/CPR card is required for all majors.

## THERAPEUTIC RECREATION: OCCUPATIONAL THERAPY

*Note: see Occupational Therapy.*

## BACHELOR OF ARTS IN EDUCATION (BAE)

### STUDENT LEARNING OUTCOMES

#### Students will:

- understand health/physical education content and disciplinary concepts related to the development of a healthy/physically educated person;
- understand how individuals learn and develop, and provide opportunities that support physical, cognitive, social and emotional development;
- understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences;
- use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
- use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement;
- understand the importance of planning developmentally appropriate instructional units to foster the development of a healthy/physically educated person.

## HEALTH AND FITNESS/ELEMENTARY OR SECONDARY MAJOR (72-73 CREDITS)

This major satisfies the endorsement for Preschool to grade 12.

### Degree Requirements:

1. Must earn a minimum of 2.5 in each required health and physical education course.
2. Must have a minimum cumulative GPA of 2.5 in all university courses.

### Required Courses (72–73 credits)

- HLED 194 Emergency Response (3)
- HLED 200 Admission to Health and Fitness (1)
- HLED 201 Introduction to Health and Wellness (3)
- HLED 250 Drugs, Society and Human Behavior (3)
- HLED 365 Teaching Methods in Health (3)
- HLED 370 Personal and Community Health (4)
- HLED 372 Applied Nutrition and Physical Fitness (3)
- HLED 376 Consumer Health (3)

- HLED 475 Sex Education in Schools and Community (4)
- PHED 248 Anatomical/Mechanical Kinesiology (4)
- PHED 250 Physiological Kinesiology (4)
- PHED 251 Motor Control and Learning (4)
- PHED 260 Sport Sciences for Coaching (Leader Level) (3)

### Select one of the following:

- PHED 333 Group Exercise/Personal Training (3)
  - or PHED 335 Strength and Conditioning Pro-Lab (2)
- PHED 336 Individual Sports (2)
- PHED 337 Team Sports (2)
- PHED 340 Rhythms and Games (2)
- PHED 341 Elementary School Activities (2)
- PHED 342 Lifelong Leisure Activities (2)
- PHED 367 Teaching Methods in Elementary Physical Education (3)
- PHED 368 Teaching Methods in Secondary Physical Education (3)
- PHED 370 Sport and Culture (4)
- PHED 452 Adapted Physical Education (4)
- PHED 490 Senior Capstone in Health and Fitness (Teaching) (4)

**Minimum required program credits:**

**72–73 credits**

**Professional Education Requirements/Elementary Education:**

**73–74 credits**

**or Secondary Education:**

**46–47 credits**

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

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

**145 credits**

*Note: The above major takes more than 12 quarters at 15–16 credits a quarter.*

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

**118 credits**

*Note: Required: Must be a member of a professional organization.*

**Each student is required to complete 40 hours of professional development per year while in the health & fitness program and be a member of the EWU Health & Fitness Majors Club.**

## BACHELOR OF SCIENCE (BS)

### STUDENT LEARNING OUTCOMES

#### Students will:

- gain an understanding and demonstrate experience in being good citizens both in the community and in their professional organization;
- gain clinical experiences in a variety of service learning settings that will allow them to be prepared to work in the diverse opportunities found within the field of Athletic Training;
- gain the basic knowledge, understanding and skills needed to work competently as an entry level Certified Athletic Trainer.

## ATHLETIC TRAINING MAJOR (106 CREDITS)

This major is designed for those students who are interested in becoming certified athletic trainers. The major is designed to prepare students to sit for the Board of Certification's national examination and to work competently in the field of Athletic Training and Sports Medicine. Students must apply and be accepted into the Athletic Training Education Program (ATEP). Admission to the program is based upon evaluation of the student's entire application, including: the academic record, signed statement of ability to meet the Program Technical Standards, GPA and completion of prerequisite courses, professional references and a written essay. Applications are due the last day of winter quarter each year. The number of applicants may exceed the number of students that can be admitted to the program each year; therefore, no assurance can be given that all applicants admitted to the University and who complete the application requirements will be admitted to the ATEP. For further information regarding the application process, please contact the PEHR department at 509.359.2341 or refer to program website, [www.ewu.edu/x9960.xml](http://www.ewu.edu/x9960.xml). Opportunities for employment exist in but are not limited to, athletic training in high schools, colleges and professional and non-professional athletic teams; sports medicine clinics; hospitals; health clubs; and corporate fitness programs. Opportunities for those who elect to continue their education beyond the bachelor's degree level also exist.

### Degree Requirements:

1. Must earn a minimum of 3.0 in each ATTR designated required course.
2. Must earn a minimum of a 2.5 in each Kinesiology course and each Biology course.
3. Must have a minimum of 2.0 in all other program required courses.
4. Must have a minimum cumulative GPA of 2.75 for each quarter while in the program.
5. Must be a member of the National Athletic Trainer's Association.
6. Failure to comply with the above standards will prohibit degree eligibility.

### Required Courses

- ATTR 201 Introduction to Athletic Training (3)
- ATTR 288 Clinical Athletic Training I (1+1+1)
- ATTR 339 Athletic Training (4)
- ATTR 340 Therapeutic Modalities in Sports Medicine (4)
- ATTR 341 Rehabilitation in Athletic Training (4)
- ATTR 350 Medications in the Health Care Professions (2)

- ATTR 360 General Medical Conditions in the Athlete (3)
- ATTR 388 Clinical Athletic Training II (1+1+1)
- ATTR 428 Orthopedic Evaluation I (4)
- ATTR 429 Orthopedic Evaluation II (4)
- ATTR 430 Sports Medicine Issues (2)
- ATTR 439 Current Topics in Sports Medicine (1+1+1)
- ATTR 450 Advanced Procedures and Techniques in Athletic Training (3)
- ATTR 488 Clinical Athletic Training III (2+2+2)
- ATTR 490 Senior Capstone in Sports Medicine (4)
- BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)
- BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)
- CEDP 316 Psychology of Adjustment (5)
- HLED 194 Emergency Response (3)
- HLED 256 Medical Terminology (1)
- HLED 370 Environmental Health (3)
- HLED 372 Applied Nutrition and Physical Fitness (3)
- PHED 249 Anatomical Kinesiology (4)
- PHED 250 Physiological Kinesiology (4)
- PHED 252 Mechanical Kinesiology (4)
- PHED 335 Strength and Conditioning Prolab (2)
- PHED 452 Adapted Physical Education (4)

**Select one course from the following:**

- CHEM 121 Chemistry and its Role in Society (5)
- CHEM 151 General Chemistry (5)
- CHEM 161 General Chemistry for the Health Sciences (5)

**Total credits for above major**

**106 credits**

Must meet with your major advisor for other supporting courses.

## **BACHELOR OF SCIENCE (BS)**

### *STUDENT LEARNING OUTCOMES*

**Students will:**

- participate in an internship in which they will gain practical real world experience within the field;
- understand what factors are involved in adopting healthy behaviors and how to effectively facilitate change;
- conduct health assessments and design health promotion programs.

### **COMMUNITY HEALTH MAJOR (86-90 CREDITS)**

Community health majors are professionals who design, conduct and evaluate activities that help improve the health of all people. Placements will be in a variety of settings including public health and non-profit health agencies, worksite wellness programs, colleges and universities and government agencies. The majors are prepared to sit for the National Commission for Health Education Credentialing (CHES) examination and for graduate programs in public health, health promotion and community health education.

**Degree Requirements:**

1. A minimum of 2.50 in each required Health Education course.
2. A minimum cumulative GPA of 2.50 shall be necessary in all upper- and lower-division required Community Health courses.
3. A minimum of 2.0 in each of the supporting courses from Communication Studies and the Social and Behavioral Science Core.
4. A minimum cumulative GPA of 2.50 shall be required for all university coursework.
5. Must meet with major advisor once each quarter.
6. Failure to comply with the above standards will prohibit Professional Internship eligibility.

**Required Courses (48 credits)**

**First Aid Option—Select one of the following:**

- HLED 194 Emergency Response (3)
- HLED 201 Introduction to Health and Wellness (3)
- HLED 256 Medical Terminology (1)
- HLED 372 Applied Nutrition and Physical Fitness (3)
- HLED 375 Gerontology (3)
- HLED 376 Consumer Health (3)
- HLED 381 Mind/Body Spirit Health (3)
- HLED 480 Health Promotion Program Planning, Implementation and Evaluation (3)
- HLED 482 Grant Writing in the Health Sciences (3)
- HLED 490 Senior Capstone in Community Health (4)
- HLED 495 Internship (15)
- RCLS 470 Administration, Organization and Supervision in Recreation and Leisure Services (4)

**Supporting Courses (20-21 credits)**

- CSBS 320 Introductory Statistics (5)
- CMST XXX Communication class with advisor's approval (4-5)
- EXSC 480 Clinical Exercise Physiology (3)
- PHED 249 Anatomical Kinesiology (4)
- PHED 250 Physiological Kinesiology (4)

**Select one of the tracks below (18-21 credits)**

**Public Health Track**

- HLED 250 Drugs, Society and Human Behavior (3)
- HLED 370 Personal and Community Health (4)
- HLED 374 Investigation of Disease and Illness (5)
- HLED 382 International Health (3)
- HLED 475 Sex Education in Schools and Community (4)

**Worksite Wellness Track**

- EXSC 455 Research and Analysis (2)
- PHED 333 Group Exercise Instruction (3)
- PHED 335 Strength and Conditioning Prolab (2)
- RCLS 300 Publicity and Promotion in Recreation (4)
  - or MKTG 310 Principles of Marketing (4)
- RCLS 480 Budgeting in Recreation and Leisure Services (4)
  - or ACCT 251 Principles of Financial Accounting (5)

**Choose one of the following**

- HLED 370 Personal and Community Health (4)
- HLED 374 Investigation of Disease and Illness (5)
- HLED 382 International Health (3)

**Required program credits:**

**48 credits**

**Required supporting credits:**

**20-21 credits**

**Required track credits:**

**18-21 credits**

**Minimum total credits for above major:**

**86 credits**

Select supporting courses in consultation with departmental advisor.

## **BACHELOR OF SCIENCE (BS)**

### *STUDENT LEARNING OUTCOMES*

**Students will:**

- demonstrate competency in foundational skills of reading, writing, arithmetic, speaking and listening and thinking skills demonstrating the ability to learn, to reason, to think creatively, to make decisions and to solve problems;
- be prepared for appropriate certification exams in the industry;
- demonstrate competency in fitness testing of the relatively healthy population in all components of fitness-cardiovascular, muscle strength, endurance, flexibility and body composition.

### **EXERCISE SCIENCE MAJOR (93-94 CREDITS)**

This major is designed for those students who are not interested in teaching but are interested in fitness and wellness management. Graduates are prepared to work in various settings as managers of fitness programs. The options include but are not limited to corporate fitness, commercial fitness clubs, YMCA-YWCA or other non-commercial programs, retirement centers or hospital rehabilitation programs in cardiac rehabilitation, respiratory therapy and diabetes support. The program prepares student to pursue advanced degrees in exercise physiology, biomechanics, motor control and learning, cardiac rehabilitation and adult fitness as well as professional programs such as Physical and Occupational Therapy and Chiropractic. Some course substitutions may be allowed for these advanced degrees so discuss these interests with an advisor. The program and coursework prepares students to pursue certification from organizations such as ACSM, NSCA and ACE. These certifications are widely accepted in the fitness industry.

**Degree Requirements:**

1. A minimum of 2.50 in each required Exercise Science course.
2. A minimum cumulative GPA of 2.50 shall be necessary in all upper- and lower-division required Exercise Science courses.
3. A minimum of 2.0 in each of the supporting courses: science, statistics and communications concentrations.
4. A minimum cumulative GPA of 2.50 shall be required for all university coursework.
5. Must meet with major advisor once each quarter.
6. Failure to comply with the above standards will prohibit Professional Internship eligibility.

**Required Courses (54 credits)**

**A minimum GPA of 2.5 is required for each required course listed below.**

- EXSC 455 Research and Analysis (2)
- EXSC 460 Physiology of Exercise (4)
- EXSC 480 Clinical Exercise Physiology (3)
- EXSC 481 Electrocardiology Interpretation (3)
- EXSC 490 Senior Capstone in Exercise Science (4)
- EXSC 495 Professional Internship (15)
- HLED 194 Emergency Response (3)
- HLED 372 Applied Nutrition and Physical Fitness (3)
- PHED 249 Anatomical Kinesiology (4)
- PHED 250 Physiological Kinesiology (4)
- PHED 252 Mechanical Kinesiology (4)
- PHED 333 Group Exercise/Personal Training (3)
- PHED 335 Strength and Conditioning Prolab (2)

## Required Supporting Courses (5 credits)

A minimum GPA of 2.0 is required for each required course listed below.

CSBS 320 Introductory Statistics for the Social Sciences (5)

## Sciences Concentration (30 credits)

BIOL 232 Human Anatomy and Physiology for Non-Biology Majors (5)  
 BIOL 233 Human Anatomy and Physiology for Non-Biology Majors (5)  
 BIOL 234 Human Anatomy and Physiology for Non-Biology Majors (5)  
 CHEM 161 General Chemistry for the Health Sciences (5)  
 CHEM 162 Organic Chemistry for the Health Sciences (5)  
 CHEM 163 Biochemistry for the Health Sciences (5)

## Communications Elective—select one course from the following (4–5 credits)

A minimum GPA of 2.0 is required for each course listed below.

BUED 302 Business Communication (4)  
 CMST 210 Interpersonal Communication (5)  
 CMST 312 Nonverbal Communication (varies)  
 CMST 331 Interviewing (5)  
 CMST 340 Intercultural Communication (5)

<b>Required program credits</b>	<b>54 credits</b>
<b>Required supporting credits</b>	<b>5 credits</b>
<b>Required sciences concentration credits</b>	<b>30 credits</b>
<b>Required communications concentration credits</b>	<b>4–5 credits</b>
<b>Minimum total credits for above major</b>	<b>93 credits</b>

Other courses may be selected with prior approval of the major advisor.

## EXERCISE SCIENCE: OCCUPATIONAL THERAPY (3+2 PROGRAM)

*Note: see Occupational Therapy.*

## CERTIFICATE

### STUDENT LEARNING OUTCOMES

#### Students will:

- understand experiential education and challenge course history, philosophy and foundational concepts and be able to convey those concepts to other practitioners;
- be able to model and teach appropriate facilitation skills for group ground initiatives, low and high elements including sequencing, setting participant expectations, teaching appropriate spotting skills, and managing the activity;
- exhibit an understanding of using group ground initiatives, low and high elements with varied populations including educational, military, adaptive, therapeutic, cultural and business settings;
- be able to model and teach a variety of debriefing techniques and tools to aid in effective group processing;
- learn technical skills for low and high elements including equipment use, retrieval and maintenance, various belay techniques, systems and transfers, course set-up, breakdown and inspection, rescue, knot tying and leading edge climbing skills;
- learn to assess and manage all aspects of challenge course operations including standard operating procedures, equipment maintenance and inspection, practitioner training, personnel management, risk and emergency management, program planning and design, and challenge course policies and procedures.

## CHALLENGE COURSE MANAGEMENT AND LEADERSHIP CERTIFICATE (18 CREDITS)

The Certificate in Challenge Course Management and Leadership addresses the growing challenge education field and the need for trained practitioners within this field. The certificate curriculum closely follows the standards and guidelines developed by the Association for Challenge Course Technology (ACCT), the leading national organization in the challenge course industry. A student completing the full certificate curriculum will gain the education, experience and training to become an effective challenge course facilitator or manager as well as meet the requirements to test for ACCT practitioner certification. Students also gain the facilitation and leadership skills to be more effective in any leadership or management role they may play. In no course required for the certificate can the student receive below a 3.0. All courses for the certificate must be completed at EWU; transfer credits will not be accepted for certificate completion. A minimum of 18 credits is required for the certificate as well as a minimum of 200 documented hours of challenge course program experience.

### Required Courses

RCLS 220 Leadership in Recreation and Leisure Services (3)  
 RCLS 225 Challenge Course Facilitation Techniques (3)  
 RCLS 321 Challenge Course Low Element Facilitation (3)  
 RCLS 352 Challenge Course Technical Skills (3)  
 RCLS 353 Challenge Course Advanced Technical Skills (3)  
 RCLS 475 Challenge Course Management and Operation (3)

**Minimum total credits for above certificate** **18 credits**

## MINORS

### AQUATICS MINOR (18 CREDITS)

This minor will develop the student's knowledge of water safety, aquatic facility management, small craft safety, scuba operations, exercise and fitness. It will utilize nationally recognized certification programs to train students in each area and equip students for employment in the field of aquatics in such diverse areas as fitness clubs, educational institutions, YMCA, YWCA, rehabilitation centers, community centers and Parks and Recreation departments.

#### Required Courses (14 credits)

PHED 393 Water Safety Instructor (3)  
 PHED 394 Lifeguard Training (3)  
 RCLS 340 Aquatic Facility Management (3)  
 RCLS 350 Recreation Practicum (5)

#### Electives (4 credits)

PHED 125 Scuba Diving (1)  
 PHED 125 Swim Conditioning (1)  
 PHED 125 Aqua Aerobics (1)  
 RCLS 125 River Rafting (1)  
 RCLS 230 Whitewater Kayaking (2)

**Minimum total credits for above minor**

**18 credits**

### COACHING MINOR (24 CREDITS)

Although this is not an endorsable minor, all the courses can be applied toward meeting the state's clock hour requirements for school coaches. In the State of Washington high school coaches must have completed 30 clock hours before the beginning of the third year in any of five standards categories (medical aspects, legal aspects, psychological/social foundations, coaching techniques and philosophy sports management/pedagogy). Middle Level coaches must complete a coaching effectiveness training class equivalent to the NFCEP/ASEP coaching principles class before the beginning of their third year.

#### Required Courses (21 credits)

ATTR 201 Introduction to Athletic Training (3)  
 HLED 194 Emergency Response (3)  
 PHED 248 Anatomical/Mechanical Kinesiology (4)  
 PHED 250 Physiological Kinesiology (4)  
 PHED 251 Motor Control and Learning (4)  
 PHED 260 Sport Sciences for Coaching (Leader Level) (3)

#### Choose one of the following (3 credits)

PHED 278 Coaching Volleyball (3)  
 PHED 281 Coaching Football (3)  
 PHED 282 Coaching Basketball (3)  
 PHED 283 Coaching Track (3)  
 PHED 285 Coaching Baseball (3)

**Minimum total credits for above minor**

**24 credits**

### COMMUNITY HEALTH MINOR (18 CREDITS)

#### Required Courses

HLED 250 Drugs, Society and Human Behavior (3)  
 HLED 370 Personal and Community Health (4)  
 HLED 374 Investigation of Disease and Illness (5)  
 HLED 375 Gerontology (3)  
 HLED 480 Health Promotion Program Planning, Implementation and Evaluation (3)

**Total credits for above minor**

**18 credits**

### RECREATION MANAGEMENT MINOR (25 CREDITS)

#### Required Courses (19 credits)

RCLS 201 Recreation and Leisure in Modern Society (3)  
 RCLS 220 Leadership in Recreation and Leisure Services (3)  
 RCLS 350 Recreation Practicum (5)  
 RCLS 400 Legal Foundations in Recreation and Leisure Services (4)  
 RCLS 470 Administration, Organization and Supervision in Recreation and Leisure Services (4)

#### Electives in RCLS (6 credits)

**Required program credits** **19 credits**  
**RCLS elective credits** **6 credits**  
**Total credits for above minor** **25 credits**

## GRADUATE PROGRAM

### MASTER OF SCIENCE IN PHYSICAL EDUCATION

Jeni McNeal, Program Director	250 Physical Education Classroom Building	509.359.2872
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#### STUDENT LEARNING OUTCOMES

##### Students will:

- investigate ideas and complete professional tasks as a member of a team;
- demonstrate familiarity with the scholarly publications, primary written works, professional organizations and certification/licensure requirements of their specialization;
- discuss advanced topics in their area of specialization with an appropriate level of knowledge and application of critical thinking;
- design, conduct and report scholarly work.

#### Admission Requirements

The master of science degree in physical education prepares students for a diverse array of careers in areas including athletic administration, teaching and coaching, directing fitness facilities and programs in a variety of settings, and sport psychology consultation with athletic teams. Additionally, the degree is applicable to those students interested in pursuing advanced graduate studies in related areas. This program provides an opportunity for students to focus on one of two areas of specialization: Sports and Recreation Administration or Exercise Science. All students are required to take a basic core of courses and then select a specialization area. A thesis is required of Exercise Science students. All other specializations offer the option of a thesis or research report to complete the degree.

Prospective students should hold a related baccalaureate degree from an accredited institution. Applicants for admission to the graduate program in physical education must follow the graduate admission procedures as outlined elsewhere in this catalog. In addition, applicants must submit three professional letters of recommendation and a one to two page essay describing their professional goals and objectives. Students are admitted for fall quarter only; requests for admission in other academic quarters are discouraged.

#### Basic Core Requirements and Credit Hours (21-24 credits)

##### A. Core

- PHED 505 Current Issues Seminar (3)
- PHED 506 Socio-cultural Studies in Physical Activity (3)
- PHED 518 Review of Literature (3)
- PHED 519 Statistics in Physical Education (3)
- PHED 520 Research Methods in Physical Education (3)
- PHED 600 Thesis (9)
- or PHED 601 Research Report (6)

#### Select a primary track from categories B or C (24-27 credits)

##### B. Sports and Recreation Administration

- PHED 507 Administration and Management in Health and Physical Education (3)
- PHED 521 History and Philosophy in Sport and Physical Activity (3)
- PHED 522 Risk Management: Sport and School Law (3)
- PHED 523 Program Promotion and Advocacy (3)
- PHED 695 Internship (6)
- Approved Electives (6-9)

##### C. Exercise Science

- PHED 550 Advanced Biomechanics (3)
- PHED 555 Advanced Physiology of Exercise (3)
- PHED 556 Advanced Cardiovascular Physiology (3)
- PHED 598 Seminar (3)
- Approved Electives (12)

Required core credits

Required primary track credits

Minimum total credits for above master's degree

21- 24 credits

24-27 credits

48 credits

## Athletic Training Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

#### ATTR 201

##### Introduction to Athletic Training (3)

SPRING

*Introduction to Athletic Training* is a basic course designed to introduce the profession of athletic training to students who are interested in pursuing athletic training as a professional career choice. Students will be introduced to the following areas that encompass the athletic training field: athletic training as an allied health profession, current educational requirements for national practice, emergency planning and procedures and environmental concerns. Hands-on experiences may include common wrapping, taping and bracing techniques.

#### ATTR 288

##### Clinical Athletic Training I (1)

FALL/WINTER/SPRING

The course is designed to provide clinical experience in a professional athletic training setting. The student works as an assistant under the direction of a certified athletic trainer/clinical instructor. A portfolio completed by the student and checked off by the clinical instructor is used to document completion of competencies. This course should be taken three times during an academic career.

#### ATTR 339

##### Athletic Training (4)

FALL

*Prerequisite:* ATTR 201.

The purpose of the basic *Athletic Training* Course is to provide participants with the fundamental aspects of *Athletic Training* including prevention, recognition, management and treatment of various musculoskeletal injuries. The lab portion of the class will address basic wrapping and taping techniques, as well as hands-on injury evaluation.

#### ATTR 340

##### Therapeutic Modalities in Sports Medicine (4)

WINTER

*Prerequisite:* ATTR 339 or permission of course instructor.

The course covers techniques in therapeutic exercise, thermal therapy, hydrotherapy, cryotherapy and electrical modalities. It also introduces students to psychological and physiological responses to injury.

#### ATTR 341

##### Rehabilitation in Athletic Training (4)

SPRING

*Prerequisite:* ATTR 340 or permission of course instructor.

Design and supervision of rehabilitation programs for orthopedic athletic injuries. This will include common programs for major joint and musculoskeletal injuries; also will consist of learning techniques in therapeutic exercise, massage, joint mobilization and proprioceptive neuromuscular facilitation.

#### ATTR 350

##### Medications in the Health Care Professions (2)

SPRING

This course covers usage of therapeutic medications for allied health care professionals. It explores the common medications used in the rehabilitative health professions. It also addresses the mechanisms of drug action in relation to the treatment of diseases, dosage requirements, drug interactions, side effects, legal considerations and general information and guidelines related to medication usage.

## ATTR 360

### General Medical Conditions (3)

FALL

Prerequisite: ATTR 341 or permission of the instructor.

This course will provide students an opportunity to learn about general medical conditions of the body system. Subjects covered will include mechanism of acquisition, signs, symptoms, referral, treatment and return to participation criteria. Students will develop a framework for decision making when evaluating individuals including athletes that present with these conditions.

## ATTR 388

### Clinical Athletic Training II (1)

FALL/WINTER/SPRING

Prerequisite: ATTR 288 or equivalent.

A course designed to provide a minimum of 1000 hours of clinical experience in a professional athletic training setting over a minimum of at least two years. The students work in an assistant capacity under the direction of a certified athletic trainer/clinical instructor. A portfolio, completed by the students and checked off by the clinical instructor, is used to document completion of competencies.

## ATTR 428

### Orthopedic Evaluation I (4)

FALL

Prerequisite: ATTR 341 or permission of course instructor.

This course will provide students an opportunity to learn and practice injury evaluation procedures used in athletic training. The course will address history taking, inspection, palpation and orthopedic evaluation as basic principles used in injury evaluation. Laboratory time will be devoted to palpation, structural assessment, neurologic assessment, range of motion and strength assessment of the chest, abdomen, pelvis, hip, thigh, lower leg, ankle and foot.

## ATTR 429

### Orthopedic Evaluation II (4)

WINTER

Prerequisite: ATTR 428 or permission of course instructor.

This course will provide students an opportunity to learn and practice injury evaluation procedures used in athletic training. The course will address history taking, inspection, palpation and orthopedic evaluation, as basic principles used in injury evaluation. Laboratory time will be devoted to palpation, structural assessment, neurologic assessment and strength assessment of injuries involving the spine, shoulder, elbow, wrist and hand.

## ATTR 430

### Sports Medicine Issues (2)

SPRING

Prerequisite: ATTR 429 or permission of course instructor.

Sports Medicine Issues is a class designed to teach the athletic training student advanced medical issues that are not generally taught in the regular curriculum of the athletic training major. Medical doctors and other allied health care professionals will be brought in from the local Cheney and Spokane communities. Each week, this two-hour class will allow students ample time to work directly with the medical doctors and get hands-on experience with their fellow students.

## ATTR 439

### Current Topics in Sports Medicine (1)

FALL

This course incorporates current topics that are not generally taught in the athletic training curriculum. It emphasizes student participation through a group presentation. The course is to be taken at least three times for the major.

## ATTR 450

### Advanced Procedures and Techniques in Athletic Training

(3)

SPRING

Prerequisite: ATTR 428 & 429.

This course introduces students to those skills and techniques used in the practice of athletic training that are beyond those typically considered basic in the profession, in that the procedures discussed and the practical skills attained are more time intensive and require pre-requisite foundational skills.

## ATTR 488

### Clinical Athletic Training III (2)

FALL/WINTER/SPRING

Prerequisite: ATTR 388 or permission of course instructor.

This course should be taken three times during an academic career. A course designed to provide a minimum of 1000 hours of clinical experience in a professional athletic training setting over a minimum of at least two years. The students work in an assistant capacity under the direction of a certified athletic trainer/clinical instructor. A portfolio, completed by the students and checked off by the clinical instructor is used to document completion of competencies.

## ATTR 490

### Senior Capstone in Sports Medicine (4)

WINTER

[satisfies senior capstone university graduation requirement.]

Prerequisite: senior standing

The course is designed as the capstone for athletic training majors. It will focus on the administrative and management responsibilities required when working in the field of sports medicine including job requirements and problems faced as a professional. There will be group and individual projects and presentations related to sports medicine and athletic training, including a culminating project that will be assessed by class peers and professionals in the related field. The final project will require students to work in groups to design an athletic training facility, addressing facility and equipment selection and organization, personnel selection and management, legal liability, insurance and budgeting.

## ATTR 499

### Directed Study (1-15)

FALL/WINTER/SPRING

## Exercise Science Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

## EXSC 455

### Research and Analysis (2)

FALL/SPRING

Prerequisite: CSBS 320.

This course is designed to teach the students to critically analyze the literature in the field. In addition, they will be exposed to the criteria for good research and to evaluate how well articles in the field follow that criteria.

## EXSC 460

### Physiology of Exercise (4)

FALL/WINTER

Prerequisites: PHED 249, 250 and 252 or permission of the instructor.

The application of physiological principles to exercise. Special attention is given to energy sources, work, power, pulmonary system, cardiorespiratory neural control systems, sex differences, hypo- and hyperbaric pressure, heat balance, body composition and the endocrine system in exercise.

## EXSC 480

### Clinical Exercise Physiology (3)

WINTER/SPRING

Prerequisites: PHED 250 or permission of the instructor.

This course presents a detailed understanding of the latest advances in the emerging field of clinical exercise physiology. The focus is on diseases, where exercise can impact onset, treatment or outcomes; i.e., diseases of the cardiovascular, endocrine and musculoskeletal systems.

## EXSC 481

### Electrocardiology Interpretation (3)

FALL/SPRING

Prerequisites: BIOL 232, 233

This course teaches the interpretation of electrocardiograms (ECGs). It will cover normal and pathological changes both at rest and during exercise.

## EXSC 490

### Senior Capstone in Exercise Science (4)

WINTER

[satisfies senior capstone university graduation requirement.]

Prerequisites: senior standing and EXSC 460.

This course is designated as a departmental capstone for Exercise Science majors. They will study the process of assessment and prescription of apparently healthy adults. There will be end-of-program assessment, both written and practical. Students will also study a current issue in the field through research, group projects and written and oral presentations. The course is designed to help students prepare for the ACSM's Certified Health Fitness Specialist, the benchmark exam in the field.

## EXSC 495

### Professional Internship (1-15)

FALL/WINTER/SPRING

Prerequisite: permission of the instructor, department chair and college dean.

## Health Education Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

## HLED 115

### Wellness for Life (3)

FALL/WINTER/SPRING

Offers an overview of basic concepts of personal wellness from a holistic perspective. Explores behavior change, nutrition, physical activity, stress management, healthy relationships, environmental health, spiritual health, sexuality, drugs and alcohol and intellectual health. Students assess their own wellness and develop strategies for behavioral change.

## HLED 192

### Sports Safety Training (3)

FALL/WINTER/SPRING

The purpose of the American Red Cross Sports Safety Training course is to provide participants with the necessary skills and knowledge to help provide a safe environment for participation, recognize and treat emergency situations and understand how to apply preventative measures for health and safety of sports participants.

## HLED 194

### Emergency Response (3)

FALL/WINTER/SPRING

The course provides the participant with the knowledge and skills necessary to work as a first responder. In an emergency, first responders help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical practitioners can arrive. The course content and activities will prepare participants to make appropriate decisions about the care to provide in an emergency. The course teaches the skills a first responder needs to act as a crucial link in the Emergency Medical Services (EMS) system.

## HLED 200

### Admission to Health and Fitness (1)

FALL/WINTER

This course is designed to introduce potential majors to the Health and Fitness profession as well as describe the major's expectations and requirements for being admitted into the program and becoming certified as a K-12 Health and Fitness instructor.

## HLED 201

### Introduction to Health and Wellness (3)

FALL/WINTER

This course is designed to be an *Introduction to Health and Wellness*. Foundations are laid in nutrition, physical activity and fitness, stress management, substance abuse, disease and injury prevention, sexually transmitted diseases and environmental health issues, among others. In addition, skills are taught to enhance the student's ability to make health behavior changes.

## HLED 250

### Drugs Society and Human Behavior (3)

FALL

This course consists of a study of human behavior in the context of drug use, abuse and addiction. There will be discussions on the physiology of drug consumption, as well as the physical, emotional, psychological and social affects of various groups of drugs (depressants, stimulants, opiates, hallucinogenics and narcotics). Prescription drugs, over the counter drugs, steroids and other supplements will also be discussed.

## HLED 256

### Medical Terminology (1)

FALL/WINTER/SPRING

This course examines the nature and function of the medical language and the building of medical words from word roots, prefixes, suffixes and combining forms. This course will prepare students who are entering into medical-related fields of interest.

## HLED 299

### Individual Studies (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

Special studies in health education or community health. Selected topics vary according to student and faculty interest.

## HLED 365

### Teaching Methods in Health (3)

WINTER

*Prerequisites:* HLED 200

This course covers methods and procedures of teaching health in elementary, junior and senior high schools. It provides an opportunity for practice teaching and development of teaching units for the classroom.

## HLED 366

### Women's Health Issues (4)

SPRING

[satisfies cultural and gender diversity university graduation requirement.]

This course will explore the unique personal and social concerns regarding women's health. Emphasis will be placed on the social and health related issues that women face throughout the life cycle. Discussion will include the effect of gender stratification in the workforce, gender roles in the family unit, female depiction in the media, substance abuse, body image, pregnancy and sexuality and other issues that affect women's mental, physical and emotional health. Historical dimensions of women's health will also be explored, including contributions from historically noteworthy women. (Cross-listed WMST 366)

## HLED 370

### Personal and Community Health (4)

FALL

This course provides an overview and introduction to basic concepts of personal and community health problems, including mental health, nutrition and weight control, diseases, physical fitness, aging, death and dying, sex and reproduction. It also considers health fundamentals important in making health-related decisions.

## HLED 372

### Applied Nutrition and Physical Fitness (3)

FALL/SPRING

This course is an introduction to the field of applied nutrition. The course content brings together information from a variety of fields - biochemistry, exercise physiology, nutrition, medicine and physiology. The students apply that knowledge to understand how what we eat affects not only sport performance but also personal health.

## HLED 374

### Investigation of Disease and Illness (5)

FALL

*Prerequisite:* HLED 201 or permission of the instructor.

This course examines the major communicable diseases of humans with emphasis upon prevention and control and it provides an introduction to the modern scientific approach to control of communicable diseases and biostatistics.

## HLED 375

### Gerontology (3)

WINTER

*Prerequisite:* HLED 201 or permission of the instructor.

This course examines anatomical, physiological, pathological, medical, psychological and sociological factors that impact individuals moving through the aging process. The topics discussed will include the major problems of degenerative and chronic diseases and an analysis of the physical and physiological deterioration of the body and mind.

## HLED 376

### Consumer Health (3)

WINTER

Consumer health has much to do with the way we live. It deals with the selection of the products and services available in the marketplace that have an impact on health. Discussion includes: advertising, methods of distribution, techniques of selling and methods of making positive decisions about health products and services.

## HLED 381

### Mind/Body/Spirit Health (3)

WINTER

*Prerequisite:* HLED 201 or permission of the instructor.

The course is the study of the interaction of the mind, the body and an individual's spirituality with his/her health and wellness. Discussion topics will include stress, emotions, coping skills as well as the connection between physical health and emotional health. The field of psychoneuroimmunology will also be discussed. The course studies how understanding one's values, morals and/or purpose in life influences his/her physical and emotional health?

## HLED 382

### International Health (3)

FALL

*Prerequisite:* HLED 201 or permission of the instructor.

This class is a study of international health, on how it is defined and its historical roots. Discussion will focus on major international health issues and debates on policies and practices. Also, key contemporary issues involving disease control, primary health care, child survival, essential drugs and health policies will be examined critically.

## HLED 411

### Emergency Response Instructor (2)

FALL/WINTER/SPRING

*Prerequisites:* junior standing and HLED 194.

Teaching methods and procedures in skills as prescribed by the American Red Cross (ARC) Emergency Response Course. Those who qualify may earn the American Red Cross Emergency Response Instructor Certificate valid for three years and the American Red Cross CPR for the professional rescuer certificate valid for one year.

## HLED 412

### Emergency Response Instructor's Laboratory Practicum (3)

FALL/WINTER/SPRING

*Prerequisites:* HLED 194, 411.

The most current First Aid teaching and skill techniques required by the American Red Cross will be implemented in a laboratory situation. The student will teach an undergraduate level First Aid laboratory class as a student instructor. This instruction will be under supervision of a certified master teacher. Upon successful completion of all requirements the Emergency Response Instructor Certificate will be renewed for one more year.

## HLED 475

### Sex Education in Schools and Community (4)

WINTER

*Prerequisite:* HLED 201 or permission of the instructor.

Methods and procedures utilized in the teaching of human sexuality in schools and community health agencies. Opportunity for practice teaching and development of teaching units.

## HLED 480

### Health Promotions Program Planning, Implementation and Evaluation (3)

SPRING

*Prerequisite:* junior or senior class standing, or permission of the instructor.

This class teaches health promotion, program planning, implementing and evaluating. Students will learn the practical skills they will need in beginning community health promotion programs. The course also provides a foundation for understanding the basics of grant writing. Concepts like mission statements, goals, objectives, needs assessments, implementation strategies and follow-up will be addressed.

## HLED 482

### Grant Writing in the Health Sciences (3)

WINTER

*Prerequisite:* HLED 480 or permission of the instructor.

This class will teach students the skills necessary to write grants in the health science field. It is an applied class where the students are expected to go through the grant writing process. The skills developed will prepare the students to search and apply for funding from a variety of sources.

## HLED 483

### Adolescent Health Issues (3)

FALL/WINTER/SPRING

Enables parents, teachers and professional staff to identify factors that cause adolescent health problems. Focuses on identifying risk factors and steps to improve adolescent health.

## HLED 484

### Facts About HIV/AIDS (3)

FALL/WINTER/SPRING

Provides basic information about HIV/AIDS, covering areas of concern for lay individuals and working professionals. Students will gain knowledge about transmission and treatment of HIV/AIDS and related issues such as its relationship to children, CPR, first aid, aquatics and impact on society.

## HLED 485

### Managing Stress (3)

FALL/WINTER/SPRING

Provides valuable information on how stress affects health and teaches students how to manage stress effectively.

## HLED 486

### Preventing Disease Transmission (3)

FALL/WINTER/SPRING

Provides basic information about types of infectious diseases with focus on the transmission and prevention of blood-borne pathogens. Students will learn about OSHA regulations and how to protect themselves in the workplace.

## HLED 487

**Time Management (3)**  
FALL/WINTER/SPRING

Provides valuable time management skills for real life applications. Students select from time management options to analyze, strategize and attack their individual time management concerns.

## HLED 488

**Supervision Skills for Fitness and Health Professionals (3)**  
FALL/WINTER/SPRING

Focuses on basic supervision skills vital to coaches and fitness/health educators. This online discussion-based course explores topics such as communication, teamwork, employee/volunteer management, decision-making and self-management.

## HLED 490

**Senior Capstone in Community Health (4)**  
WINTER

[satisfies senior capstone university graduation requirement.]

*Prerequisite:* senior standing.

This course is designated as the capstone course for those students majoring in Community Health within the Department of Physical Education, Health and Recreation. An end-of-program assessment will be completed. The course will focus on the major issues, requirements and problems facing health professionals as they enter the field. Using group problem solving techniques, lecture and a final project developed to encompass past knowledge and skills, the students will present a course plan complete with all necessary components to function. A major focus will be for the students to develop their understanding of the group process as it relates to being a member of the team as well as the ability to effectively assess populations and create and implement a curriculum specific to a population. This course is based on the Certified Health Education Specialist (CHES) competencies.

## HLED 495

**Internship (1-15)**  
FALL/WINTER/SPRING

*Prerequisite:* permission of the instructor, department chair and college dean.

Practical experience designed primarily for community health education majors; however, all students are welcome and become members of a health-serving agency performing professional tasks along with the full-time staff of the agency. You must obtain prior approval of the department coordinator.

## HLED 496

**Field Work (4)**  
FALL/WINTER/SPRING

Provides the opportunity to experience limited on-the-job training within health agencies.

## HLED 497

**Workshops, Short Courses, Conferences (1-5)**  
FALL/WINTER/SPRING

Workshops dealing with specific aspects of health education, conducted either during the summer or by extension. These workshops are designed for experienced teachers with interests in health education.

## HLED 498

**Seminar (1-5)**  
FALL/WINTER/SPRING

Seminars dealing with various aspects of health and health education; designed for advanced students in para-medical sciences and/or experienced teachers.

## HLED 499

**Directed Study (1-15)**  
FALL/WINTER/SPRING

*Prerequisites:* junior standing or permission of the instructor, department chair and college dean.

## Physical Education Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### PHED 120

**PE Activities [Designed primarily for women] (1)**  
FALL/WINTER/SPRING

Women's conditioning classes for varsity sports, volleyball, tennis, basketball, soccer, track, etc.

### PHED 125

**PE Activities [Co-educational] (1)**  
FALL/WINTER/SPRING

Aerobics, archery, aquacise, aquatic fitness, badminton, basketball, better back program, bicycling, corrective lab, country swing dance, frisbee, fun and fitness, golf, gymnastics, jogging, karate, military conditioning, personal defense, pickleball, progressive weight training, racquetball, running, self-defense, skiing, soccer, softball, social dance, swimming, tennis, trap shooting, triathlon training, volleyball and walking. Corrective laboratory is offered for those unable to participate in regular activities because of disability.

### PHED 130

**PE Activities [Designed primarily for men] (1)**  
FALL/WINTER/SPRING

Men's conditioning classes for varsity sports: baseball, basketball, cross country, football, tennis and track.

### PHED 132

**Kinesiological Applications of Human Anatomy and Physiology (4)**

FALL

This course will provide students with an understanding of the physiological and anatomical basis of human movement. Students will be presented with examples from sports, physical activity, recreation and rehabilitation to enhance their understanding of anatomical structures, their origin insertion and function.

### PHED 135

**Specialized Fitness Activities (2)**  
FALL/WINTER/SPRING

Includes a group of fitness-based activity classes designed to promote muscular strength and endurance, cardiovascular endurance and flexibility. Programs are developed to meet individual participants' interests and fitness levels and activities are conducted at a variety of locations.

### PHED 150

**Fast Fitness (2)**  
FALL/WINTER/SPRING

Comprehensive physical fitness course designed to develop strength, flexibility and endurance (muscular and cardiovascular) in an effective and efficient manner through use of the EWU Fitness Center. Mandatory orientation and evaluation (pre-testing and post-testing) accompanies the program. Designed to develop baseline fitness levels for all persons with varying fitness levels. Lab.

### PHED 151

**Group Exercise (2)**  
FALL/WINTER/SPRING

*Group Exercise* involves fitness activities done with music using cardiovascular exercise, muscular strength endurance and flexibility exercises are used to develop the health-related components of physical fitness. Classes may include step training, aerobic kickboxing, yoga for fitness, stability ball training and muscle pump classes. Emphasis will be placed on improving fitness, having fun and learning about healthy living.

### PHED 152

**Strength/Weight Training (2)**  
FALL/WINTER/SPRING

*Strength/Weight Training* provides students an opportunity to develop musculoskeletal fitness based on the scientific principles of resistance training. Assistance will be given to students in developing a program design to meet their fitness goals.

### PHED 196

**Experimental Course (1-5)**

### PHED 248

**Anatomical/Mechanical Kinesiology (4)**  
FALL

A study of the structural components of human movement, as well as the study of the laws of physics as they affect human movement. Special attention is given to the analysis of movement.

### PHED 249

**Anatomical Kinesiology (4)**  
FALL/WINTER

A study of the structural components of human movement. Special attention is given to the analysis of movement.

### PHED 250

**Physiological Kinesiology (4)**  
WINTER/SPRING

A study of the functional components of human movements, especially the variables of flexibility, strength and endurance, the cardiovascular system and ergogenic aids.

### PHED 251

**Motor Control and Learning (4)**  
WINTER/SPRING

This course covers the discipline areas of both motor control and motor learning. It is designed to provide the student with an understanding of the research dealing with how sensory information is processed and how physical movements are controlled and learned.

### PHED 252

**Mechanical Kinesiology (4)**  
WINTER/SPRING

This course is concerned with the mechanical principles applied to athletic movements. The information will provide a biomechanical basis for teaching and coaching physical activities. Sports skills will be analyzed and the underlying mechanical principles governing these movements will be identified. A significant amount of mathematical and quantitative calculations will be performed in this course. A final project is required.

### PHED 260

**Sport Sciences for Coaching (Leader Level) (3)**  
FALL

A professional preparation course for coaches designed to acquaint students with basic scientific information needed in coaching.

### PHED 265

**Life Skills for Athletes (3)**  
FALL/WINTER

This course is designed to equip first or second year student-athletes with necessary skills to perform successfully in both athletics and academics while participating in a Division I - NCAA program.

### PHED 278

**Coaching Volleyball (3)**  
WINTER

Coaching techniques and strategies in volleyball.

### PHED 281

**Coaching Football (3)**  
SPRING

Coaching techniques and strategies in football.

## PHED 282

### Coaching Basketball (3)

SPRING

Coaching techniques and strategies in basketball.

## PHED 283

### Coaching Track (3)

FALL

Coaching techniques and strategies in track.

## PHED 285

### Coaching Baseball/Softball (3)

FALL

This course provides an introduction to coaching techniques and strategies in baseball and softball.

## PHED 296

### Experimental Course (1-5)

FALL/WINTER/SPRING

Prerequisites: permission of the instructor and the department chair.

Special studies in physical education. Selected topics vary according to student and faculty interest.

## PHED 299

### Individual Studies (1-5)

Prerequisite: permission of the instructor, department chair and college dean.

Study of selected problems in physical education.

## PHED 301

### Performance Enhancement in Sport and Physical Activity (3)

FALL/WINTER/SPRING

This course is designed to be a practical, hands-on approach to a broad range of interventions aimed at improving performance in sport and physical activity settings. The focus of the course is on key mental tools (e.g., imagery, goal-setting, relaxation techniques, self-talk) and how they can be applied to facilitate enhancement of the key mental skills such as self-confidence, concentration, controlling emotions and staying optimally motivated. The course material is designed to help all students who are interested in maximizing performance in sport or physical activity.

## PHED 333

### Group Exercise/Personal Training (3)

FALL/SPRING

This comprehensive course is designed to educate potential group exercise and personal training instructors. The content will include human anatomy, anatomical and mechanical kinesiology, exercise physiology, nutrition, weight control, special populations, fitness testing, health screening, exercise prescription, legal duties and proper handling of emergencies. Students will also gain practical experience in group fitness class instruction and practical experience toward becoming a personal trainer. Upon completion of this course, students will be better prepared to take the ACE national group fitness and personal training certification exams and design a safe and effective class.

## PHED 335

### Strength and Conditioning Prolab (2)

FALL/SPRING/WINTER

A professional laboratory course designed to provide the knowledge and practical experiences necessary for becoming a certified strength and conditioning professional. The focus of the course is on athletic populations.

## PHED 336

### Individual Sports (2)

SPRING

Prerequisite: HLED 200 and Concurrent with PHED 337 and PHED 368.

This course is a physical education course designed to develop skills and progressive methods in teaching individual sports for effective K-12 instruction.

## PHED 337

### Team Sports (2)

SPRING

Prerequisite: HLED 200 and Concurrent with PHED 336 and PHED 368.

This is a physical education course designed to develop skills and progressive methods in teaching team sports for effective K-12 instruction.

## PHED 340

### Rhythms and Games (2)

WINTER

Prerequisite: HLED 200 and Concurrent with PHED 341 and PHED 367.

This course is designed to develop skills and progressive methods in teaching games using rhythm for effective K-12 instruction. Activities could include dance, movement experiences and games that help develop motor skills.

## PHED 341

### Elementary School Activities (2)

WINTER

Prerequisite: HLED 200 and Concurrent with PHED 340 and PHED 367.

This course is designed to develop skills and progressive methods in teaching a wide range of activities appropriate for elementary physical education classes.

## PHED 342

### Lifelong Leisure Activities (2)

FALL

Prerequisite: HLED 200.

This course is designed to develop skills and progressive methods in teaching lifelong leisure activities for effective K-12 instruction. Activities such as road and mountain bicycling, rock climbing, hiking-camping, canoeing, golf, cross-country skiing, orienteering and adventure ropes may be included.

## PHED 343

### Wellness and Fitness (2)

WINTER/SPRING

Prerequisite: PHED 367 or permission of the instructor.

A physical education course designed to develop skills and progressive methods in teaching wellness and fitness for effective K-12 instruction.

## PHED 367

### Teaching Methods in Elementary Physical Education (3)

WINTER

Prerequisite: HLED 200 and Concurrent with PHED 340 and PHED 341.

This course covers methods and procedures to conduct physical education classes in elementary schools.

## PHED 368

### Teaching Methods in Secondary Physical Education (3)

SPRING

Prerequisite: HLED 200 AND Concurrent with PHED 336 AND PHED 337.

This course provides the methods and procedures required to conduct physical education classes successfully and professionally at the middle school and high school levels.

## PHED 370

### Sport and Culture (4)

WINTER

This course is the study of the interrelationships between sport and culture, including religion, politics, economics, race, arts and science.

## PHED 390

### Health and Physical Education in the Elementary Schools (3)

FALL/WINTER/SPRING

Prerequisites: junior standing and a minimum GPA of 2.00.

Analysis of educationally sound programs and of procedures and practices in the development of basic health and physical education principles in the elementary school.

## PHED 393

### Water Safety Instructor's Course (3)

SPRING

This course is designed to train students to teach the American Red Cross Learn to Swim Program. Prospective students are advised to take PHED 394 *Lifeguard Training*. Course is conducted to meet the requirements of the American Red Cross Instructor's course. Certificates are awarded to those who qualify.

## PHED 394

### Lifeguard Training (3)

WINTER

Prerequisites: 1. Swim 500 yds. continuously, using each of the following strokes for 100 yds. each: front crawl, breaststroke and sidestroke; remaining 200 yds. student's choice. No time requirement for this skill; 2. Submerge to a minimum of 7 ft. and retrieve a 10 pound object and return with it to the surface. No time requirement for this skill; 3. Tread water for two minutes using legs only. These skills will be tested the first class session.

A nationally certified course for Eastern Washington University students designed to teach lifeguard candidates the skills and knowledge needed to prevent emergencies and respond to aquatic emergencies (Professionalism, Prevention, Aquatic Rescues, CPR for the Professional Rescuer, First-aid and Spinal Injury Management). This course certification (National American Red Cross Lifeguarding) will prepare and qualify students for aquatic employment throughout the United States.

## PHED 395

### Field Practicum (2)

FALL/WINTER/SPRING

Prerequisites: PHED 170, 250, 251, 252, HLED 194; permission of the instructor, department chair and college dean.

Course designed to provide a minimum of 20 hours of practicum school experience in teaching physical education or coaching. The student works in an assistant capacity under a master teacher or coach (elementary or secondary level). Journal procedures are planned and evaluated with the University instructor. At least two on-site visits are made by the instructor.

## PHED 396

### Experimental Course (1-5)

FALL/WINTER/SPRING

## PHED 452

### Adapted Physical Education (4)

FALL

Prerequisite: junior standing or permission of the instructor.

Laws and skills required of physical educators for the inclusion of all students with physical, mental or social disabilities within a least restrictive environment.

## PHED 454

### Measurement and Evaluation in Health and Fitness (3)

WINTER

Prerequisite: EDUC 303 or permission of the instructor.

This course assists in developing an understanding of assessment in health and fitness. The issues addressed include the importance of assessment for health and fitness, the components of assessment currently used in health and fitness, the development of personal beliefs about assessment, the matching of assessments to educational objectives, the evaluation of practice in relation to theory and the need to "reflect on action" to make necessary changes.

## PHED 461

### Sport and Exercise Psychology (3)

WINTER

Prerequisite: PHED 251 or permission of the instructor.

Designed to provide physical education teachers and coaches with information about motivation, communication, stress management, mental imagery and other topics for enhancing instructor-performance relationships and for stimulating improved sport performances.



## PHED 490

### Senior Capstone in Health and Fitness (Teaching) (4)

WINTER

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* HLED 365 and PHED 367 and PHED 368 and senior standing or permission of instructor.

This comprehensive course is specific to health and fitness knowledge, skills and practical hands-on teaching experience with variable content. Students will develop outlines and lesson plans and practice generic and specific instruction and management skills necessary for effective teaching.

## PHED 495

### Professional Internship (1–15)

FALL/WINTER/SPRING

*Learning Contract must be on file before the internship commences.*

*Prerequisite:* permission of the instructor, department chair and college dean.

This course is a full-time working experience with youth in a health and/or fitness promotion program.

The experience is under the direction of an health and fitness professional or a person of equivalent training. An approved CEL.

## PHED 496

### Experimental Course (1–5)

FALL/WINTER/SPRING

A course in the developmental stages.

## PHED 497

### Workshops, Short Courses, Conferences (1–5)

FALL/WINTER/SPRING

Workshops dealing with specific aspects of physical education are conducted either during the summer or by extension.

## PHED 498

### Seminar (1–5)

FALL/WINTER/SPRING

## PHED 499

### Directed Study (1–15)

FALL/WINTER/SPRING

*Prerequisites:* junior standing or permission of the instructor, department chair and college dean.

Study of selected problems in the field of physical education.

## PHED 505

### Current Issues Seminar (3)

FALL

This course introduces students to the different specialization areas in the MS program and prepares students for the graduate school experience. At the conclusion of this course, students are expected to have chosen a graduate advisor appropriate for their specialization.

## PHED 506

### Socio-cultural Studies in Physical Activity (3)

FALL

An examination of the nature and place of physical activity in American life. Emphasis will be allowing graduate students an opportunity to analyze the interrelationship between sport and physical activity with institutions, social systems and culture. Historical and sociological understandings of the importance of physical activity in culture, including sport, physical education, exercise science and health issues will be explored.

## PHED 507

### Administration and Management in Health and Physical Education (3)

SPRING

This course involves the planning, financing, designing, managing and administering of health, physical education, recreation and athletic facilities and programs.

## PHED 508

### Psychological Behavior in Sport (3)

SPRING

*Prerequisite:* general psychology course.

An examination of individuals participating in play, games, sports and their competitive behavior.

## PHED 509

### Advanced Pedagogy in Physical Education (3)

FALL

*Prerequisite:* graduate standing.

A course detailing methods and procedures to teaching physical education classes and coaching athletic teams at all educational levels. The strong focus on advanced technology and methodology emphasizes that proper teaching/coaching procedures and techniques be employed in the instructional process, while allowing varying and personal teaching styles and attitudes to surface.

## PHED 510

### Advanced Motor Control and Learning (3)

WINTER

Provides the student with a comprehensive understanding of how physical movements are controlled and learned. Such an understanding is of practical importance to teachers and coaches of physical performers.

## PHED 511

### Applied Sport Psychology (3)

FALL

*Prerequisite:* PHED 508.

Provides comprehensive overview of applied educational strategies and techniques in sport and exercise psychology. Techniques such as imagery, goal setting, self-talk, PRT and autogenics will be discussed as a means to achieve a prospective level of motivation, emotional control, self-confidence and concentration.

## PHED 512

### Motivation in Sport and Exercise (3)

FALL

This class is designed to assist physical educators, coaches, recreation specialists and others interested in sport motivation. Students will be introduced to a broad range of theoretical and applied motivational questions, including investigation of major motivational theories and paradigms, identification of primary motivational antecedents and consequences, as well as discussions on important measurement issues comparing the effectiveness of the most influential intervention strategies for enhancing motivation and applying the motivational theory to answering critical applied motivational questions in sport and exercise.

## PHED 518

### Review of Literature (3)

WINTER

*Prerequisite:* PHED 505 or permission of instructor.

Review of research literature to assist the student in identifying areas of research in their discipline.

## PHED 519

### Statistics in Physical Education (3)

WINTER

Application, analysis and manipulation of datasets drawn from research in physical education using SPSS and SAS.

## PHED 520

### Research Methods in Physical Education (3)

SPRING

*Prerequisites:* PHED 518 and PHED 519 or permission of the instructor.

Study of the methods and techniques of research in physical education; practice in application to problems of current interest.

## PHED 521

### History and Philosophy in Sport and Physical Activity (3)

SPRING

This course is an examination of historical and philosophical issues pertaining to sport and physical activity as it relates to global culture. Topics will include ethics, sportsmanship, gamesmanship, play and cultural influences of sport and physical activity from a historical and philosophical framework.

## PHED 522

### Risk Management: Sport and School Law (3)

WINTER

This course is a study of legal issues as they relate to athletic administrators, coaches, teachers and sport management personnel in the sporting realm. Students will examine and discuss current legal standards, issues and risk management theories utilizing case law studies, which will provide an understanding of the responsibilities and working knowledge of the law.

## PHED 523

### Program Promotion and Advocacy (3)

WINTER

This course is designed to assist students in developing or enhancing their promotional efforts in advocating for their selected program. If you are currently engaged in implementing promotional activities, this class will provide you with an opportunity to enhance your efforts. If you need to start a promotional project, this class will kick-start you.

## PHED 524

### Sports Marketing (3)

SPRING

This course is a study of sports marketing theories from experience and research, which provides an examination of marketing strategies, plan development, sporting organizational needs and goals, in both the public and private sector of sports business. Students will also reflect upon the influence of licenses, sponsorships, promotions, advertising, broadcasting and sales in the sporting world.

## PHED 550

### Advanced Biomechanics (3)

FALL

An examination of the mechanical aspects of human movement with an emphasis placed on descriptive and causal analysis. Students will perform laboratory projects using force plates, digitization of movement and electromyography. Undergraduate experience in physics or biomechanics is expected to enroll in this course.

## PHED 555

### Advanced Physiology of Exercise (3)

FALL

The physiological effects of muscular exercise, physical conditioning and training along with the significance of these effects on health and physical performance will be discussed. Students are expected to possess a background in undergraduate anatomy and physiology as well as a course in exercise physiology to enroll in this course. Check with your advisor if you are unsure about your preparation for this course.

## PHED 556

### Advanced Cardiovascular Physiology (3)

SPRING

An in-depth understanding of the physiological effects of exercise on the cardiovascular system, the significance of EKG interpretation and cardiac rehabilitation as they relate to exercise.

## PHED 596

### Experimental Course (1–6)

## PHED 597

### Workshops (1–9)

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## PHED 598

### Seminar (1-6)

Seminars dealing with special aspects of physical education

## PHED 599

### Independent Study (1-6)

FALL/WINTER/SPRING

Prerequisite: permission of the instructor, department chair and college dean.

## PHED 600

### Thesis (1-9)

FALL/WINTER/SPRING

Prerequisite: permission of the instructor, department chair and college dean.

## PHED 601

### Research Report (1-6)

FALL/WINTER/SPRING

Prerequisite: permission of the instructor, department chair and college dean.

## PHED 695

### Internship (1-15)

FALL/WINTER/SPRING

Prerequisite: graduate standing in the MS in PE program and minimum 3.0 cumulative GPA; permission of the instructor, department chair and college dean.

The purpose of this course is to gain professional experience in the student's chosen career path under the guidance of a professional currently employed in the field. A wide variety of internship experiences are available including teaching, administration, marketing, research and professional writing.

## PHED 696

### College Teaching Internship (1-15)

FALL/WINTER/SPRING

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction, completion of a departmental project and student course evaluation.

## Recreation and Leisure Services Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

## RCLS 125

### Recreation and Leisure Services Activities

[Coeducational] (1)

FALL/WINTER/SPRING

Backpacking, basic rock climbing, scuba diving, skiing (cross country), canoeing and rafting.

## RCLS 201

### Recreation and Leisure in Modern Society (3)

FALL/WINTER/SPRING

An introduction and orientation to the professional opportunities, areas, requirements and responsibilities involved in the professional preparation of recreation and leisure services administrators. Includes basic problems and trends influencing the status of recreation and leisure in our contemporary society. Covers history, definitions and professional organizations.

## RCLS 206

### Wilderness Backpacking (3)

FALL

An introduction to techniques and procedures of living and traveling in a wilderness environment. Special attention is given to modern conservation practices for using and preserving wilderness. Includes two weekend field experiences.

## RCLS 220

### Leadership in Recreation and Leisure Services (3)

FALL/SPRING

Emphasis on the elements of leadership in the recreation setting. Designed to help provide ideas on how to lead programs so they fit participant needs. Fieldwork is part of the requirement.

## RCLS 225

### Challenge Course Facilitation Techniques (3)

Prerequisites: RCLS 220.

WINTER/SUMMER

This course teaches advanced leadership and facilitation skills for group initiatives and team building activities. This course covers topics that are vital to the framework for developing team building and group facilitation programs and sessions. Topics discussed include selection of appropriate challenge activities to meet the needs of a specific group, understanding group dynamics, group goal setting and assessment, sequencing, framing, debriefing techniques and leadership considerations for individual and co-leader facilitation. Fieldwork is part of the course requirements.

## RCLS 230

### Whitewater Kayaking (2)

FALL

This course is designed to instruct paddlers in whitewater kayaking techniques. The course will emphasize the essential skills needed for paddling moderately difficult rivers. The basic kayaking skills that are taught in the course include: paddle strokes, boat control and basic whitewater safety information.

## RCLS 240

### Overview of Therapeutic Recreation Services (4)

FALL/SPRING

This course focuses on understanding the basic problems, needs and strengths of all disability groups in relation to developing and implementing a therapeutic recreation program.

## RCLS 245

### Therapeutic Recreation for the Disabled (3)

WINTER

Deals with basic information necessary for you to identify, define and describe major physical disabilities including their implications for therapeutic recreation programming.

## RCLS 250

### Camp Administration and Leadership (3)

WINTER-ODD YEARS

This course covers the philosophy, objectives, planning and operation of camps. It also provides an overview of counselors' responsibilities, programming, marketing, health and safety, as well as individual and group guidance techniques and trends.

## RCLS 260

### Arts in Recreation (3)

FALL/SPRING

This course presents several media of art, i.e. mask making, clay, paper art, music and physical movement and delves into the historical and cultural interpretations of each medium. Hands on application and practice with the medium follows, accompanied by teaching guidelines and discussion of adaptations for various populations.

## RCLS 300

### Publicity and Promotion in Recreation (4)

SPRING

Provides skills, techniques and ideas for designing visual aids, working with the media and developing a five-step promotion package for recreation and leisure service agencies.

## RCLS 305

### Winter Camping (3)

WINTER

Prerequisite: RCLS 206 or permission of the instructor.

Introduction to winter camping and modes of over-snow travel such as snowshoeing and cross-country skiing. Emphasizes skill development in winter camping techniques, natural shelter construction and equipment familiarization, supported through field experiences.

## RCLS 307

### Mountaineering (3)

SPRING

Prerequisite: RCLS 305 or permission of the instructor.

Designed to provide a comprehensive program of basic mountaineering. Intensive consideration given to snow and glacier travel as well as other skills necessary for safe alpine mountaineering. Includes two weekend field trips.

## RCLS 310

### Outdoor Recreation (3)

WINTER-EVEN YEARS

This course will examine the broad spectrum of outdoor recreation. The course materials are designed to explore the following aspects of outdoor recreation: agencies affecting the management of outdoor recreation experiences; concepts of wilderness and wilderness management; a review of the pertinent issues related to those who work in the field. Responding to the challenges of building a career in the field of outdoor recreation, the focus of this course will be in designing, planning, interpreting and transferring outdoor recreation experiences. This course will rely on a combination of critical reading, creative thinking, exploratory writing and group participation to enable the student to broaden her or his understanding of the expansive domain of the outdoor recreation industry.

## RCLS 313

### Wildland Recreation Management (3)

SPRING

Prerequisite: RCLS 201.

This course is designed to provide an overview of wildland recreation management history, principles, practices and contemporary issues. An additional emphasis of the course is to expose students to the seven principles that guide the mission of the Leave No Trace Center for Outdoor Ethics.

## RCLS 315

### Wilderness Survival (3)

SPRING

Provides basic life-support skills and information to help you predict and prepare for the types of emergencies you are likely to encounter in a particular geographic location. Course includes an overnight encounter with limited supplies.

## RCLS 321

### Challenge Course Low Element Facilitation (3)

FALL/SPRING

Prerequisite: RCLS 220

In this course students will learn proper facilitation skills for spotted activities and low challenge course elements. Topics discussed include: program safety, standard operating practices and procedures, assessing the physical, human and social environment to improve participant safety and program effectiveness, various spotting techniques, conducting low element inspections, equipment maintenance and risk management for low challenge courses. Students will be introduced to current Association for Challenge Course Technology (ACCT) standards for low challenge course elements. Course requirements include hands-on experience and spotting at low height.

## RCLS 325

### Outdoor Adventure Programming (3)

FALL/SPRING

A survey of outdoor adventure education programs. Includes historical development and future trends as well as methods of initiating outdoor adventure education within a curriculum or program.

## RCLS 335

### Leisure Counseling (3)

Prerequisite: RCLS 240 or permission of the instructor.

Designed to assess issues confronting a person's use of leisure; to help you develop and implement leisure counseling programs; to examine models, techniques and instruments presently used; and to help you gain practical experience using leisure counseling instruments.

## RCLS 340

### Aquatic Facilities Management (3)

SPRING

Emphasis on pool, beach and lake properties concerning operation, administration, maintenance, supervision, trends, water chemistry, health and safety, public relations and other aquatic topics.

## RCLS 349

### Intramural Sport Management (3)

FALL

Intramural programming, along with officiating methods, trends and scheduling. Officiating covers all major sports. ACEP program included.

## RCLS 350

### Recreation Practicum (5)

FALL/WINTER/SPRING

Prerequisite: RCLS 201.

Direct observation and on-the-job participation in the programming and operation of recreation programs within the local recreational community to enhance your programming, scheduling and leadership techniques under a supervised situation.

## RCLS 351

### Field Practicum (1-15)

FALL/WINTER/SPRING

Involves the practical application of theoretical concepts and recreation-related skills in a recreation and leisure services organization. Requires three (3) hours of work, per week, for every credit assigned, i.e., one credit equals thirty hours of work over a ten-week period. Students must document their work in accordance with PEHR department policies.

## RCLS 352

### Challenge Course Technical Skills (3)

FALL/SPRING

Prerequisite: RCLS 220

In this course students will learn proper technical and facilitation skills for high challenge course elements. Students will be introduced to current Association for Challenge Course Technology (ACCT) standards for challenge course installation, inspection, operations and ethics. Topics discussed include equipment, spotting techniques, belay techniques and systems, knot tying skills, challenge course set-up and breakdown, challenge course terminology, proper safety guidelines and risk management. Course requirements include hands-on experience and belaying at height.

## RCLS 353

### Challenge Course Advanced Technical Skills (3)

FALL/SPRING

Prerequisite: RCLS 352

In this course students will expand their technical skills for both low and high challenge course elements. Current Association for Challenge Course Technology (ACCT) standards for challenge course installation, inspection, operations and ethics will be emphasized and reviewed. Topics discussed include emergency management including executing high course rescue techniques, understanding critical applications and climbing in a leading edge environment, learning advanced belay systems and descending techniques and developing technical teaching skills for the challenge course environment. Course requirements include hands-on experience and belaying at height.

## RCLS 360

### Facility Planning and Environmental Design (3)

WINTER

Prerequisite: RCLS 201 and junior standing or permission of the instructor.

Design and trends in recreation facilities, as well as knowing environmental design techniques, environmental impact statements and inter-agency cooperation. Field work is part of the requirement.

## RCLS 365

### Skating for the Handicapped (2)

WINTER

This course is designed to acquaint you with current alpine teaching progressions and their applications to skating for the handicapped. You are assigned a handicapped skier to work with during the quarter.

## RCLS 370

### Outdoor Recreation Aquatic Programs (3)

SPRING-ODD YEARS

Prerequisite: RCLS 125 Rafting.

An overview of major outdoor aquatic adventures such as river rafting and kayaking. Emphasis placed on developing a fundamental awareness of skills necessary in each activity in addition to logistical and business aspects of conducting excursions.

## RCLS 375

### Intermediate Whitewater Rafting Technique (4)

SPRING

Prerequisite: RCLS 125 Rafting or permission of the instructor.

The course focuses on intermediate rafting techniques and the development of leadership procedures in paddle rafts. River skills and guide competencies will be developed through hands-on experience. Emphasis will be placed on good decision making and safety concerns for rafting on fast flowing class III and IV whitewater. Leadership skills will be developed by students learning to be river guides and maneuvering heavy rafts on the most difficult whitewater section of the Spokane River. A three-day field trip is required.

## RCLS 385

### Programming in Recreation and Leisure Services (3)

FALL/WINTER

This course presents steps to programming within the role and structure of public and private recreation services. Special focus is placed on determining participant needs and values, brainstorming, selection and implementation of ideas, evaluation techniques and volunteer recognition and retention. Fieldwork is part of the requirement.

## RCLS 395

### Internship (CEL) (1-15)

FALL/WINTER/SPRING

Prerequisite: permission of the instructor, department chair and college dean.

An opportunity to gain field experience with various recreation and leisure service agencies.

## RCLS 400

### Legal Foundations in Recreation and Leisure Services (4)

WINTER

Prerequisite: RCLS 201 and 220 or permission of the instructor.

This course includes the major considerations necessary to comply with legal safeguards in the leisure service profession.

## RCLS 405

### Wilderness Upgrade for Medical Professionals (4)

FALL

Prerequisite: HLED 194 or permission of the instructor.

This course will provide the necessary skills to assist an injured or ill person in a wilderness environment where advanced medical help is delayed by time, terrain, weather or distance. The focus of this class is on the acquisition of skills and knowledge to be able to assess a victim's condition, make an appropriate decision regarding treatment, use available or otherwise improvise the necessary supplies or equipment to manage the patient's condition and implement a plan for evacuation.

## RCLS 410

### Outdoor Leadership (4)

FALL

Prerequisites: RCLS 201 and 220 and junior standing or permission of the instructor.

A culmination of the outdoor recreation and skill-oriented courses with an emphasis on the concepts of outdoor leadership. Offers opportunities in group dynamics, program planning. Objective is to foster necessary attitudes and leadership skills related to adventure in outdoor recreation through field experiences. Includes two weekend field trips.

## RCLS 415

### Search and Rescue Management (4)

WINTER

Prerequisite: junior standing or permission of the instructor.

A practical approach to learning search and rescue techniques and management. Emphasis on search and rescue techniques and related administrative procedures. A variety of resource specialists will present portions of the course.

## RCLS 420

### Program Planning and Evaluation in Therapeutic Recreation (5)

WINTER

Prerequisites: RCLS 245, PHED 132, senior standing or permission of the instructor.

The purpose of this course is to suggest various activities which may be used in rehabilitation of the disabled. The selection of activities is made using a social-behavior skill factor analysis of the activity lab.

## RCLS 425

### Evaluation, Research and Statistics in Recreation and Leisure Services (4)

SPRING

Prerequisites: RCLS 385 and junior standing or permission of the instructor.

Covers basic methods of personnel and program components. Methods of sampling and survey techniques are addressed as they relate to recreation and leisure services.

## RCLS 435

### Employment Processes in Recreation and Leisure Services (2)

FALL

Prerequisites: RCLS 201 and 220 and senior standing.

Designed to introduce the recreation student to the employment process: recruiting, application and resume screening, interviewing, checking of references, hiring, on-the-job training and probationary period.

## RCLS 440

### Professional Issues in Therapeutic Recreation (4)

FALL

Prerequisites: RCLS 240, junior standing.

Course keeps you informed of the constant changes and developments in the therapeutic recreation profession.

## RCLS 445

### Processes and Techniques in Therapeutic Recreation (4)

SPRING

Prerequisites: RCLS 245 and PHED 132 and senior standing or permission of the instructor.

This course is designed to assist therapeutic recreation majors with the mastery of skills, attitudes and knowledge required for professional service in therapeutic recreation. Special attention given to the therapeutic recreation specialist as a therapist in a medical model.

## RCLS 450

### Assessment Techniques in Therapeutic Recreation (4)

FALL

Prerequisite: RCLS 201, 245 and PHED 132 and senior standing or permission of the instructor.

This course is designed to enable the Therapeutic Recreation major to develop an understanding of the process of assessment and the use of appropriate "standardized" tools used by the profession. A number of the most widely accepted tools will be studied in-depth.

## RCLS 455

### **Resort and Commercial Recreation Management (3)**

WINTER

Prerequisites: RCLS 201 and 385.

This course is intended to provide working management knowledge related to resort and commercial recreation enterprises.

## RCLS 460

### **Supervision of Therapeutic Recreation Services (4)**

FALL/WINTER/SPRING

This class will introduce the concepts, theories and practices of effective supervision in the health and human service delivery system. Covers the essential elements of supervision that are pertinent to being an effective practicing therapeutic recreation supervisor in either a clinical setting or a community-based therapeutic recreation setting.

## RCLS 465

### **Travel and Tourism (4)**

WINTER

Prerequisites: RCLS 201 and 455, or permission of the instructor.

Explores the travel industry—past, present and future, along with government role, public policy, tourism development and career information. Contact with regional tourism professionals and discussion of needs assessment strategies are also vital components of this course.

## RCLS 470

### **Administration, Organization and Supervision in Recreation and Leisure Services (4)**

FALL/SPRING

Prerequisite: RCLS 425 and senior standing or permission of the instructor.

Local, state and federal recreation and park programs; their organization and administration and their relation to other social institutions; special emphasis on planning, financing and legislative provisions, governmental control, budget, personnel, departmental organization and administrative practices, especially on the local level.

## RCLS 475

### **Challenge Course Management and Operation (3)**

WINTER/SUMMER

Prerequisite: RCLS 353

In this course students will learn the skills needed to properly maintain the overall operation of a challenge course program. Students will gain a complete understanding of current Association Challenge Course Technology (ACCT) standards and how to implement them effectively in a challenge course program. Topics discussed include challenge course program administration and management, site specific operational policies and procedures, program philosophy, documentation, risk management, insurance, staff supervision and technical accountability of the challenge course.

## RCLS 480

### **Budgeting in Recreation and Leisure Services (4)**

WINTER

Prerequisites: RCLS 201 and RCLS 385 or permission of the instructor.

This course is designed to identify both traditional and innovative methods of financing recreation services at the public and private level along with an analysis of personal spending and budgeting procedures. A complete budget document for a selected organization will be developed.

## RCLS 490

### **Senior Capstone in Recreation (4)**

[satisfies senior capstone university graduation requirement.]

WINTER

Prerequisites: RCLS 470 and senior standing.

This course is designated as the capstone course for those students majoring in recreation and leisure services within the department of PEHR. An end-of-program assessment will be completed for each major. The course will focus on the major issues and problems facing recreation professionals as they enter the field. Using group problem solving techniques, lecture and a research paper, the students will present and defend a position on an issue or develop and defend a solution to an existing problem. A major focus will be for the students to further develop their understanding of the group process as it relates to being a member of a team as well as the ability to effectively use resources to develop a research paper.

## RCLS 493

### **Therapeutic Recreation Professional Internship (15)**

SUMMER

Prerequisites: compliance with RCLS department's internship requirements.

Full-time working experience in a therapeutic recreation service setting in line with your professional aspirations. Actual involvement in recreation and program planning; implementation supervision and program evaluation under professional and faculty supervision.

## RCLS 494

### **Outdoor Recreation Professional Internship (15)**

SUMMER

Prerequisites: compliance with RCLS department's internship requirements.

Full-time working experience in an outdoor recreation service setting in line with your professional aspirations. Actual involvement in recreation and program planning; implementation supervision and program evaluation under professional and faculty supervision.

## RCLS 495

### **Recreation Management Professional Internship (15)**

SUMMER

Prerequisites: compliance with RCLS department's internship requirements; permission of the instructor, department chair and college dean.

Full-time working experience in a recreation and leisure service setting in line with your professional aspirations. Actual involvement in recreation and program planning; implementation supervision and program evaluation under professional and faculty supervision.

## RCLS 496

### **Experimental Course (1-15)**

FALL/WINTER/SPRING

## RCLS 497

### **Workshops, Short Courses, Conferences (1-5)**

FALL/WINTER/SPRING

Periodically scheduled special workshops deal with aspects of recreation and leisure services.

## RCLS 498

### **Seminar (1-5)**

FALL/WINTER/SPRING

Periodically scheduled special seminars deal with aspects of recreation and leisure services.

## RCLS 499

### **Directed Study (1-15)**

FALL/WINTER/SPRING

Prerequisite: permission of the instructor, department chair and college dean.

Selected problems in the field of recreation and leisure services.

## PHYSICAL THERAPY

College of Science, Health and Engineering

Byron Russell, Chair	270 Health Science Building 310 N. Riverpoint Blvd. Spokane, WA 99202-1675	509.368.6608
<i>DPT</i>		

Faculty: K. Cleary, N. Erikson, W. Erikson, M. Gersh, T. LaPier, T. Lewis, R. Mizner, S. Parisot, B. Russell, D. Vander Linden

## GRADUATE PROGRAM

### STUDENT LEARNING OUTCOMES

**Students will:**

- integrate the principles of teaching and learning in professional practice;
- respond to the changing health care environment;
- use ethical and moral principles in professional practice;
- incorporate the principles of research in physical therapy practice;
- practice physical therapy incorporating scientific knowledge and critical analysis;
- value lifelong learning through personal and professional growth.

### DOCTOR OF PHYSICAL THERAPY

The curriculum is designed to prepare leaders for the profession of physical therapy whose focus of practice is to diagnose and manage movement dysfunction and enhance the physical and functional abilities of the clients they serve. The curriculum consists of 11 sequenced quarters of full-time attendance. Basic science courses and physical therapy skill courses are taught in the first academic year. A clinical internship is offered in the summer after the first academic year. In the second year clinical science courses integrate medical science knowledge through increasingly complex client scenarios. Within the clinical science courses, students address client problems in a format consistent with the five elements of patient care (examination, evaluation, diagnosis, prognosis and intervention) which are described in the *Guide to Physical Therapist Practice*. These elements of patient care are used to address client problems in each of the four practice patterns which include patients with musculoskeletal, neuromuscular, cardiopulmonary or integumentary disorders.

Professional seminars are embedded in the curriculum as are courses in evidence-based practice and clinical research. Students will successfully complete a comprehensive examination at the end of the second year to advance to the final three 10-week clinical internships.

Class sizes are restricted each year to ensure optimal student learning, thus enabling each student to receive comprehensive instructional and clinical experiences.

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

### **Admissions Requirements/Preparation**

The admission process to the Doctor of Physical Therapy program is competitive. The requirements listed below are the **minimum** acceptable requirements to **apply** to the program and are not indicative of the competitive range of students generally accepted into the professional physical therapy program.

1. Qualify and apply for acceptance into Eastern Washington University Graduate Studies.
2. Complete a baccalaureate degree at an accredited institution by August 15 of the year of application.
3. Complete the Graduate Record Examination (GRE) by December 31 prior to application deadline.

4. Complete the courses listed below, designated for the "science major." Please note that courses designated for nursing students, or allied health professions students, are **not** acceptable in lieu of the science prerequisites for science majors listed below:

*Please note: some of these courses may require prerequisites prior to admission into the course.*

**Biology (Zoology) with labs to include:**

- 1 quarter (1 semester) of Human Anatomy
  - 1 quarter (1 semester) of Human Physiology
  - 1 quarter (1 semester) upper division course in (300 level or above) Human or Animal Physiology
- This requirement may be satisfied by a course in Exercise Physiology, offered through an Exercise Science department.
- 1 quarter (1 semester) advanced course (300 level or above) of your choosing (at least 3 semester credits or 4 quarter credits) in Biology or Zoology

**Recommended courses include Embryology, Microbiology, Developmental Biology, Cell Biology, Pathology (Note that classes in botany, fish and wildlife biology and ecology will not satisfy this requirement.)**

**Chemistry with labs to include:**

- 3 quarters (2 semesters) of Chemistry

**Physics with labs to include:**

- 3 quarters (2 semesters) of Physics

**Psychology or Behavioral Science**

- 1 quarter (1 semester) of Abnormal Psychology
- 1 quarter (1 semester) of Statistics

**A minimum of 2.0 (C) is required to fulfill each course listed above for the course to be counted toward your prerequisite fulfillment. Note that an overall prerequisite GPA of 3.00 is required for application.**

**All prerequisite coursework must be completed by August 15 of the application year.**

*Note: courses from other institutions with a pre-Physical Therapy or Physical Therapy title will NOT count toward meeting either prerequisite or professional degree requirements.*

5. Complete a baccalaureate degree with a **minimum** overall cumulative GPA of 3.00 **and** a minimum GPA in prerequisite courses of 3.00, at the time of application and admission.
6. Complete a **minimum** of 75 hours of work/observation/volunteer experience under the supervision of a **licensed physical therapist**. This experience must be verified in writing by the supervising physical therapist, whose license number must appear on the verification form included with the application materials. It is strongly recommended that you maintain contact with the physical therapists who supervised your clinical experiences so that you may call upon them to verify your experiences once you have received the verification form with the application packet. Participation in at least **two** different **types** of practice settings (e.g., acute care institutions, rehabilitation centers, pediatric centers, residential facilities, nursing homes, schools, orthopedic outpatient clinics) is required, with a **minimum** of **30** hours in at least one of these settings.
7. Have each of the following individuals complete a **letter of recommendation form** included in the application packet:
  - 1 basic science instructor
  - 1 physical therapist
  - 1 current or any former employer
8. Interviews are the final stage and an integral part of the application process. Interview invitations are extended only to applicants who demonstrate competitive academic proficiency and satisfactory progress in all other areas of the application.

Applications for admission into the Doctor of Physical Therapy Program are available on our University website or upon request from:

<b>EWU Physical Therapy Department</b>	270 Health Science Bld. 310 N. Riverpoint Blvd. Spokane, WA 99202-1675	509.368.6601 <b>ddickerson@ewu.edu</b>
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# EASTERN WASHINGTON UNIVERSITY 2009-10

## Schedule of Courses and Credit Hours for Doctoral Program

<i>FIRST YEAR</i>	
<b>Fall Quarter</b>	
PHTH 501 Clinical Anatomy/Physiology I (5) PHTH 533 Functional Anatomy I (5) PHTH 536 Physical Therapy Practice Seminar I (2) PHTH 540 Principles of Evidence-Based Practice I (1) PHTH 546 Integumentary Therapeutics (4) PHTH 561 Clinical Education Seminar I (1)	
<i>Total credit hours</i>	<b>18 credits</b>
<b>Winter Quarter</b>	
PHTH 502 Clinical Anatomy/Physiology II (3) PHTH 534 Functional Anatomy II (3) PHTH 554 Diagnosis in Physical Therapy (4) PHTH 541 Principles of Evidence-Based Practice II (2) PHTH 562 Clinical Education Seminar II (1) PHTH 571 Neuroscience (5)	
<i>Total credit hours</i>	<b>18 credits</b>
<b>Spring Quarter</b>	
PHTH 503 Clinical Anatomy/Physiology III (3) PHTH 538 Therapeutic Exercise and Interventions (4) PHTH 542 Principles of Evidence-Based Practice III (2) PHTH 553 Educational Aspects of Physical Therapy (2) PHTH 563 Clinical Education Seminar III (1) PHTH 572 Applied Neuroscience (4) PHTH 576 Pharmacology (2)	
<i>Total credit hours</i>	<b>18 credits</b>
<b>Summer Quarter</b>	
PHTH 547 Professional Development Seminar (2) PHTH 569 Health Care Systems I (2) PHTH 581 Clinical Internship I (5)	
<i>Total credit hours</i>	<b>9 credits</b>

<i>SECOND YEAR</i>	
<b>Fall Quarter</b>	
PHTH 616 Musculoskeletal Systems I (5) PHTH 626 Neuromuscular Systems I (5) PHTH 634 Exercise Physiology (3) PHTH 636 Physical Therapy Practice Seminar II (2) PHTH 661 Clinical Education Seminar IV (1) PHTH 675 Clinical Research I (2)	
<i>Total credit hours</i>	<b>18 credits</b>
<b>Winter Quarter</b>	
PHTH 617 Musculoskeletal Systems II (5) PHTH 628 Neuromuscular Systems III (4) PHTH 646 Integumentary Systems (3) PHTH 662 Clinical Education Seminar V (1) PHTH 665 Physical Therapy Administration (3)	
<i>Total credit hours</i>	<b>16 credits</b>
<b>Spring Quarter</b>	
PHTH 618 Musculoskeletal Systems III (4) PHTH 627 Neuromuscular Systems II (3) PHTH 635 Cardiopulmonary Systems (4) PHTH 641 Multiple Systems (2) PHTH 663 Clinical Education Seminar VI (1) PHTH 680 Geriatrics (2)	
<i>Total credit hours</i>	<b>16 credits</b>
<b>Summer Quarter</b>	
Choose 2 of the following topics courses: (6 credits) PHTH 639 Topics in Physical Therapy: Musculoskeletal (3) PHTH 639 Topics in Physical Therapy: Neuromuscular (3) PHTH 639 Topics in Physical Therapy: Cardiopulmonary (3) PHTH 639 Topics in Physical Therapy: Integumentary (3) and PHTH 669 Health Care Systems II (3)	
<i>Total credit hours</i>	<b>9 credits</b>
<i>THIRD YEAR</i>	
<b>Fall Quarter</b>	
PHTH 770 Clinical Research II (3) PHTH 780 Clinical Internship II (10)	
<i>Total credit hours</i>	<b>13 credits</b>
<b>Winter Quarter</b>	
PHTH 771 Clinical Research III (3) PHTH 781 Clinical Internship III (10)	
<i>Total credit hours</i>	<b>13 credits</b>
<b>Spring Quarter</b>	
PHTH 772 Clinical Research IV (3) PHTH 782 Clinical Internship IV (10)	
<i>Total credit hours</i>	<b>13 credits</b>
<i>Three-year total credit hours</i>	<b>161 credits</b>

## Physical Therapy Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

All courses in physical therapy are restricted to students accepted into the DPT program on a full-time basis.

**Note:** Only students who have successfully completed the written comprehensive examination and who comply with the policies in the Clinical Education handbook can enroll in the third year full-time internship phase of the program.

### PHTH 501

#### Clinical Anatomy/Physiology I (5)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This course is the first of three focusing on the structure of the human body and its related function. This course is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of the structures to each other. The major emphasis of this course will be on the structures contained in the upper and lower extremities. Clinical correlations will be presented relating the anatomical structures discussed to the practice of physical therapy. The course is heavily weighted toward laboratory dissection. The physiology of muscle, nerve and bone will be discussed in relation to the function of the anatomical structures studied during the course.

### PHTH 502

#### Clinical Anatomy/Physiology II (3)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This course is the second of three focusing on the structure of the human body and its related function. This course is designed to provide the student with an opportunity to learn anatomical structures and the functional relationship of the structures to each other. The major emphasis of this course will be on the structures contained in the spine. Clinical correlations will be presented relating the anatomical structures discussed to the practice of Physical Therapy. The course is heavily weighted toward laboratory dissection. Physiological function of cells and cellular components of the nervous system emphasizing integrative neurophysiology, sensory physiology and the autonomic nervous system will be discussed.

### PHTH 503

#### Clinical Anatomy/Physiology III (3)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This course is the third of three focusing on the structure of the human body and its related function. This course is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of the structures to each other. The major emphasis of this course will be structures contained in the head and neck, the thoracic cavity, the abdomen and the pelvis. The physiology of the special senses of taste, smell, sight and hearing will be discussed. The physiology of the cardiovascular system including the heart and circulatory system, of the lungs and the pulmonary system and of the gastrointestinal system will be discussed in relation to the function of the anatomical structures studied during the course.

### PHTH 533

#### Functional Anatomy I (5)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This is the first of two courses which focus on the study of human motion with emphasis on biomechanics and functional anatomy and their relationship to the fundamental understanding of exercise concepts and musculoskeletal evaluation with application to the practice of physical therapy. Studies will include the osteokinematics, arthrokinematics and assessment of accessory joint movements of the upper and lower extremities. Musculoskeletal evaluation will focus on manual muscle testing, goniometry and surface anatomy to include palpation.

### PHTH 534

#### Functional Anatomy II (3)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This is the second of two courses which focus on the study of human motion with emphasis on biomechanics and functional anatomy and their relationship to the fundamental understanding of exercise concepts and musculoskeletal evaluation with application to musculoskeletal dysfunction. Studies will include the osteokinematics, arthrokinematics and assessment of accessory joint movements of the spine and temporomandibular joint. Musculoskeletal evaluation of the spine and head will include manual muscle testing, goniometry, palpation of surface anatomy structures and posture with reference to the whole body.

### PHTH 536

#### Physical Therapy Practice Seminar I (2)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This course examines the professional role of the physical therapist, the American Physical Therapy Association, the history of the profession, Standards of Practice, the Code of Ethics, licensure issues, current issues facing the physical therapy practitioner and the law related to physical therapy.

### PHTH 538

#### Therapeutic Exercise and Interventions (4)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This course includes concepts and practice with therapeutic exercise and interventions, including passive, active assistive, active and resistive range of motion, strengthening programs, stretching exercises, mobilization techniques for the extremity joints, relaxation exercises and gait training. Students will develop and write home programs, design exercise programs for therapeutic purposes and critically analyze interventions.

### PHTH 540

#### Principles of Evidence-Based Practice I (1)

*Graded Pass/No Credit.*

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This is the first of three courses designed to introduce the student to evidence-based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop competence in identifying, locating, retrieving, understanding and applying the principles of research to the practice of physical therapy. (Cross-listed OCTH 520)

### PHTH 541

#### Principles of Evidence-Based Practice II (2)

*Prerequisites:* All courses in physical therapy are restricted to students accepted into the program. The student must successfully complete all coursework each quarter to progress to the next quarter in the program.

This is the second of three courses designed to introduce the student to evidence-based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop an understanding of research design, research methods and statistical applications related to critical inquiry in physical therapy.

### PHTH 542

#### Principles of Evidence-Based Practice III (2)

*Graded Pass/No Credit.*

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This is the third of three courses designed to introduce the student to evidence-based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop an understanding of outcome measures used in physical therapy to document effectiveness and efficacy of clinical practice. Students will develop oral presentation skill through the preparation and presentation of a group project on a specific outcome measure.

### PHTH 546

#### Integumentary Therapeutics (4)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This course provides the student with classroom discussion and laboratory experiences on the physiological bases for and clinical applications of physical therapy interventions applied to the integumentary system. These include massage, superficial and deep heat, ultraviolet radiation, cryotherapy, aquatic therapy, hydrotherapy and basic wound management. Foundational client management skills such as positioning, draping, transfers, universal precautions and examination of vital signs are also included.

### PHTH 547

#### Professional Development Seminar (2)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

The purpose of this seminar is to provide students with opportunities to explore the responsibilities and behaviors expected of the physical therapist and to assess their own progress toward professional development. Included are presentations by master clinicians and group discussions with experts to explore issues of professional development.

### PHTH 553

#### Educational Aspects of Physical Therapy (2)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This course will introduce the student to the role of the physical therapist as an educator. The course includes theories of teaching and learning, the importance of learning styles, behavioral objectives, evaluation of teaching, motivation and compliance and adult learners. The differences in educating multicultural patient populations will be discussed. Clinical teaching will be done in role-playing situations. Students will prepare and present a teaching unit to a community group.

### PHTH 554

#### Diagnosis in Physical Therapy (4)

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This course will introduce the student to radiology, lab values and pathology and their application to current physical therapy practice. The course will provide: 1. a model for diagnostic decision making within a physical therapy scope of practice, 2. an overview of systems to facilitate the students' knowledge of signs and symptoms that mimic musculoskeletal conditions and 3. the skills/behaviors/knowledge needed for safe practice.

### PHTH 561

#### Clinical Education Seminar I (1)

*Graded Pass/No Credit.*

*Prerequisites:* all courses in physical therapy are restricted to students accepted into the program.

This is the first of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in *Clinical Education Seminar I* are an introduction to the clinical education program, procedures for internship site selection, introduction to the generic abilities and education in the Occupation Health and Safety Administration requirements.

## PHTH 562

### Clinical Education Seminar II (1)

Graded Pass/No Credit.

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This is the second of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in *Clinical Education Seminar II* are discussions on clinical education, the generic abilities and AIDS education.

## PHTH 563

### Clinical Education Seminar III (1)

Graded Pass/No Credit.

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This is the third of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in *Clinical Education Seminar III* are discussions of the role of the clinical instructor, characteristics of an effective clinical instructor and an effective student, the clinical performance instrument and cardiopulmonary resuscitation.

## PHTH 569

### Health Care Systems I (2)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This course is the first of two courses that address health care delivery issues. This course explores and compares models of health care systems. Included are the issues of managed care, multiprovider systems, marketing, availability and accessibility of health care.

## PHTH 571

### Neuroscience (5)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

The structure and function of the central nervous system (CNS) are presented in this foundational course in physical therapy. The relationships between the somatosensory system, spinal cord and brainstem reflexes and motor systems are presented. Students will also learn how the CNS develops and the consequences of malformations of the CNS during development. Clinical signs and symptoms of specific CNS pathology will be presented and related to patients with movement disorders that receive physical therapy services.

## PHTH 572

### Applied Neuroscience (4)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This course provides the student with the opportunity to apply principles of neuroscience, anatomy and biomechanics to the control of sensation, posture and balance, motor control in disordered systems and motor learning. Students will learn to perform clinical sensory, reflex and cranial nerve examinations, electrophysiologic examinations, examinations of posture, balance, spasticity and rigidity. Students will also learn to apply selected physical therapy interventions directed at modulation of the sensory and motor systems.

## PHTH 576

### Pharmacology (2)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

The course provides a basic knowledge of pharmacology for the physical therapist in order to incorporate the effects of drugs into an appropriate design and implementation of the patient care process.

## PHTH 581

### Clinical Internship I (5)

Graded Pass/No Credit.

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

*Clinical Internship I* consists of a full time educational experience in a clinical setting for 5 (five) weeks during summer quarter of the first year of the DPT Program. The primary purposes are to gain experience with examination, evaluation and intervention skills learned in the first academic year, practice and demonstrate developing level behavioral criteria in the generic abilities and interact with patients and health care professionals in the clinical environment.

## PHTH 596

### Experimental Course (1-8)

## PHTH 599

### Independent Study (1-8)

Prerequisites: permission of the instructor and department chair.

## PHTH 616

### Musculoskeletal Systems I (5)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This course is the first of three utilizing a case-based problem solving approach to the examination and treatment of musculoskeletal conditions. The emphasis is on clients with fractures and amputations. The course facilitates the student's abilities to problem solve simple diagnoses to more complex diagnoses within the scope of physical therapy practice. Physical therapy interventions will be addressed.

## PHTH 617

### Musculoskeletal Systems II (5)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This course is the second of three utilizing a case-based problem solving approach to the examination and treatment of musculoskeletal conditions. The emphasis is on clients with arthritis and soft tissue injuries in or of the extremities. The course facilitates the student's abilities to problem solve simple diagnoses to more complex diagnoses within the scope of physical therapy practice. Physical therapy interventions will be addressed.

## PHTH 618

### Musculoskeletal Systems III (4)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This course is the third of three utilizing a case-based problem solving approach to the treatment of musculoskeletal conditions. The emphasis is on clients with spinal dysfunction. Additional orthopedic conditions addressed include the temporomandibular joint, thoracic outlet/inlet syndrome, soft tissue mobilization and physical therapy in industry. The course facilitates the student's abilities to problem solve simple diagnoses to more complex diagnoses within the scope of physical therapy practice. Physical therapy interventions will be addressed.

## PHTH 626

### Neuromuscular Systems I (5)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This course utilizes a client-centered (case study) approach to provide the student with the knowledge and skills to manage a client with peripheral or central nervous system disorder. This course includes, but is not limited to, the care of clients with peripheral neuropathy, cranial nerve dysfunction, complex regional pain syndrome (reflex sympathetic dystrophy syndrome), disorders of the basal ganglia, demyelinating diseases of the central nervous system, cerebellar dysfunction, traumatic brain injury, vestibular dysfunction, central nervous system infections and cerebrovascular accident.

## PHTH 627

### Neuromuscular Systems II (3)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This course focuses on the patient/client with spinal cord injury. Examination of this patient/client with multiple system involvement, medical systems review, therapeutic interventions, multi-disciplinary approaches to care, functional outcomes, technology and current research are all addressed.

## PHTH 628

### Neuromuscular Systems III (4)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This course utilizes a client-centered (case study) approach to provide the student with the knowledge and skills to manage a pediatric client with a disability. Theories of motor development, motor milestones and standardized assessments will be studied to provide a basis for understanding movement dysfunction in children with disabilities.

## PHTH 634

### Exercise Physiology (3)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

Study of the acute and chronic effects of exercise and work on the human body with emphasis on the processes that control and regulate important properties of living systems. Topics include the fundamentals of human energy, nutrition, measurement of human energy expenditure, the cardiovascular system, the pulmonary system, the neuromuscular system, hormone factors affecting physiological function, body composition and the effects of aging. The application of exercise for fitness and wellness in the practice of physical therapy will be emphasized.

## PHTH 635

### Cardiopulmonary Systems (4)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This course utilizes a client-centered (case study) approach to provide the student with the knowledge and skills to enable him/her to manage a client with cardiac and/or pulmonary system pathology. This course includes but is not limited to the care of clients with angina pectoris, coronary artery disease, congestive heart failure, mitral valve stenosis, myocardial infarction, post-coronary artery bypass graft surgery, heart and heart/lung transplantation, chronic obstructive pulmonary disease, bronchitis, cystic fibrosis, asthma, restrictive lung disease, pneumonia, atelectasis, pneumothorax, hemothorax and pulmonary embolus.

## PHTH 636

### Physical Therapy Practice Seminar II (2)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

The role of physical therapy in health care will be discussed. Speakers will present information on health care delivery, contrasting urban and rural areas. Community agencies, clinical decision making/ethics and the role of other health care professionals will be introduced. Leadership/advocacy issues will be addressed as they relate to these topic areas.

## PHTH 639

### Topics in Physical Therapy (2-6)

Prerequisites: all courses in physical therapy are restricted to students accepted into the program.

This course will provide the student with opportunities to explore specific topic areas in depth using the four practice patterns described in the *Guide to Physical Therapist Practice*: musculoskeletal, neuromuscular, cardiopulmonary and integumentary patterns. Specific course content will be offered in a variety of practice arenas to provide the participant with an opportunity to increase knowledge and skills in physical therapy practice. The behaviors and attitudes expected at the doctoral level will also be addressed.



## PHTH 641

### Multiple Systems (2)

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

The course applies an analytical approach to the treatment of patients/clients with multiple systems involvement and requires integration of aspects of learning from previous courses. Emphasis is placed on comprehensive case study management of clients with psychiatric disorders, immunologic disorders, cancer, eating disorders, women's health problems, complex medical problems, metabolic disorders, hematologic disorders and medical emergencies. The topic of wellness is also explored.

## PHTH 646

### Integumentary Systems (3)

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

This course provides the student with the knowledge and skills to enable him/her to manage the client with integumentary disorders. The course includes, but is not limited to, the care of clients with burns, wounds, peripheral vascular disease and diabetes.

## PHTH 661

### Clinical Education Seminar IV (1)

*Graded Pass/No Credit.*

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

This is the fourth of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in *Clinical Education Seminar IV* are discussions on the first clinical internship, the generic abilities, student responsibilities, communication, professional behavior and internship expectations.

## PHTH 662

### Clinical Education Seminar V (1)

*Graded Pass/No Credit.*

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

This is the fifth of six clinical education seminars. The purpose of these seminars is to prepare the students for the clinical internships. Included in *Clinical Education Seminar V* are active learning opportunities with physical therapist assistant students, chart review, discussion on professionalism and goal writing.

## PHTH 663

### Clinical Education Seminar VI (1)

*Graded Pass/No Credit.*

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

This is the sixth of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in *Clinical Education Seminar VI* are the selections for clinical internships, discussion of expectations and the syllabi for the ten-week internships, discussions of legal and ethical issues that may occur during clinical internships and participation in a team conference on a case-based patient.

## PHTH 665

### Physical Therapy Administration (3)

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

Upon completion of this course, the student will be able to develop, administer and manage a physical therapy practice, utilizing the human and material resources available, for effective delivery of services.

## PHTH 669

### Health Care Systems II (3)

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

This course is the second of two courses addressing health care delivery issues. This course is focused on strategic planning, legal structures of health care systems and the financing of health care.

## PHTH 675

### Clinical Research I (2)

*Graded Pass/No Credit.*

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

This is the first of four courses designed to guide the student through the process of contributing to the body of knowledge in physical therapy through the preparation of clinical case reports. In this course, students will prepare a case report based upon the case history of a patient they provided intervention to during *Clinical Internship I*. Students will work with faculty mentors to prepare the case report and will present the case report to faculty and clinicians in a platform format presentation.

## PHTH 680

### Geriatrics (2)

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

The course will provide physical therapist students with opportunities to discuss the demographics and theories of aging, examine personal attitudes on aging, contrast normal and pathological aging in patients presented from long term care facilities and the community, design a physical therapy plan of care and create an exercise program for an elderly client.

## PHTH 770

### Clinical Research II (3)

*Graded Pass/No Credit.*

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

This is the second of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full-time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.

## PHTH 771

### Clinical Research III (3)

*Grades Pass/No Credit.*

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

This is the third of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full-time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.

## PHTH 772

### Clinical Research IV (3)

*Graded Pass/No Credit.*

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

This is the fourth of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.

## PHTH 780

### Clinical Internship II (10)

*Graded Pass/No Credit.*

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

*Clinical Internship II* consists of a full time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation or specialty setting, demonstrate progress toward entry-level behavioral criteria in the generic abilities and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation or specialty setting).

## PHTH 781

### Clinical Internship III (10)

*Graded Pass/No Credit.*

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

*Clinical Internship III* consists of a full-time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation or specialty setting, demonstrate progress toward entry-level behavioral criteria in the generic abilities and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation or specialty setting).

## PHTH 782

### Clinical Internship IV (10)

*Graded Pass/No Credit.*

*Prerequisites: all courses in physical therapy are restricted to students accepted into the program.*

*Clinical Internship IV* consists of a full-time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation or specialty setting, demonstrate entry-level behavioral criteria in the generic abilities and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation or specialty setting).

## PHYSICS

College of Science, Health and Engineering

Brian Houser, Chair	154 Science Building	509.359.7005
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BA	BAE	BS	Minors	General Science Endorsement
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Faculty: B. Houser, R. Ruotsalainen, A. Sen, P. Sircar

### UNDERGRADUATE PROGRAMS

Physics is the study of the physical environment and the laws governing the behavior of particles, fields and space/time. More specifically, physicists study mechanics, heat, light, electric and magnetic fields, gravitation, relativity, atomic and nuclear physics, solid state physics and many other topics. In general, physics strives for a mathematical description of the laws of nature at the most fundamental level and is therefore the most mathematical of the basic sciences.

Employment opportunities have been plentiful for physicists in recent years, especially for those with strong backgrounds in electrical instrumentation and computer electronics. Careers in research and development are available in many companies and federal agencies. The armed forces recruit technically trained people, especially physicists, to become officers and offer further educational opportunities to those selected. Secondary teaching positions in math and science are readily available. Careers exist in technical sales. Many students go on to graduate school for advanced degrees before starting a career. Advanced degrees lead to community college and university faculty positions, as well as increased opportunities for leadership roles in research and management.

*In addition to its degree programs, the department provides several components to the University Community in general and to a wide variety of majors in other disciplines. Introductory Physics and General Physics are supporting courses for such degree programs as chemistry and geology and are required courses for schools of physical therapy and medicine. General Physics is required in all schools of engineering.*

**General Admissions and Preparation Information for Physics:** Beginning physics students are advised to start the PHYS 151, 152, 153, 221 sequence as soon as possible. This can be done fall quarter if the student is also prepared to enroll in MATH 161. Otherwise the student should take MATH 105 and 106 during fall and winter quarters and be prepared to enroll in PHYS 151 and MATH 161 spring quarter. Bachelor of Science majors should complete the required chemistry sequence and as much of the General Education Core Requirements as possible during the first two years.

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

### BACHELOR OF ARTS (BA) IN PHYSICS

#### STUDENT LEARNING OUTCOMES

##### Students will:

- demonstrate knowledge of the basic concepts of physics (such as mechanics, thermodynamics and electricity and magnetism);
- make and interpret laboratory measurements in physics;
- write effectively using the language of physics.

#### PHYSICS MAJOR (45 CREDITS)

*The Bachelor of Arts degree allows the student to acquire a physics degree with strong emphasis in one or more related fields of study. This degree is ideal preparation for graduate work in such areas as geophysics, biophysics and physical chemistry. Physics graduates also commonly enter graduate schools in engineering fields.*

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

##### Required Courses (20 credits)

- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)
- PHYS 164 Instrumentation Lab II (1)
- PHYS 221 General Physics IV (4)

##### Electives (25 credits)

Select in consultation with advisor; courses are subject to approval by the Physics Department.

<b>Required program credits</b>	<b>20 credits</b>
<b>Elective credits</b>	<b>25 credits</b>
<b>Total credits for above major</b>	<b>45 credits</b>

*Note: the above major requires the completion of a minor.*

### BACHELOR OF ARTS IN EDUCATION (BAE)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- demonstrate knowledge of the basic concepts of physics (such as mechanics, thermodynamics and electricity and magnetism);
- write effectively using the language of physics;
- make and interpret laboratory measurements in physics.

#### PHYSICS/SECONDARY MAJOR (69 CREDITS)

This major satisfies the endorsement for grades 5–12.

##### Required Courses (51 credits)

- CHEM 151 General Chemistry (5)
- CHEM 152 General Chemistry (5)
- PHYS 151 General Physics I (4)
- PHYS 152 General Physics II (4)
- PHYS 153 General Physics III (4)
- PHYS 161 Mechanics Lab (1)
- PHYS 162 Heat and Optics Lab (1)
- PHYS 163 Instrumentation Lab I (1)
- PHYS 164 Instrumentation Lab II (1)
- PHYS 221 General Physics IV (4)
- PHYS 371 Introduction to Quantum Physics (4)
- PHYS 390 Physics Teaching Methods (1)
- MATH 161 Calculus I (5)
- MATH 162 Calculus II (5)
- MATH 163 Calculus III (5)
- SCED 390 Secondary Science Teaching Methods (1)

##### Electives (18 credits)

Choose from any 300/400-level physics courses, except PHYS 497.

<b>Required program credits</b>	<b>51 credits</b>
<b>Elective credits</b>	<b>18 credits</b>
<b>Total credits for above major</b>	<b>69 credits</b>
<b>Professional Educational Requirements/Secondary Education:</b>	<b>46–47 credits</b>

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

**Minimum total credits for above major and professional education 115 credits**

**Note:** The above major does not require the completion of a minor. Students are encouraged to complete a secondary endorsement in at least one other subject area.

## **BACHELOR OF SCIENCE (BS)**

### *STUDENT LEARNING OUTCOMES*

#### *Students will:*

- write effectively using the language of physics;
- make and interpret laboratory measurements in physics;
- demonstrate knowledge of the basic concepts of physics (such as mechanics, thermodynamics and electricity and magnetism).

### **PHYSICS MAJOR (103 CREDITS)**

The Bachelor of Science program is designed primarily for students preparing for graduate study in physics and for students planning a professional career in physics.

#### **Required Courses (97 credits)**

CHEM 151 General Chemistry (5)  
 CHEM 152 General Chemistry (5)  
 CHEM 153 General Chemistry (5)  
 MATH 161 Calculus I (5)  
 MATH 162 Calculus II (5)  
 MATH 163 Calculus III (5)  
 MATH 241 Calculus IV (5)  
 MATH 342 Topics in Applied Analysis II (4)  
 MATH 347 Introductory Differential Equations (4)  
 PHYS 151 General Physics I (4)  
 PHYS 152 General Physics II (4)  
 PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (1)  
 PHYS 164 Instrumentation Lab II (1)  
 PHYS 221 General Physics IV (4)  
 PHYS 321 Advanced Physics Lab I (3)  
 PHYS 322 Advanced Physics Lab II (3)  
 PHYS 361 Classical Mechanics I (4)  
 PHYS 362 Classical Mechanics II (4)  
 PHYS 371 Introduction to Quantum Physics (4)  
 PHYS 381 Atomic Physics (4)  
 PHYS 401 Electromagnetism I (4)  
 PHYS 402 Electromagnetism II (4)  
 PHYS 403 Electromagnetism III (4)

#### **Electives (6 credits minimum)**

PHYS 363 Special Relativity (4)  
 or any 400-level physics courses except PHYS 497 may be selected as electives.

**Required program credits** **97 credits**  
**Elective credits** **6 credits**  
**Total credits for above major** **103 credits**

## **MINORS**

### **PHYSICS MINOR (20 CREDITS)**

#### **Required Courses**

PHYS 151 General Physics I (4)  
 PHYS 152 General Physics II (4)  
 PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (1)  
 PHYS 164 Instrumentation Lab II (1)  
 PHYS 221 General Physics IV (4)

**Total credits for above minor** **20 credits**

### **PHYSICS/SECONDARY MINOR (24 CREDITS)**

This minor satisfies the endorsement for grades 5–12.

#### **Required Courses**

PHYS 151 General Physics I (4)  
 PHYS 152 General Physics II (4)  
 PHYS 153 General Physics III (4)  
 PHYS 161 Mechanics Lab (1)  
 PHYS 162 Heat and Optics Lab (1)  
 PHYS 163 Instrumentation Lab I (1)  
 PHYS 164 Instrumentation Lab II (1)  
 PHYS 221 General Physics IV (4)  
 PHYS 495 Teaching Internship (4)

**Total credits for above minor** **24 credits**

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

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

### **GENERAL SCIENCE/ADD-ON ENDORSEMENT (65 CREDITS)**

To improve their marketability as science teachers, students may wish to complete this option in addition to their BAE in biology, chemistry, earth science or physics. This add-on satisfies the general science endorsement and allows teachers to teach any science grades 5–12.

#### **Required Courses**

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

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

## **Physics Courses**

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### **PHYS 100**

#### **Physical Science I (5)**

[satisfies the GEGR for natural sciences, physics.]  
*Prerequisite:* pre-university basic skills in mathematics.

Course covers the elementary aspects of physical science and astronomy. It operates in an informal laboratory mode with ample opportunity for discussion and individual assistance. No mathematics beyond basic arithmetic is used.

### **PHYS 115**

#### **Investigating Physical Science (5)**

*WINTER*  
 [satisfies the GEGR for natural sciences, physics.]  
*Prerequisite:* pre-university basic skills in mathematics.

For students planning to teach elementary school. Includes inquiry based physical science investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements.

### **PHYS 121**

#### **Descriptive Astronomy (5)**

[satisfies the GEGR for natural sciences, physics.]  
*Prerequisite:* pre-university basic skills in mathematics.

This course follows the development of astronomy from the earth-centered model of the early Greeks through the sun-centered model of Copernicus to the modern dynamic model of the universe incorporating the known laws of physics in its description. Topics covered in this development include a study of the solar system and a brief description of the physical laws used in astronomy. Additional topics such as distances, motions properties and evolution of stars lead to a study of galaxies, the structure of the universe and to modern cosmological models. Laboratory activities include naked-eye observation and measurement, planetarium sessions, Celestial Globe activities, computer simulations, as well as experiments in optics, spectra and the use of telescopes.

**PHYS 131, 132, 133**
**Introductory Physics I, II, III (4, 4, 4)**

FALL(131)/WINTER(132)/SPRING(133)

[the completion of PHYS 131, 161 satisfies the GEGR for natural sciences, physics; counts as one course. The completion of PHYS 131, 132, 161, plus any one of the following: 162, 163, 164 satisfies the GEGR for natural sciences, physics; counts as two courses.]

*Prerequisites:* MATH 106, concurrent enrollment in PHYS 161 for PHYS 131 is recommended; PHYS 131 for PHYS 132; and PHYS 132 for PHYS 133.

These courses are designed primarily for science students with mathematical preparation through algebra and trigonometry. No calculus is used. The topics covered are PHYS 131—kinematics, dynamics, conservation of momentum and energy and simple harmonic motion; PHYS 132—sound/waves, heat/thermo-dynamics, geometric optics; PHYS 133—electricity and magnetism, physical optics, modern physics. Each course consists of 4 credits of lecture and 1 credit of required instrumentation laboratory.

**PHYS 151**
**General Physics I (4)**

 F A L L  
 [the completion of PHYS 151, 161 satisfies the GEGR for natural sciences, physics; counts as one course.]

*Prerequisites:* concurrent enrollment in MATH 161. Concurrent enrollment in PHYS 161 is recommended.

Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: one and multi-dimensional kinematics and dynamics, energy and momentum and oscillations.

**PHYS 152**
**General Physics II (4)**

WINTER

[the completion of PHYS 151, 152, 161, plus any one of the following: 162, 163, 164 satisfies the GEGR for natural sciences, physics; counts as two courses.]

*Prerequisites:* PHYS 151 and concurrent enrollment in MATH 162.

Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: rotational motion, gravity, fluids, waves and thermodynamics.

**PHYS 153**
**General Physics III (4)**

SPRING

*Prerequisites:* PHYS 152 and concurrent enrollment in MATH 163.

Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: electrostatics, direct current circuit theory, magnetism and geometric optics.

**PHYS 161**
**Mechanics Laboratory (1)**

FALL

A laboratory course in mechanics, including one-dimensional motion, motion in a plane, dynamics, conservation of energy and momentum and oscillating motion.

**PHYS 162**
**Heat and Optics Laboratory (1)**

WINTER

A laboratory course suitable for use with either *Introductory* or *General Physics*. Experiments in optics include reflection and refraction, lenses and mirrors, microscopes and telescopes, optical spectra and microwave optics. Experiments in heat include heat and temperature, thermal expansion, mechanical and electrical equivalents of heat and a study of gas laws.

**PHYS 163, 164**
**Instrumentation Laboratory I, II (1, 1)**

SPRING (163)

This laboratory emphasizes the use of electronic instruments in the measurement of physical quantities.

**PHYS 221**
**General Physics IV (4)**

FALL

*Prerequisite:* PHYS 153.

Part of a four-quarter beginning sequence (151, 152, 153, 221) suitable for all students of natural science and mathematics. Topics covered include: electromagnetism, alternating current circuit theory, Maxwell's equations, physical optics, quantization and nuclear physics.

**PHYS 299**
**Special Studies (1–5)**

FALL/WINTER/SPRING/SUMMER

**PHYS 321, 322**
**Advanced Physics Lab I, II (3, 3)**

ALTERNATE YEARS

*Prerequisite:* junior standing or permission of the instructor.

A laboratory course dealing with classical experiments in all of physics as well as introducing many modern measurement techniques in atomic and nuclear physics.

**PHYS 338**
**Discovering Women in Science (1)**

The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOL 338, CHEM 338, GEOL 338, HIST 338, PSYC 338, WMST 338)

**PHYS 361, 362**
**Classical Mechanics I, II (4, 4)**

ALTERNATE YEARS

*Prerequisites:* PHYS 153, MATH 163.

A study of statics and dynamics from a mathematical point of view; an introduction to Lagrange's Equations.

**PHYS 363**
**Special Relativity (4)**

*Prerequisites:* PHYS 153, MATH 162.

An introduction to Einstein's theory of special relativity and its application to particle dynamics.

**PHYS 371**
**Introduction to Quantum Physics (4)**

WINTER

*Prerequisites:* MATH 163, PHYS 221.

An introduction to the origin and development of quantum theory with emphasis on the classical experiments leading to Schrodinger's Wave Mechanics and applications of Schrodinger's Equation to simple systems.

**PHYS 381**
**Atomic Physics (4)**

SPRING

*Prerequisite:* PHYS 371.

A study of the application of quantum theory to the description of the periodic table, to the interpretation of atomic and molecular spectra and to the behavior of X-rays.

**PHYS 390**
**Physics Teaching Methods (1)**

FALL

*Prerequisites:* successful completion or concurrent enrollment in PHYS 132 or PHYS 152 and EDUC 341 and enrollment in a co-requisite SCED 390.

This course is for physics majors planning to teach junior or senior high school. Topics will include: organization of lesson materials, techniques, resources and evaluation.

**PHYS 401, 402, 403**
**Electromagnetism I, II, III (4, 4, 4)**

FALL(401)–ALTERNATE YEARS/WINTER(402)–ALTERNATE YEARS/SPRING(403)–ALTERNATE YEARS

*Prerequisites:* MATH 163, PHYS 221.

A study of electric forces, fields, potentials, dielectric behavior, currents, magnetic forces and electromagnetic waves.

**PHYS 411**
**Classical Thermodynamics (3)**

*Prerequisites:* PHYS 153, MATH 163.

Introduction to elementary thermodynamics; first, second and third laws of thermodynamics; ideal gases; and kinetic theory.

**PHYS 431**
**Solid State Devices Physics (3)**

*Prerequisites:* MATH 163, PHYS 221.

A course dealing with crystalline semiconductors, carrier transport generation and recombination, p-n junctions, metal-semiconductor junctions, microwave devices, photonic devices like solar cells and semiconductor lasers.

**PHYS 441**
**Solid State Physics (3)**

*Prerequisite:* PHYS 431.

A course dealing with the quantum properties of electrons in solids, mechanisms of electron and hole conduction and the theory of operation of solid state devices.

**PHYS 451**
**Optics (4)**

ALTERNATE YEARS

*Prerequisites:* MATH 163, PHYS 153.

A study of the nature of light and its applications, with emphasis on physical optics and the electromagnetic wave theory of light. Topics selected from modern optics include Fourier optics, basics of coherence theory and aspects of the quantum nature of light.

**PHYS 461**
**Nuclear Physics (3)**

*Prerequisite:* PHYS 381.

A continuation of PHYS 381 which deals with properties of the nucleus, laws of radioactivity, nature of radiation, nuclear, X- and gamma rays and nuclear reactions.

**PHYS 495**
**Internship (1–5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* permission of the instructor, department chair and college dean.

**PHYS 497**
**Workshops, Short Courses, Conferences (1–6)**

FALL/WINTER/SPRING/SUMMER

**PHYS 498**
**Seminar (1–2)**

SPRING

**PHYS 499**
**Directed Study (1–5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisite:* permission of the instructor, department chair and college dean.

## PRE-PROFESSIONAL PROGRAMS

Eastern Washington University offers students the opportunity to earn substantial amounts of coursework toward the requirements of a number of specific professions. Although the following Pre-Professional programs have been offered for several years by EWU, this listing is not exclusive; students who are interested in a profession which is not represented (below) are encouraged to contact the Office of General Undergraduate Academic Advising for assistance in identifying departments or programs which can offer coursework and advice as regards alternative Pre-Professional studies.

### PRE-COMMUNICATION DISORDERS

*College of Science, Health and Engineering*

<b>Donald R. Fuller, Program Advisor</b>	<b>EWU Spokane, Riverpoint Campus Department of Communication Disorders 125R Health Science Building</b>	<b>509.368.6790</b>
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#### PROGRAM DESCRIPTION

Individuals who have earned a baccalaureate degree in a discipline other than communication disorders can apply for the graduate program in Communication Disorders at Eastern Washington University upon completion of a year of prerequisite courses. These prerequisite courses are intended to prepare the individual for the rigors of graduate study in the discipline. As the graduate program typically takes two years to complete, an individual having a baccalaureate degree in a different discipline can earn the master's degree within three years.

The individual would take the courses listed below during the first year of study (it is strongly suggested that the candidate apply for fall admission into the post-baccalaureate program). As the individual is taking the prerequisite courses, he/she would apply for graduate study by February 1 of the current academic year (for graduate application requirements, please see the Communication Disorders section of this catalog). If accepted to the graduate program in Communication Disorders, the student would complete the remaining prerequisite requirements and then enroll in graduate study in the fall term immediately following completion of the prerequisite requirements.

It should be noted that the Communication Disorders program operates on a semester-based academic schedule whereas the rest of the university operates on a quarter-based schedule. If the student has deficiencies in his/her academic preparation that are not related specifically to the major, those deficiencies will have to be taken during the summer when there will be no conflict between the Communication Disorders semester-based schedule and the University's quarter-based schedule.

#### Preprofessional Program Requirements

*Note: After each course below, credits are listed as both quarter (q) and semester (s). Courses are taught on a semester schedule but the academic transcript will show quarter credits.*

##### Fall Semester

- COMD 304 Phonetics (3 s; 4.5 q)
- COMD 321 Anatomy and Physiology of Speech Production (3 s; 4.5 q)
- COMD 322 Neuroanatomy (3 s; 4.5 q)
- COMD 331 Language Development (3 s; 4.5 q)
- COMD 371 Hearing and Hearing Disorders (3 s; 4.5 q)
- COMD 473 Aural Rehabilitation (3 s; 4.5 q)

##### Spring Semester

- COMD 320 Speech and Hearing Sciences (3 s; 4.5 q)
- COMD 372 Audiometry (3 s; 4.5 q)
- COMD 441 Assessment of Speech and Language (3 s; 4.5 q)
- COMD 457 Language Impairment (3 s; 4.5 q)
- COMD 458 Speech Sound Disorders (3 s; 4.5 q)
- COMD 461 Clinical Apprenticeship (2 s; 3.0 q)

*Total credits for above  
post-baccalaureate program*

*35 semester or 52.5 quarter credits*

### PRE-DENTISTRY AND PRE-MEDICINE

*College of Science, Health and Engineering*

Department of Biology, Program Advisors		
<b>Sidney Kasuga Charles Herr</b>	<b>289 Hall of Sciences</b>	<b>509.359.2868, 509.359.2038</b>
Department of Chemistry / Biochemistry, Program Advisors		
<b>Nick Burgis Jeff Corkill Travis Denton</b>	<b>226 Hall of Sciences</b>	<b>509.359.2447</b>

## UNDERGRADUATE PROGRAMS

Admission requirements for Schools of Medicine, Dentistry or Veterinary Medicine are typically satisfied by a Bachelor of Science degree in either biology or chemistry with substantial coursework from both disciplines. The requirements of these professional schools are so demanding and frequently variable that it is imperative students contact a pre-medical, pre-dental or pre-veterinary medicine advisor immediately upon deciding to earn a degree in one of these areas and work closely with that advisor in developing a complete curriculum. The program of study may vary for each student dependent on his/her preparation, background or specific interests. Other majors may be chosen if the basic requirements are met (two years each of biology and chemistry, one year of physics with supporting mathematics and typically one year of biochemistry and/or molecular biology). As a part of the selection process for admission to professional school, pre-medical and pre-dental students must also take a nationally administered evaluative test (Medical College Admission Test or Dental College Admission Test respectively); these tests are largely based on the science requirements previously noted, Mathematics Applied Quantitative Assessments, English Comprehension and writing. Since the MCAT or DAT is typically taken either at the end of the third or beginning of the fourth academic year, it is imperative that students complete the basic science requirements during the first three years of study. For additional curriculum information and a complete list of courses required in a four-year program of study leading to the Bachelor of Science degree, see major option descriptions under the Biology or Chemistry/Biochemistry departments. Note that majors in these areas of study offered by the two departments principally differ only in the fourth year.

Because admission requirements can vary between individual professional schools, it is imperative that students directly contact schools of interest and ascertain specific requirements prior to the application process. Publications such as *Medical School Admission Requirements* and *Admission Requirements of American Dental Schools* provide profile information on a school-by-school basis regarding admitted students. Students must realize that admission to professional school is highly competitive and thus uncertain—nothing assures admission.

**General Admissions Requirements for Majors in Pre-medicine, Pre-dentistry or Pre-veterinary medicine:** In order to complete degree requirements in four years and be prepared for professional school admission tests at the end of three, it is essential that students are enrolled in college-level chemistry and biology courses at the inception of their pre-professional curriculum. Thus preparation at the high school level should include one year each of biology, chemistry and physics as well as three or four years each of English and mathematics (through pre-calculus). Students transferring from other institutions including community colleges should consult with Eastern's Admissions Office for information regarding course equivalencies. Students are encouraged to contact Eastern's pre-professional advisors prior to enrollment.

See the department of Biology or Chemistry/Biochemistry sections of this catalog for curriculum descriptions.

## PRE-ENGINEERING

*College of Science, Health and Engineering  
Department of Engineering and Design*

Donald C. Richter, Program Advisor	319E Computing and Engineering Building	509.359.2880
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PROGRAM DESCRIPTION (See Engineering & Design)

## PRE-LAW

*College of Social and Behavioral Sciences  
Department of Government*

James Headley, Advisor	212 L Patterson Hall	509.359.2781
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PROGRAM DESCRIPTION (See Government)

Entrance into law school does not depend on the completion of any particular set of undergraduate requirements, but rather on the attainment of a bachelor's degree in a recognized field of study, a sufficient GPA and a satisfactory score on the Law School Admission Test. Accordingly, no single pre-professional program can be recommended for the study of law. A balanced preparation for the study of law should include exposure to the traditional liberal arts disciplines and the development of skills in verbal and written communication and in logical thinking.

Since many students interested in law combine that interest with a similar one in public affairs, the Department of Government offers a special option major designed especially to meet the needs of pre-law students.

## PRE-PHARMACY

*College of Science, Health and Engineering  
Department of Chemistry / Biochemistry*

Nick Burgis Jeff Corkill Travis Denton	226 Hall of Sciences	509.359.2447
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Pharmacy occupies both a unique and varied position within the health sciences. Undergraduate pharmacy education is largely founded in the biological and chemical sciences and is integrated with coursework in the humanities and social sciences. The curriculum of a school of pharmacy is designed to prepare graduates for a variety of professional careers. These include the practice of community retail and hospital pharmacy, clinical pharmacy, research or sales in the pharmaceutical industry and regulatory and administrative positions at either the state or federal level. Traditionally the pharmacist has been among the most accessible of the health-care team, serving as the first source of advice and assistance for common medical disorders. At present, due to an increased clinical emphasis in pharmacy education, pharmacists are more frequently involved in a direct, patient-oriented practice that includes responsibilities such as selecting and dispensing drug products, monitoring drug interactions and counseling patients.

**Degree Information for Pharmacy:** Most schools of pharmacy offer only one degree in pharmacy: the Doctor of Pharmacy (Pharm. D.). The Pharm. D. degree qualifies the student to take the State Board of Pharmacy Licensing Examination, a requirement for the practice of pharmacy in any state. The academic program leading to the Pharm. D. degree is divided in two parts. The first, termed the pre-professional program provides coursework in the basic sciences, mathematics, English, humanities and social sciences. The second, termed the professional program (four years) provides academic exposure to the practice of pharmacy and includes coursework in areas such as biochemistry, medicinal chemistry, pharmacology, anatomy, physiology, dispensing, law, therapeutics, pharmacokinetics and biostatistics. In addition, clerkships in community and clinical settings are required. Students should contact pharmacy schools of interest to determine specific pre-professional course requirements, and should also contact EWU pre-pharmacy advisors.

**Admissions Requirements/Preparation:** Due to the time requirement necessary for completion of the Pharm. D. degree and substantial prerequisites for courses in the professional portion of the program, students should be prepared to begin college level chemistry and biology at the inception of their pre-professional curriculum. Thus students interested in pre-pharmacy should complete one year of both high school chemistry and biology, as well as mathematics through pre-calculus prior to enrollment at EWU. Students transferring from other institutions, including community colleges, should consult with the Admissions Office for information regarding course equivalencies. Students are encouraged to contact Eastern's pre-pharmacy advisors prior to enrollment or early in their academic program.

Admission to a school of pharmacy is highly competitive. Application to a school is normally initiated one year prior to transfer and may include application to both the University and the school. In addition to completion of pre-professional course requirements with a satisfactory GPA, the school will likely require a personal interview and/or successful completion of the Pharmacy College Admission Test (PCAT), a nationally administered evaluative test.

## PRE-VETERINARY MEDICINE

*College of Science, Health and Engineering  
Department of Chemistry / Biochemistry*

Nick Burgis Jeff Corkill Travis Denton	226 Hall of Sciences	509.359.2447
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PROGRAM DESCRIPTION (See Chemistry/Biochemistry)

Generally, students will apply to a Veterinary Medicine College for their professional training and will thus tailor their programs accordingly. We strongly recommend that students planning a career in veterinary medicine contact the school(s) of their choice to learn their most current admission requirements. Contacting the program advisor is strongly advised.

**General Admissions Requirements for Pre-Veterinary Medicine:** Applicants are now required to take the General Aptitude Test of the Graduate Record Examination; scores will be included in the assessment of scholastic achievement. The last date to register for this exam is late in September. A minimum of 300 hours of practical experience, under the supervision of a graduate veterinarian, is an essential requirement in the selection process for most colleges.

See the Department of Biology section of this catalog.

## Courses

See course descriptions under the participating programs and departments: Biology, Chemistry and Biochemistry, Computer Science, Mathematics and Physics.

## PROFESSIONAL TRAINING AND DEVELOPMENT

See BUSINESS ADMINISTRATION.

## PSYCHOLOGY

### College of Social and Behavioral Sciences

Theresa Martin, Chair	151 A Martin Hall	509.359.2478 psychology@ewu.edu
Barbara Shields, Secretary		

<i>BA</i>	<i>Minors</i>	<i>MS</i>	<i>Certificate</i>
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Faculty: D. Anderson, J. Anderson, P. Barnes, A. El-Alayli, M. Dalley, G. Hicks, K. Islam-Zwart, R. Kolts, T. Martin, S. Ruby, K. Stellwagen, L. Stern, P. Watkins, W. Williams

## UNDERGRADUATE PROGRAMS

Psychology is the science of human behavior and experience. Psychologists differ considerably in what they do because the field encompasses a wide range of human activities. Generally speaking, clinical, school and counseling psychologists provide services to help people make better adjustments in their daily lives, while experimental psychologists conduct research and construct theories to help us better understand the nature of behavior.

The mission of the Department of Psychology is to educate students in the science and profession of psychology. To accomplish this mission, the department seeks to promote the acquisition of the core knowledge and principles of psychology; to enhance the students' professional growth and development; to further the student's ability to think analytically, logically and creatively; and to develop the student's ability to communicate effectively. The department promotes psychology as a science and a profession by excellence in teaching, research and service. Our undergraduate program in psychology is patterned after the recommendations of the American Psychological Association for undergraduate majors in psychology.

The Department of Psychology is located in Martin Hall, a building that has up-to-date laboratories, classrooms and specialized clinical training areas. Our laboratories and training areas are extremely well equipped and very active. Students are encouraged to get involved in research projects and other professional activities as undergraduates.

**General Admissions Information for Psychology:** High school students should have at least one year of algebra. Social science courses, including psychology and natural science courses such as biology and chemistry are also encouraged. Transfer students may be given credit for appropriate transfer courses in the major and for electives.

*Note: to declare psychology as a major, students must have a minimum cumulative GPA of 2.0 and taken and passed PSYC 100 or its equivalent.*

**General Degree Completion Requirements for Psychology:** Students who major in psychology but who transfer some lower division psychology coursework from other colleges/universities must complete at least 50 hours of upper division credits in the 70 credit psychology major. No more than 20 credits from online courses will be counted toward major requirements.

*Note: students must attain a minimum of a 2.0 grade (C) for the required courses: PSYC 100, PSYC 309, CSBS 320/PSYC 310, PSYC 313, PSYC 395/495, PSYC 398/498 and PSYC 399/499.*

**Capstone Course:** The University capstone requirement can be met by the department capstone course, PSYC 490 *Senior Capstone: The Tradition of Psychology* (6).

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

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- develop conceptual frameworks that embrace information representing the breadth and depth of the discipline and profession of psychology;
- develop basic skills in learning, critical thinking and reasoning;
- expand and pursue curiosity about human behavior and experience;
- engage in critical thinking about human behavior and experience, think carefully about issues before coming to conclusions and recognize that many problems have more than one solution;

- recognize well-founded theories, research designs, psychological phenomena and conclusions;
- think critically about self and have awareness of similarities and differences with others, such as differences in gender, race, ethnicity, culture and class.

## PSYCHOLOGY MAJOR (70 CREDITS)

Required courses are designed to provide students with the foundations of the field. Through careful planning in the selection of cluster and elective courses, students may develop a program of study to prepare for application to graduate school programs or meet specific career goals in psychology-related business/human services occupations.

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

### Prerequisite Course (5 credits)

PSYC 100 General Psychology (5)

### Required Courses (15 credits)

PSYC 309 Scientific Principles of Psychology (5)

PSYC 310 Psychological Statistics (5)

or CSBS 320 Introductory Statistics (5)

PSYC 313 Research Methods in Psychology (5)

### Focus Experience Courses—Students choose from any combination of the following (3 credits minimum)

PSYC 395/495 Internship\*

PSYC 398/498 Seminar

PSYC 399/499 Directed Study\*

\*Instructor's permission required.

**In addition to the core course requirements, psychology majors are required to take a specified number of courses from two clusters or groups of courses as follows:**

#### Cluster A: Core Courses. Students are required to take at least four of the following courses (19–20 credits)

PSYC 301 Theories of Personality (5)

PSYC 302 Abnormal Psychology (5)

PSYC 303 Foundations of Psychotherapy (5)

PSYC 316 Human Memory and Cognition (5)

PSYC 340 Emotion and Emotional Intelligence (5)

PSYC 381 Social Psychology (5)

PSYC 420 Biological Basis of Behavior (5)

*Note: CEDP 201, CEDP 313 or CEDP 314 may be used to count as one of the Cluster A courses as approved by the psychology department chair.*

#### Cluster B: Applied/Lab and Speciality Courses. Students are required to take at least three of the following courses (11–15 credits)

CSBS 321 Computerized Statistical Analysis (4)

PSYC 314 Tests and Measurement (5)

PSYC 317 Health Psychology (5)

PSYC 318 Computerized Research Techniques in Psychology (4)

PSYC 325 Cognitive and Behavioral Learning (4)

PSYC 331 Psychology of Women (4)

PSYC 359 Human Sexuality (5)

PSYC 425 Psychology and the Legal System (5)

PSYC 430 Human Psychophysiology (5)

PSYC 431 Stress and Coping (3)

PSYC 440 Happiness and Positive Psychology (4)

PSYC 450 Trauma: Theory, Assessment and Treatment (4)

PSYC 470 Childhood Psychopathology and Treatment (4)

PSYC 481 Prejudice and Stereotyping (5)

PSYC 496 Experimental Course

PSYC 497 Workshops, short courses and conferences may be counted as a cluster course or elective as approved by the department chair.

### Electives (12–18 credits)

*Note: the remainder of courses required to complete the 70 credit major may be chosen from any other psychology courses or from any of the above courses that are not used to meet the cluster requirements.*

<i>Required prerequisite credits</i>	<i>5 credits</i>
<i>Required common core credits</i>	<i>15 credits</i>
<i>Required focus experience credits</i>	<i>3 credits</i>
<i>Required cluster A credits</i>	<i>19–20 credits</i>
<i>Required cluster B credits</i>	<i>11–15 credits</i>
<i>Psychology elective credits (see note)</i>	<i>12–18 credits</i>
<i>Minimum total credits for above major</i>	<i>70 credits</i>

## MINORS

### PSYCHOLOGY MINOR (15 CREDITS)

#### Required Courses

The Psychology minor requires PSYC 309 plus 10 hours of upper division psychology credit. These courses should be approved by an advisor in the Psychology Department.

**Total credits for above minor** **15 credits**

### PSYCHOLOGY/ELEMENTARY MINOR (15 CREDITS)

This minor does not meet a state of Washington endorsement.

#### Required Courses

Select courses in psychology or counseling, educational and developmental psychology, to be approved by a department advisor. (PSYC 100 and CEDP 302 are excluded.)

**Total credits for above minor** **15 credits**

## GRADUATE PROGRAMS

### STUDENT LEARNING OUTCOMES

#### Students will:

- comprehend the discourse of psychology and communicate using the conventions of the discipline;
- be familiar with the historical context in which important theories in psychology were developed;
- develop expertise in the broad science of psychology, including advanced knowledge in research methods, statistics, biological psychology, history and systems of psychology and human learning;
- pose research questions and devise research strategies to answer them, including the use of quantitative methods;
- gather information from many sources and present persuasive arguments, learn the primary ethical principles of psychologists and recognize basic ethical issues and violations and be guided accordingly.

Master's level graduate study in psychology provides the student with advanced preparation for practice in the field or for entering doctoral-level programs in psychology. Two programs are offered by the department: an MS in psychology with a concentration in either clinical or general/experimental psychology and an MS in school psychology.

### Admission Requirements/Preparation

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration of admission for a fall start. Students ordinarily begin their graduate studies fall quarter. Admission to begin the program in winter or spring is discouraged.

1. Must have a 3.0 GPA in the last 90 quarter or 60 semester graded credits. The Graduate Admission Committee may recommend a limited number of other students with a lower GPA to the Dean of Graduate Studies for admission based upon standard test scores, intervening experiences and other relevant factors.
2. Must meet the requirements of the Graduate School.
3. Must submit application to the Department of Psychology and a statement of intent for admission to the Psychology Graduate Program.
4. Must send three letters of recommendation to the Department of Psychology from academic sources.
5. Must have a bachelor's degree in psychology or its equivalent. Ordinarily, the applicant's transcript must show evidence of courses in the following areas: scientific principles of psychology, inferential statistics, learning and personality theory, abnormal psychology, life span development, physiological psychology, history and systems in psychology and general/experimental psychology. Accepted applicants whose transcripts are lacking some areas of proficiency may be asked to complete appropriate courses prior to full acceptance to the program. Moreover, students applying for the MS in Psychology who do not have a history and systems course at the undergraduate level will be expected to add PSYC 490, Senior Capstone: The Tradition of Psychology, to their graduate program of study.
6. Must submit scores for the Graduate Record General Test. The GRE must have been taken no more than five years before the date of application.
7. It is expected that a student complete all of the requirements for admission to the Graduate School and the Department of Psychology before registering for core classes.
8. Applicants to the Certificate Only program in School Psychology must meet the master's degree criteria listed in the description of that program.

Students accepted will be notified of a general information meeting held during the week preceding the beginning of their first quarter, to provide orientation to institutional and departmental procedures and to provide information about registration.

## MASTER OF SCIENCE IN PSYCHOLOGY

Kayleen Islam-Zwart, Director	151 H Martin Hall	509.359.2380 Kayleen.Islam-Zwart@ewu.edu
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The Master of Science in psychology is intended to prepare students to be master's-level practitioners or to pursue further graduate study in the clinical or experimental areas. A set of core classes provides students in the program with foundational knowledge in the discipline that includes methods classes that impart research and data analysis skills.

Obtaining a Master of Science in psychology ordinarily takes two years, including summer quarter following the first year. Students are admitted to either a clinical or experimental concentration. Beyond the core classes, the clinical concentration provides additional foundational and applied courses that emphasize clinical knowledge and skills. In addition to the core courses, students in the general/experimental concentration design coursework and research experience in consultation with a faculty advisor to match the interest of the students with the expertise of the department faculty.

### Course Requirements

**All students in the program are required to take the following set of core courses:**

- \*PSYC 503 Proseminar: Scientific Methods (4)
- \*PSYC 522 Advanced Statistics (5)
- \*PSYC 534 Human Neuropsychology (4)
- \*PSYC 537 Advanced Psychopathology (4)
- \*PSYC 538 Research Topics (1)
- \*PSYC 539 Special Topics (2) (total)
- PSYC 600 Thesis (minimum) (6)  
or PSYC 601 Research Report (6)
- PSYC 694 Practicum (16)

**Total core credits** **42 credits**  
Students must successfully complete the courses marked with an asterisk during the first three quarters of enrollment in order to continue in the program without a significant delay or required remediation plan during the second year of study. Elective courses may be added to a student's program of study upon agreement with the program director.

### CLINICAL CONCENTRATION

The clinical concentration is designed for students who are interested in becoming master's-level mental health providers in private practice, mental health centers, hospitals or social service agencies, or who are pursuing pre-doctoral studies to support application to doctoral programs in clinical or counseling psychology. All students in the clinical concentration are required to take the following set of courses in addition to the core classes:

- PSYC 504 Proseminar: Learning and Behavior Therapy (4)
- PSYC 508 Professional Issues (2)
- PSYC 551 Foundation of Psychotherapy (5)
- PSYC 554 Cognitive Assessment (4)
- PSYC 555 Clinical Practice in Cognitive Assessment (3)
- PSYC 556 Personality and Behavioral Assessment (4)
- PSYC 557 Clinical Practice in Personality & Behavioral Assessment (4)
- PSYC 694 Practicum (4)

### Electives

In addition to the above course requirements, students with a clinical emphasis are required to take a minimum of twelve (12) elective credits from courses chosen with an advisor in accord with the following elective course guidelines:

- 400 level or graduate courses within psychology and related fields
- specific emphases such as alcohol and drug studies, interdisciplinary aging, diagnosis and treatment of children and adolescents, school psych issues, behavioral health, psychology of women, computerized research and analysis, positive psychology, business, children's studies, technical writing, etc.
- specific courses of interest to the student in related relevant departments (e.g. CEDP, Social Work)
- EWU weekend college courses

**Total clinical concentration credits** **42 credits**  
**Minimum total credits for master's degree, clinical concentration** **84 credits**

### GENERAL/EXPERIMENTAL CONCENTRATION

The concentration in general/experimental psychology is designed to prepare students for research or teaching in psychology. Methodology and both basic and applied research are emphasized. Students are prepared to enter doctoral programs or to seek employment in appropriate master's-level positions. Curricula plans, in addition to the 42 credit hours of core courses, should include a minimum of 26 credits of elective courses chosen with an advisor in accord with the elective courses guidelines shown below. Students particularly interested in acquiring college-level instruction skills should consider courses from the College of Education and Human Development.



## Elective Courses

Additional graduate courses are offered within the department and may be taken by students in any program of study. Moreover, with the appropriate Program Director's approval, the following type of courses may be taken as part of the student's graduate program of study:

- 400-level or graduate courses within psychology
- specific emphases such as alcohol and drug studies, interdisciplinary aging, diagnosis and treatment of children and adolescents, school psychology issues, behavioral health, computerized research and analysis, forensic psychology, physiological psychology, positive psychology or others
- specific courses in related, relevant departments, such as Counseling, Educational and Developmental Psychology (CEDP) or Social Work, with permission of the instructor and program director
- EWU weekend college courses

Total core credits	42 credits
Total general/experimental concentration credits	26 credits
Minimum total credits for master's degree, general/experimental concentration	68 credits

## MASTER OF SCIENCE

### SCHOOL PSYCHOLOGY

*(Joint Program between the Departments of Counseling, Educational and Developmental Psychology and Psychology)*

Susan Ruby, Program Director	152 D Martin Hall	509.359.6050
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### STUDENT LEARNING OUTCOMES

#### Students will:

- know the laws and procedures governing school psychology practice, know general principles of measurement, have skill in the precise administration of specific measurement instruments, and understand educational systems and the role of the school psychologist within these systems;
- understand a problem-solving model and use the model effectively to gather information for the purpose of making decisions in a multi-dimensional matrix that includes the individual student and the student's interactions with environments that establish and maintain academic and social behaviors.

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration for fall admission. This program is a fully accredited National Association of School Psychologists (NASP) program. We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Coursework, practica and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social-behavioral intervention plans (i.e., instructional and behavioral analysis, consultation and counseling); and research (i.e., methods and statistics). Knowledge and skills are developed through integrated coursework, field experiences and internship. The program duration is three years.

*Note: students admitted to the School Psychology program will be required to have on file a completed, current FBI fingerprint check throughout their program.*

#### Prerequisites

A bachelor's degree in psychology or its equivalent is required. Successful completion of undergraduate coursework in child or life-span development, learning, research, measurement and statistics is required. Faculty will evaluate each applicant on an individual basis to determine prerequisite needs.

#### Course Requirements and Credit Hours

- CEDP 503 Applied Learning Theory and Behavior Modification (4)
- CEDP 504 Theories of Human Development (4)
- CEDP 510/PSYC 510 Professional School Psychology I (4)
- CEDP 511/PSYC 511 Professional School Psychology II (4)
- CEDP 512/PSYC 512 Professional School Psychology III (4)
- CEDP 520 Tactics of Psychological Research (4)
- CEDP 522 Teaching Exceptional Students I (4)
- CEDP 523 Assessing Exceptional Students (4)
- CEDP 524 Research and Statistics Lab (2)
- CEDP 554/PSYC 565 Developmental Psychopathology (4)
- CEDP 557 School Psychology Consultation (4)
- CEDP 569 Family Systems and Parent Education (4)
- CEDP 589 Multicultural Assessment: Issues in the Schools (4)
- CEDP 592 Crisis Intervention and Trauma Counseling (4)
- CEDP 600 or 601 Thesis or Research Project (6)
  - or PSYC 600 or 601 Thesis or Research Project (6)
- CEDP 697 or PSYC 695 School Psychology Internship (15)
- PSYC 522 Advanced Statistics (5)
- PSYC 531 Psychoeducational Groups for Children and Adolescents (4)
- PSYC 534 Human Neuropsychology (4)
- PSYC 543/CEDP 543 School-based Individual Intervention (4)

- PSYC 554 Cognitive Assessment (4)
- PSYC 556 Personality and Behavioral Assessment (4)
- PSYC 558/CEDP 695 Practicum: School Psychology (12)
- PSYC 559 Cognitive Assessment Lab (3)

Minimum total credits for above master's degree

115 credits

Successful completion of the National School Psychology Certification Examination and an oral examination that reviews the thesis/research project and contents is required.

### Final Comprehensive Examination

The Comprehensive Examination Policy of the Department of Psychology is as follows:

- Each student shall complete, before the awarding of the master's degree, a research report, thesis or other project which demonstrates the competence of the student in graduate level work in psychology. The proposal for the project must be approved by the chair of the committee and psychology department committee second member in advance of the project's beginning at a proposal meeting announced to and open to all faculty and graduate students of the Department of Psychology.
- An oral examination which will focus primarily on the master's project but which may also include questions to demonstrate competence in all areas included in the program of that student. The oral examination committee will consist of two members from the Department of Psychology and a third member designated by Graduate Studies. The final oral examination will be open to all interested faculty and students and may be open to questions by outside members at the discretion of the committee. Final oral examinations will not be held over vacation periods or during summer quarter except by advance approval of the committee chair, second member and graduate office representative. The final oral examination will not be over two hours.
- All graduate students in the Department of Psychology are subject to the academic advancement policies of Graduate Studies regarding grades. Moreover, clinical psychology graduate students must successfully complete their clinical interview conducted during the spring quarter of their first year in the program before continuing in the program.

### SCHOOL PSYCHOLOGY POST-MASTER'S —CERTIFICATE ONLY PROGRAM

Susan Ruby, Program Director	152 D Martin Hall	509.359.6050
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### STUDENT LEARNING OUTCOMES

#### Students will:

- will be competent in applying knowledge and skills of school psychological practices;
- will be competent in applying specific areas of knowledge of the field, such as assessment and diagnosis, behavioral intervention, counseling and interviewing, program development, consultation and program evaluation and school-based research;
- will become proficient in understanding special education legal and procedural processes utilized in schools;
- will be competent in serving diverse populations within the school, home and community;
- will be competent in applying knowledge and skill consistent with professional ethical;
- practice in accordance with National Association of School Psychology (NASP) professional codes of conduct.

This collaborative program is designed for educators, counselors and mental health professionals who currently hold a master's degree in their respective field and who aspire to obtain a State of Washington Educational Staff Associate (ESA) Certification to become a school psychologist. This program is designed to reflect the scientist-practitioner model emphasizing comprehensive school psychological services that apply developmental, social, cognitive and behavioral orientations.

Classes are offered during the summer session and during evenings and/or weekends throughout the regular academic year. Students are admitted as cohorts at the beginning of summer session and continue through following summer. After the coursework is a 1200-hour (full school year) internship in the public schools. The program of study is determined by evaluation of previous master's-level academic coursework as it compares to the course requirements for Washington Administrative Code (WAS) training standards and National Association of School Psychologist (NASP) accreditation standards for school psychologist training.

The number of total credits for each student will vary depending upon the candidate's previous graduate coursework from an accredited university. Because the student has already earned a master's degree in a related field such as counseling, psychology or education, he or she will have already have some of the classes similar to what the EWU school psychology student takes in the three-year School Psychology Program. Prior courses will be evaluated according to EWU, WAC and NASP standards for the School Psychology Program. These courses should include such areas as social basis for behavior (e.g. multicultural or social psychology), foundations of education and educational intervention, statistics, research methods, child and adolescent development, assessment, counseling/psychotherapy and human learning. In addition to coursework and the 1200-hour internship, passing a comprehensive exam or PRAXIS is required.

## Psychology Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### PSYC 100

#### General Psychology (5)

FALL/WINTER/SPRING/SUMMER

[satisfies the GEGR for social sciences, list 2, anthropology, geography, psychology and sociology.]

A general introduction to psychology as the scientific study of behavior and thought; an overview of the areas of psychology and their development; methods in psychology; biological, sensory and developmental influences on behavior; physiological and cognitive components of behavior; theories of learning; a survey of theories of normal and abnormal behavior; principles of psychotherapy; personality theory and testing; and social influences.

### PSYC 295

#### Internship (1-5)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* permission of the department internship director and the department chair and the University Career Services Internship office.

Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship office. Two sections are available, one for psychology majors, one for non-psychology majors.

### PSYC 299

#### Directed Studies (1-6)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* permission of the instructor and the department chair.

### PSYC 301

#### Theories of Personality (5)

FALL/WINTER/SPRING/SUMMER

An objective and comprehensive study of the major theories of personality.

### PSYC 302

#### Abnormal Psychology (5)

FALL/WINTER/SPRING/SUMMER

Explores and evaluates research and theoretical concepts relating to deviant and abnormal behavior.

### PSYC 303

#### Foundations of Psychotherapy (5)

WINTER/SPRING

*Prerequisites:* PSYC 301 and 302.

Survey of theories of psychotherapy dealing with psychopathology. Particular attention is given to effectiveness of theory construction. Evaluates the role of intervening variables and logical consistency.

### PSYC 309

#### Scientific Principles of Psychology (5)

FALL/WINTER/SPRING

*Prerequisites:* successful completion of a 200-level English course and MATH 100 or mathematics clearance by test.

The study of the methodology and attitudes of psychology irrespective of any special area. Considers techniques for evaluating information, discovering invalid interpretations and uncovering alternative explanations. These are illustrated by reading research articles and classroom discussion of the articles and of popular beliefs.

### PSYC 310

#### Psychological Statistics (5)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* MATH 104 or mathematics clearance by test required; MATH 115 recommended.

This class introduces techniques for organizing distributions, summarizing their key properties, describing the relative standing of individual scores and measuring relations between pairs of variables. In the second half of the course, hypothesis testing is examined using a variety of common parametric and nonparametric procedures.

### PSYC 313

#### Research Methods in Psychology (5)

FALL/WINTER/SPRING

*Prerequisites:* PSYC 309 and CSBS 320.

An introduction to typical research methods used in psychology. Students complete several research projects reflecting these various methods.

### PSYC 314

#### Tests and Measurement (5)

WINTER/SPRING

*Prerequisites:* PSYC 301, 302, CSBS 320.

This course will provide students with a current analysis of the most widely used psychological tests in schools, professional training programs, business, industry, the military and clinical settings. Students will learn how psychological tests are constructed, how they are used and how an understanding of them can make a difference in their careers and everyday lives. Issues of fairness, bias and social consequences for use and interpretation with diverse populations will be addressed.

### PSYC 316

#### Human Memory and Cognition (5)

FALL

*Prerequisite:* junior level standing or permission of the instructor.

Examination of the principles and theories of human memory and selected topics in cognitive psychology.

### PSYC 317

#### Health Psychology (5)

FALL

*Prerequisite:* PSYC 309.

An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention and treatment of illness. Exploring the psychological dynamics at work in utilization of the health care system and patient-practitioner interactions. Specific coverage of the illness process in pain, lung disease, stress, chronic illness and AIDS.

### PSYC 318

#### Computerized Research Techniques in Psychology (4)

SPRING

*Prerequisites:* PSYC 309 and CSBS 320.

Introduces the use of computers in psychological research through software that inexperienced users can program by filling out forms. Hands-on experience on the system will be acquired during the first two–three weeks. Recent experimental findings in a number of research areas will be introduced. Working individually or in small groups, students will select a problem for study and develop a method of investigation using the software system.

### PSYC 325

#### Cognitive and Behavioral Change (4)

SPRING

*Prerequisite:* PSYC 100.

This course is designed to examine various cognitive and behavioral change procedures in terms of their theoretical basis and applied strategies. Operant, respondent, social learning and cognitive theories and their applications will be studied. Students will be required to engage in a self-change project throughout the quarter in order to better understand the principles of cognitive and behavioral change.

### PSYC 331

#### Psychology of Women (4)

FALL/WINTER/SPRING/SUMMER

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* successful completion of a 200-level English class or equivalent.

The psychology of women in terms of their bodies, socialization, personality, affiliation and achievement motivations, abnormal behavior patterns, therapy and personal growth needs. (Cross-listed WMST 331)

### PSYC 338

#### Discovering Women in Science (1)

The course uses several scientific themes to rediscover from the past and find in contemporary research the women who have made significant contributions to science. (Cross-listed BIOL 338, CHEM 338, GEOL 338, HIST 338, PHYS 338, WMST 338)

### PSYC 340

#### Emotion and Emotional Intelligence (5)

SPRING

*Prerequisite:* PSYC 100 or equivalent.

This course explores the psychology of emotion and how emotion impacts behavior and experience. This class investigates what emotion is, how it can be measured, basic theories of emotion and what factors contribute to the different emotional states. Issues related to emotional intelligence will also be explored, with particular emphasis on emotion identification, understanding and regulation.

### PSYC 359

#### Human Sexuality (5)

SPRING

Psychological, biological and cultural perspectives of human sexual behavior. The basis for successful functioning; frequency and significance of various types of sexual behavior; anatomy and physiology of reproduction; sexual inadequacy and deviations.

### PSYC 381

#### Social Psychology (5)

FALL/WINTER/SPRING

*Prerequisites:* PSYC 309 recommended.

Individual behavior as socially determined: interpersonal attraction, aggressiveness, attitude formation, group dynamics, conformity and leadership.

### PSYC 395

#### Internship (1-5)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* permission of the department Internship Director and the department chair and the University Career Services Internship office.

Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship office. Two sections are available, one for psychology majors, one for non-psychology majors.

### PSYC 398

#### Seminar (1-5)

FALL/WINTER/SPRING

### PSYC 399

#### Directed Studies (1-6)

FALL/WINTER/SPRING/SUMMER

*Prerequisites:* permission of the instructor and the department chair.

### PSYC 420

#### Biological Basis of Behavior (5)

WINTER

*Prerequisite:* PSYC 309.

Organic foundations of behavior.

### PSYC 425

#### Psychology and the Legal System (5)

WINTER

*Prerequisite:* PSYC 100 or permission of the instructor.

This course is designed to provide an introduction to the field of forensic psychology. The course provides an overview of the role of mental health professionals in correctional settings and in conducting forensic evaluations.

## PSYC 430

### Human Psychophysiology (5)

SPRING

Prerequisites: CSBS 320.

An overview of the following topics: automatic nervous system, biofeedback, clinical applications, emotion, instrumentation, measurement, pain, psychosomatic processes, sleep, social aspects of physiological processes and stress. Laboratory includes: biofeedback, blood flow, ECG, EDR, EEG, EMG and respiration. Course is especially suited for students of the health sciences.

## PSYC 431

### Stress and Coping (3)

FALL/WINTER/SPRING

Examines the psychological, physiological and health consequences resulting from selected psychological and environmental stressors. Psychological stressors include personality type, social disorganization, competition and conflict. Environmental stressors include cold, heat, hypo- and hyperbaric pressures and exercise. Examines coping responses such as biofeedback, progressive relaxation, autogenic training and physiological adaptation.

## PSYC 440

### Happiness and Positive Psychology (4)

WINTER

Prerequisite: junior standing.

Happiness has been a neglected topic in psychology and yet is an important human pursuit. This class investigates what happiness is, how it can be assessed and what factors facilitate happiness. Other human virtues important to well-being such as gratitude, wisdom, courage, humanity, justice, temperance and transcendence are explored.

## PSYC 450

### Trauma: Theory, Assessment and Treatment (4)

SPRING

Prerequisite: recommend PSYC 302.

This class explores traumatic experience in terms of substance, impact and reactions, including the assessment and treatment of trauma-related psychopathology.

## PSYC 470

### Childhood Psychopathology and Treatment (4)

SPRING

Prerequisite: PSYC 302.

This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical intervention methods.

## PSYC 481

### Prejudice and Stereotyping (5)

SPRING

Prerequisite: PSYC 381 or instructor permission.

The course *Prejudice and Stereotyping* is a 5 credit discussion course that examines the social psychological underpinnings of prejudice, stereotyping and discrimination. The course topics will address specific types of prejudice such as sexism and racism, individual differences and cognitive states that can lead to prejudice, the effect of prejudice on its targets and reducing prejudice.

## PSYC 490

### Senior Capstone: The Tradition of Psychology (6)

FALL/WINTER/SPRING

[satisfies senior capstone university graduation requirement.]

Prerequisites: PSYC 309 and 313; CSBS 320.

This course fulfills the University capstone requirement and may also be used as an elective within the department's major. The course consists of three components: (a) the history of psychology, (b) a collaborative project and (c) portfolio preparation.

## PSYC 495

### Internship (1-15)

FALL/WINTER/SPRING/SUMMER

Prerequisite: permission of the instructor, department chair and college dean.

Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship Office. Two sections are available, one for psychology majors and one for non-psychology majors.

## PSYC 496

### Experimental Course (1-5)

## PSYC 497

### Workshops, Short Courses, Conferences (1-5)

FALL/WINTER/SPRING/SUMMER

## PSYC 498

### Seminar (1-5)

FALL/WINTER/SPRING

## PSYC 499

### Directed Study (1-5)

FALL/WINTER/SPRING/SUMMER

Prerequisites: permission of the instructor and the department chair.

## PSYC 503

### Proseminar: Scientific Methods (4)

WINTER

Prerequisites: admission into psychology MS program or school psychology program or graduate standing and instructor permission.

Introduction to logic of scientific method, decision making, hypothesis testing, measurement and model and theory construction.

## PSYC 504

### Proseminar: Learning and Behavior Therapy (4)

SPRING

Prerequisite: graduate standing

An intensive survey of important learning phenomena as they relate to theoretical issues and controversies. Consideration of methodological problems.

## PSYC 508

### Professional Issues (2)

SPRING

Prerequisites: admission into psychology MS program.

This course presents legal, ethical and moral aspects of the professional practice of psychology. Topics will include professional credentialing, registration and licensing; ethical principles of psychological professionals; confidentiality; disclosure to clients; duty to protect and warn; suicide risk assessment; and other ethical dilemmas. Students will receive state- required AIDS/HIV training.

## PSYC 510

### Professional School Psychology I (4)

Prerequisite: admission to the graduate program in school psychology.

This course is the first in the series of professional school psychology and focuses on the history and principles of school psychology, the professional role of the school psychologist and current trends in education. The course includes various pre-practicum observations in applied settings. (Cross-listed CEDP 510)

## PSYC 511

### Professional School Psychology II (4)

Prerequisite: admission to the graduate program in school psychology.

This course focuses on the impact of legal issues on the role and functions of school psychologists in Washington. (Cross-listed CEDP 511)

## PSYC 512

### Professional School Psychology III (4)

Prerequisite: CEDP 510 or PSYC 510, CEDP 511 or PSYC 511.

This course is the third in the series of professional school psychology and focuses on professional practice and ethical issues in the field. Best practices in school psychology and considerations of NASP, AERA and APA ethical guidelines and codes of conduct will be covered. The course includes pre-practicum observations in applied settings.

(Cross-listed CEDP 512)

## PSYC 516

### Human Memory and Cognition (5)

FALL

Prerequisite: graduate standing or permission of the instructor.

Examination of the principles and theories of human memory and selected topics in cognitive psychology.

## PSYC 517

### Health Psychology (5)

FALL

Prerequisite: graduate standing or permission of the instructor.

An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention and treatment of illness. Exploring the psychological dynamics at work in utilization of the health care system and patient-practitioner interactions. Specific coverage of the illness process in pain, heart disease, cancer, stress and chronic illnesses.

## PSYC 518

### Computerized Research Techniques in Psychology (4)

SPRING

Prerequisite: CPLA or equivalent.

This class is intended to provide graduate students in psychology and allied disciplines with an efficient method of presenting stimuli and gathering data using personal computers. The class introduces the MEL programming system by which users can prepare programs by filling out forms and supplementing the forms with MEL code. Demonstrations and class exercises will apply the programming techniques to carry out common psychological tasks. Students will select a problem for individual study and develop a method of investigation using the software system.

## PSYC 522

### Advanced Statistics (5)

WINTER

Prerequisite: CSBS 320 or other inferential statistics class.

Statistical theory, interpretations and procedures which are especially valuable to workers in education, psychology and related fields.

## PSYC 525

### Psychology and the Legal System (5)

WINTER

This course is designed to provide an introduction to the field of forensic psychology. The course provides an overview of the role of mental health professionals in correctional settings and in conducting forensic evaluations.

## PSYC 531

### Psychoeducational Groups for Children and Adolescents (4)

SPRING

Prerequisite: admission to the graduate program in school psychology or permission of instructor.

This course examines the theory, assessment and application of different types of psychoeducational groups for children and adolescents in school and agency settings. In addition to didactic learning, students will be required to participate in and lead a psychoeducational group.

## PSYC 534

### Human Neuropsychology (4)

FALL

*Prerequisite:* admission to psychology MS program or school psychology program or instructor permission.

The relationships between physiological processes and behavior.

## PSYC 537

### Advanced Psychopathology (4)

FALL

*Prerequisite:* admission into psychology MS program or graduate standing and instructor permission.

This course is designed to teach strategies in diagnosing mental disorders and to evaluate the most current treatment modalities. Problems of cultural diversity and ethnic differences are explored.

## PSYC 538

### Research Topics (1)

FALL/SPRING

*Graded Pass/No Credit.*

*Prerequisite:* admission to the Psychology Department's MS program.

This course introduces incoming graduate students in the Psychology Department's MS program to research interests of the department faculty. Lectures cover theory and previous work on problems of interest, design of recent experimental investigations and analysis of experimental data. Students participate in discussions with lectures and develop their own research interests through meetings with selected faculty.

## PSYC 539

### Seminar in Special Topics (1–5)

*May be graded Pass/No Credit.*

## PSYC 543

### School-based Individual Interventions (4)

*Prerequisites:* admission to the graduate program in school psychology.

A general introduction to the theory and process of providing individual psychotherapeutic services to children and adolescents in the schools. Particular attention will be paid to ethical issues and the importance of providing culturally sensitive interventions. Cross-list with CEDP 543)

## PSYC 550

### Trauma: Theory, Assessment and Treatment (4)

SPRING

*Prerequisite:* undergraduate degree in psychology or related field.

This class explores traumatic experience in terms of substance, impact and reactions, including the assessment and treatment of trauma-related psychopathology.

## PSYC 551

### Foundation of Psychotherapy (5)

FALL

*Prerequisite:* admission into psychology MS program with clinical emphasis or instructor permission.

Main types of psychological treatment with emphasis upon those which primarily rely on verbal exchanges between the counselee and the therapist. Practical application of techniques will be experienced.

## PSYC 554

### Cognitive Assessment (4)

FALL/SPRING

*Prerequisite:* admission to psychology MS program with clinical emphasis or school psychology program.

This course will provide in-depth training in cognitive assessment, including intelligence, memory, academic and special abilities testing.

## PSYC 555

### Clinical Practice in Cognitive Assessment (3)

FALL

*Prerequisite:* admission to psychology MS program with clinical emphasis.

Administration, scoring and writing of psychological reports; Stanford Binet, WISC and WAIS.

## PSYC 556

### Personality and Behavioral Assessment (4)

WINTER/SPRING

*Prerequisite:* admission to psychology MS program or school psychology program.

This course focuses on the administration, scoring and interpretation of personality and behavioral measures. Major tests considered and applied within this course include MMPI, Rorschach, TAT/CAT, drawings and teacher, parent and self-report rating scales.

## PSYC 557

### Clinical Practice in Personality and Behavioral Assessment (4)

WINTER

*Prerequisite:* PSYC 556.

Supervision of practice testing with projective techniques, structured personality instruments and teacher, parent and self-report rating scales.

## PSYC 558

### School Psychology Practicum (1–8)

FALL/WINTER/SPRING

Supervised experience of school psychology students in psychometric assessment, behavior analysis and mental health counseling, as well as professional and ethical areas.

## PSYC 559

### Cognitive Assessment Lab (3)

SPRING

*Prerequisite:* must be in School Psychology Program and permission of the instructor.

School Psychology graduate students take this course concurrently with PSYC 554—*Cognitive Assessment*. Students will administer, score, report and interpret published norm-referenced measures of intelligence, memory, achievement, perceptual, adaptive and special abilities typically used in educational environments.

## PSYC 565

### Developmental Psychopathology (4)

WINTER

This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical and educational intervention methods. (Cross-listed with CEDP 554)

## PSYC 570

### Childhood Psychopathology and Treatment (4)

SPRING

*Prerequisite:* PSYC 302 or equivalent.

This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical intervention methods.

## PSYC 581

### Prejudice and Stereotyping (5)

SPRING

*Prerequisite:* PSYC 381 or instructor permission.

The course *Prejudice and Stereotyping* is a 5 credit discussion course that examines the social psychological underpinnings of prejudice, stereotyping and discrimination. The course topics will address specific types of prejudice such as sexism and racism, individual differences and cognitive states that can lead to prejudice, the effect of prejudice on its targets and reducing prejudice.

## PSYC 596

### Experimental Course (1–5)

## PSYC 597

### Workshops (1–5)

*Note:* only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

## PSYC 598

### Seminar (1–5)

FALL/WINTER/SPRING

*May be graded or offered Pass/No Credit at the discretion of the instructor.*

Current problems in psychology are presented by department faculty.

## PSYC 599

### Independent Study (1–5)

## PSYC 600

### Thesis (1–15)

*Prerequisites:* permission of the department chair, the graduate research chair and college dean.

A bound research study conducted as partial fulfillment of a master's under the direction of a graduate committee.

## PSYC 601

### Research Report (1–15)

*Prerequisites:* permission of the department chair and the graduate research chair and college dean.

A research study in lieu of a bound thesis conducted as partial fulfillment of a master's under the direction of a graduate committee.

## PSYC 694

### Practicum (1–7)

*Graded Pass/No Credit.*

*Prerequisite:* admission to psychology MS program or school psychology program.

Supervised experience of a clinical or counseling nature in service areas or supervised experience in research.

## PSYC 695

### Internship in School Psychology (1–4)

*May be graded Pass/No Credit.*

*Prerequisite:* permission of the instructor, department chair and college dean and must be in the School Psychology Program.

Experience under supervision in selecting, administering and scoring tests. Opportunities for diagnosis, counseling evaluation and reporting.

## PSYC 696

### College Teaching Internship (1–5)

*Prerequisites:* permission of the instructor and the department chair.

Teaching a lower-division college course under the supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student and course evaluation.

## PSYC 697

### Internship in Psychology (1–10)

*Prerequisite:* permission of the instructor, department chair and college dean.

Internship experience of professionally supervised training in approved agency or institution. The period of internship will commence on the date it is approved by the department chair and no internship credit will be granted retroactively.

## PUBLIC ADMINISTRATION

### College Of Business And Public Administration

Larry Luton, Program Director	EWU Spokane, 668 N. Riverpoint Blvd. # 324 Spokane, WA 99202-1660	509.358.2247 Fax 509.358.2267
<i>MPA</i>		

Faculty: R. Fuller, F. Hurand, W. Kelley, M. Johnston, M. Keogh-Hoss, L. Luton, D. Martin, T. Novak, D. Winchell, R. Zinke, G. Zovanyi

## GRADUATE PROGRAMS

### STUDENT LEARNING OUTCOMES

#### Students will:

- articulate how political, economic, social and legal contexts of public administration influence the management of public service programs;
- manage human resources in ways that recognize the merit system and union related factors in public service organizations;
- strategically approach budgeting and financial processes;
- develop professionally through reflective analysis of employment and educational experiences;
- analyze the internal organizational environments of public service agencies;
- utilize oral and written communication skills effectively to inform, persuade and work with others.

The Graduate Program in Public Administration (PADM) is designed to provide widely varied educational opportunities in the fields of public and not-for-profit management. Graduate study opportunities are available for those currently employed as well as for recent graduates seeking a career in the public service. Both full-time and part-time study programs are available on a degree and non-degree basis.

Students in PADM are encouraged to become aware of the public service environment, the values that guide public service and the critical and analytical skills necessary to formulate, implement and evaluate public service decisions.

Program faculty, all of whom hold doctoral degrees and have public service management experience, have been selected from the several academic areas most pertinent to public sector applications. Adjunct faculty are highly trained, qualified and experienced academics and practitioners.

Alternatives offered include a master's degree in public administration (60 quarter credit hours), several types of dual degrees (MBA/MPA, MSW/MPA, MURP/MPA), a Public Management Development Certificate Program (as few as 16 credit hours) and, in cooperation with the Health Services Administration program, a graduate Health Services Administration Certificate Program as a specialization in the MPA program (20 credit hours).

Students interested in any of these alternatives should contact the Director of PADM for further information.

#### Scheduling

To make the PADM courses more accessible to those employed full-time, all coursework is offered at the Riverpoint Campus, either during weekday evening hours or on weekends.

#### Assistantships

Paid graduate assistantships are often available. Information and application forms are available from the program office. Applications for academic year assistantships should be completed and returned to the PADM office no later than June 1 preceding the academic year for which the student is applying.

#### Applying for Admission

In order to apply for admission to the MPA program, one must fill out EWU's graduate application form and send to the MPA office: 1. a current resume, 2. a short "career plan" essay and 3) three letters of recommendation. The EWU Graduate Studies Office collects a \$50 application fee.

No additional fee is charged for application to the MPA program.

#### Admission Requirements

Based on the standards described below, students are admitted upon the recommendation of the director of PADM. The director's recommendation will be sent to the Dean of Graduate Studies. That dean will then notify the student, in writing, of his/her admission or rejection. Applicants may seek admission on the basis of 1. their bachelor's degree work, 2. completion of another master's degree or 3. their work experience (if they can demonstrate a least 10 years of progressive responsibility in a related profession). Admission procedures and requirements are the same for the MPA degree and the certificate programs.

#### Admission Based on Undergraduate Academic Performance

Students who have completed a bachelor's degree at an appropriately accredited institution may be admitted to the Graduate Program in Public Administration based on the following criteria:

1. Cumulative GPA of at least 3.0 in the last 90 quarter graded credits of post-secondary coursework (or its equivalent as computed by the Graduate Studies Office); or
2. Recommendation of the director based upon a successful appeal by the student. (This appeals process will be utilized only for students who do not have an undergraduate cumulative GPA of at least 3.00.)

Students seeking to utilize this appeals process must directly request reconsideration by the director. In considering that request the director will review such information as: 1. a resume; 2. letters of recommendation; 3. a combined verbal and quantitative score of 1000 and analytical writing score of 3 on the GRE; 4. a GMAT score of at least 500 and/or 5. successful completion of up to 12 credits in PADM courses with a minimum GPA in those courses of at least 3.30.

#### Admission Based on Another Master's Degree

A student may also be admitted to PADM with proof of possession of another valid master's degree.

#### Admission Based on Work Experience

Applicants with at least 10 years of increasingly responsible professional experience in public administration may also be offered regular admission. Admission is based on the following:

1. Evidence of having obtained a bachelor's degree from an appropriately accredited institution.
2. An essay demonstrating critical thinking skills.
3. A statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study.
4. Evidence of professional success in Public Administration.

#### English Language Requirement

All students from non-English speaking countries must provide evidence of adequate proficiency in the English language before being admitted to the PADM. This requirement may be satisfied by presenting a TOEFL score of 580 (237 CBT) or its equivalent. A student with a TOEFL score of between 550 and 580 may be admitted conditionally. In such cases, registration for classes is conditional upon having a program of English language study approved by the director in consultation with the International Education office.

Students with TOEFL scores of 525 to 550, (197-213 CBT), may be admitted to the University as post-baccalaureate students. As post-baccalaureate students they may register for classes and demonstrate their ability to do the work required of MPA students. They should be aware of the EWU regulation on "Previous Graduate Credit" which permits no more than 12 pre-admission credits to be counted toward a graduate degree (see the general policies in the front of this catalog). The director of PADM will determine whether they should be granted admission to the program based in part upon their work as post-baccalaureate students.

#### The "Test Drive"

In the "test drive" applicants will be allowed to take up to 12 quarter credits with permission of the director while completing all admission requirements. The letters of recommendation and career plan summary

are not required prior to enrolling in the first 12 credits of classes. It *will* be necessary to complete the Application for Admission to a Graduate Program and submit it to the Graduate Studies Office with the appropriate fee. Documentation of completing a bachelor's degree will also be required. The application should be signed by the PADM Director with the notation "post-baccalaureate acceptance."

We hope this "test drive" option for graduate school admission will assist our non-traditional students in balancing their lifestyle choices between family, employment and graduate study.

## Background Requirements

All students taking a program of study in PADM must provide evidence of having attained a minimum level of education in two background subjects: U.S. domestic political institutions and statistical techniques. Admission may be gained prior to completion of background requirements, but each background requirement is also a recommended prerequisite for a specific course in the core curriculum.

The minimal acceptable grade in any background course is 2.5. For courses taken at an institution using a letter-grade system, a "C" or better is acceptable. Courses taken more than seven years prior to the date of admission to PADM will not normally be accepted. Course credits taken to satisfy background requirements may not be counted toward the MPA degree.

## Advancement to Candidacy

Prior to completing 30 credit hours of coursework, a student is expected to file for advancement to candidacy. When the candidacy form is filed and accepted, it represents an official statement regarding what courses a student must complete to obtain the MPA degree. Filling out the form involves listing all courses completed, all in progress and all those yet to be taken to complete the courses required for the degree. It also involves selecting two PADM faculty members who will sit on the oral exam committee. The chair of the committee is normally the advisor for the student's research project or thesis.

## Comprehensive Examination

Every student seeking a master of public administration degree must take a comprehensive oral examination.

The first step toward the comprehensive examination is filing for candidacy. When the student files for candidacy, he or she will designate two Graduate Program in Public Administration faculty members as members of the comprehensive examination committee. One of those faculty members must be designated as the chair of the comprehensive examination committee. The other will be the "second member." A third committee member will be assigned by the Graduate Studies Office from a list of eligible faculty. The chair of the comprehensive examination committee should be the faculty member best suited to supervise the student's work on the research project or thesis. If the student is doing a research project, the chair will work with the student on identifying an appropriate term paper previously submitted in a PADM course and will advise and edit the improving and enhancing of that paper. Normally the second and third members of the committee will not be presented a copy of the paper (whether it is a research project or a thesis) until it is approved by the chair for distribution. Both departmental members must agree that the paper is ready prior to scheduling the oral. In any case the second and third members must receive the paper at least two weeks prior to the date of the comprehensive oral examination.

The chair of the oral examination committee will also supervise the student's development of a portfolio in which his/her best work in the MPA program is featured. The portfolio will be presented and discussed as part of the oral exam.

Normally the examination will take place during the final quarter of the student's work in the program, but in all cases it will take place at a time approved by the student's comprehensive examination chair and agreed upon by the other two members of the comprehensive examination committee. The student must notify the Graduate Studies Office of the time and

place of the examination at least two weeks prior to the examination. The student will also be responsible for coordinating arrangements with the examination committee and for scheduling a room for the examination.

The examination will last approximately 90 minutes and will contain 1. a presentation and discussion of the student's research paper (or thesis) and 2. a presentation and discussion of the student's portfolio.

In order for the student to pass the examination at least two committee members must approve of her/his performance. The chair will be responsible for reporting the results of the examination to the Graduate Studies Office.

Should it be necessary to schedule a retaking of the examination, the procedures shall be the same with the exceptions noted under Graduate Affairs Council policy 13.12. A copy of "Graduate Affairs Council Policies" is available for reading in the main Public Administration office, EWU, Phase One Classroom Building, 668 N. Riverpoint Blvd., #325.

## Degree Requirements

### 1. Core Required Courses (42 credits)

- PADM 500 Personal Assessment (2)
- PADM 501 Public Administration Research Approaches (4)
- PADM 503 Concepts and Values of Public Service (4)
- PADM 505 Public Policy Cycles (4)
- PADM 507 Public Policy Analysis (4)
- PADM 509 Public Personnel Management (4)
- PADM 511 Public Sector Organization Theory and Dynamics (4)
- PADM 513 Public Planning and Budgeting (4)
- PADM 515 Administrative Law and Regulation (4)
- PADM 517 Professional Employment (2)
- PADM 601 Research Project (2)
- PADM 602 MPA Portfolio (2)

### 2. Elective Options—elective courses are required in the MPA program. Courses that may be taken toward those 20 credits include, but are not limited to the following (20 credits)

- PADM 523 Public Financial Management (4)
- PADM 525 Public Sector Grants-Writing and Administration (4)
- PADM 527 Capital Finance and Bonds (2)
- PADM 531 Intergovernmental Relations (4)
- PADM 533 City Government Administration (4)
- PADM 539 Special Topics (1-5)
- PADM 543 Labor Relations (2)
- PADM 545 Collective Bargaining (2)
- PADM 547 Hiring Right (2)
- PADM 551 Comparative Public Administration (4)
- PADM 553 The Constitution and Public Administration (2)
- PADM 555 The Political Executive (4)
- PADM 561 Public Administration Through Film and Television (2)
- PADM 563 Public Sector Ethics (4)
- PADM 596 Experimental Course (1-4)
- HSAD 598 Seminar in Public Administration (1-4)
- PADM 599 Directed Study (1-4)
- PADM 600 Thesis Research Seminar (2-8)
- PADM 603 Internships in Public Administration (2-8)

## HEALTH SERVICES ADMINISTRATION SPECIALIZATION

There is also an option to specialize in health services administration. To do so one must be admitted into the Health Services Administration Graduate Certificate Program. Obtaining the certificate entails successfully completing the following HSAD graduate courses:

- HSAD 500 U.S. Health Care Systems (4)
- HSAD 510 Health Law (4)
- HSAD 520 Health Reimbursement Issues (4)
- HSAD 530 Seminar on Business and Health (4)
- HSAD 598 Seminar in Health Services Administration (4)

Since completing the Health Services Administration Graduate Certificate Program entails completing 20 credits, a student who specializes in health services administration does not need to take any additional elective courses in the MPA program.

## Cooperation with Other Graduate Programs

With the permission of the MPA director, courses offered by other graduate programs may be counted toward the 20 credits elective requirement. Master's degree programs that frequently offer courses considered appropriate as elective courses in the MPA program include: MURP (Urban and Regional Planning), MSW (Social Work), Master of Science in Communication Studies and MBA (Business Administration).

## Thesis Option

If a student decides to write a master's thesis, s/he is required to register for 8 credits of PADM 600 *Thesis Research*. Two of those credits substitute for the normal PADM 601 requirement. The other 6 credits can be counted toward the 20 credit elective requirement.

### 3. Research Project (Required) (2 credits)

A research project (PADM 601) is a requirement for all students obtaining an MPA degree. It should be taken after completion of PADM 501 and near the completion of all requirements for the degree. With the advice and editorial review of the chair of his/her comprehensive oral exam committee, the student improves and enhances a paper previously submitted as a term paper in a PADM course. The improved and enhanced paper is presented and discussed as part of the comprehensive oral exam.

#### Y Grades in PADM Courses

Y grades are given for coursework that was not expected to be completed by the end of the quarter. PADM courses in which Y grades may be given include:

- PADM 525 Public Sector Grants-Writing and Administration (maximum 4 credits)
- PADM 599 Directed/Independent Study (maximum 4 credits)
- PADM 600 Thesis Research Seminar (maximum 8 credits)
- PADM 601 Research Project Seminar (maximum 2 credits)
- PADM 602 MPA Portfolio (maximum 2 credits)
- PADM 603 Internships in Public Administration (maximum 8 credits)

### 4. Internships (Optional) (2-8 credits)

Although internships are not a required part of the MPA curriculum, they are strongly recommended for all MPA students who have not had significant public sector administrative experience. The internship is intended to provide a major professional learning experience for the student, including a realistic exposure to a complex organizational environment. The intern is expected both to contribute to the agency by helping to solve problems for the agency and to learn from and about the agency. Normally an internship should be arranged after finishing at least 30 credit hours of coursework in the program. The standard requirement for a four-credit internship is 20 hours of work per week for one quarter. No more than eight credits of internship may be counted toward graduation. Academic credit is obtained by registering for PADM 603. Documentation of the work experience is required.

<b>Total required core credits</b>	<b>40 credits</b>
<b>Total elective credits</b>	<b>20 credits</b>
<b>Minimum total credits for above master's degree</b>	<b>60 credits</b>

## PUBLIC MANAGEMENT DEVELOPMENT CERTIFICATE

The Public Management Development Certificate Program is available to students who are interested in engaging in study in public administration but not in commitment to an entire MPA program. Both a basic certificate (16 credits) and an advanced certificate (36 credits) are available. Course offerings within the basic program provide an introduction to the concepts and skills associated with public sector administrative responsibilities. The advanced certificate program permits further development in the fundamentals of public sector management. Admission to the certificate program is upon the same basis as admission to the MPA program.

## ADVANCED STANDING MPA PROGRAM

Persons who have completed all of the requirements for the undergraduate Public Policy and Administration Certificate offered through the Government Department and the Economics Department of EWU's College of Social and Behavioral Sciences are allowed to obtain the MPA Degree by meeting the following requirements:

#### Core Courses: (36 credits)

- PADM 500 Personal Assessment (2)
- PADM 501 Public Administration Research Approaches (4)
- PADM 503 Concepts and Values of Public Service (4)
- PADM 505 Public Policy Cycles (4)
- PADM 509 Public Personnel Management (4)
- PADM 511 Public Sector Organization Theory and Dynamics (4)
- PADM 513 Public Planning and Budgeting (4)
- PADM 515 Administrative Law and Regulation (4)
- PADM 517 Professional Employment (2)
- PADM 601 Research Project (2)
- PADM 602 MPA Portfolio (2)

#### MPA Elective Courses: (10 credits)

10 credits in any of the courses acceptable as electives in the MPA Program.

<b>Total Credits for MPA Degree in the Advanced Standing Program</b>	<b>46 credits</b>
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*Note: for specifics on the requirements for the undergraduate Public Policy and Administration Certificate, see the description in this catalog under the Government Department or the Economics Department.*

## DUAL DEGREE PROGRAMS

### MPA/MBA

A dual-degree program with the Eastern Washington University Master of Business Administration is available through which one can obtain both an MPA degree and an MBA degree. In this program of study, required courses for one degree program serve as elective courses in the second program, thereby reducing the number of credits required for each of the degrees. Any student interested in this dual degree must apply and be admitted to both the Master of Public Administration and the Master of Business Administration Programs. Individuals who have already started one of the two master's programs can work toward the MPA/MBA by qualifying for admission to the other program. Students complete 73 hours of coursework in addition to those background courses which are prerequisite to either graduate degree program. The average progress requires about eight quarters of full-time study to complete both degrees. Interested parties should contact the PADM director and MBA director at EWU, Phase One Classroom Building, 668 N. Riverpoint Blvd., #325, 358.2270 or 358.2248. For information on the MBA program see the Business Administration section of this catalog.

### MPA/MSW

A dual-degree program with the Eastern Washington University School of Social Work and Human Services is available through which one can obtain both an MPA degree and an MSW degree. In this program of study, required courses for one degree program serve as elective courses in the second program, thereby reducing the number of credits required for each of the degrees.

Any student interested in this dual degree must apply and be admitted to both the Master of Public Administration and the Master of Social Work Programs. Individuals who have already started one of the two master's programs can work toward the MPA/MSW by qualifying for admission to the other program. The number of credits needed to graduate with the MPA/MSW dual degree is at least 118 for students in the two-year MSW program and 83 credits for students in the advanced standing MSW program. The dual-degree program can be completed in eight to nine full-time quarters by students in the two-year MSW program and in six quarters by students in the advanced standing program. Interested parties should contact the PADM director and MSW director in 203 Senior Hall, Cheney, Washington 99004-2431, 509.359.6485. For information on the MSW program see the School of Social Work and Human Services section of this catalog.

### MPA/MURP

A dual-degree program with the Eastern Washington University Master of Urban and Regional Planning Program is available through which one can obtain both an MPA degree and an MURP degree. In this program of study, required courses for one degree program serve as elective courses in the second program, thereby reducing the number of credits required for each of the degrees. Any student interested in this dual degree must apply and be admitted to both the Master of Public Administration and the Master of Urban and Regional Planning Programs. Individuals who have already started one of the two master's programs can work toward the MPA/MURP by qualifying for admission to the other program.

Admitted students must complete 90-92 credits to earn both degrees. One comprehensive examination is required. The complete policy on the MPA/MURP is available in both program offices and in the Graduate Studies Office. Eight quarters of full-time study are typically needed to complete both degrees. Interested parties should contact the PADM director and MURP advisor, Department of Urban and Regional Planning, EWU, Phase One Classroom Building, 668 N. Riverpoint Blvd., #239, Spokane, WA 99202-1660 or at 509.358.2230.

## Public Administration Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### PADM 500

#### Personal Assessment (2)

*Graded Pass/No Credit*

A seminar in weekend format during the student's first or second quarter; it concentrates on career choice issues and assists in determining job fit, teaching students the use of psychometric instruments and techniques for assisting employees to make sound career decisions. The weekend will also include an abbreviated assessment center so students can gain experience in both the roles of assessor and assessee.

## PADM 501

### **Public Administration Research Approaches (4)**

Assists the student in developing skills in locating, obtaining and assembling information pertinent to public administration. The course explores various approaches to research found in public administration literature. It also involves students in critically examining research with attention to the tasks of defining a research purpose, posing research questions, writing a literature review and selecting an appropriate research approach (quantitative, qualitative or mixed methods).

## PADM 503

### **Concepts and Values of Public Service (4)**

Offers an analysis of the development of the “administrative state” and the profession of public administration. Emphasis is placed on the value system underlying modern public administration and its impact on the administrative process.

## PADM 505

### **Public Policy Cycles (4)**

*Recommended prerequisite: domestic political institutions.*

An examination of the impact of environmental forces on the formulation and content of public policy on the local, state or national level. Such elements as social values, political institutions and processes, intergovernmental relations, political resource distribution and the structure of policy are central to this investigation.

## PADM 507

### **Public Policy Analysis (4)**

*Recommended prerequisite: statistical techniques through inferential.*

Offers an examination of rational decision making with a focus on use of analytical tools as an instrument of public policy. Analytic tools include political and economic modeling. Emphasis varies with instructor.

## PADM 509

### **Public Personnel Management (4)**

Addresses the fundamentals of human resource management in the public sector. Topics covered may include the civil service system, merit principles, equal employment opportunity and/or current human resource management issues or techniques related to such concerns as employee recruitment, selection, orientation and motivation. (Cross-listed with BADM 509)

## PADM 511

### **Public Sector Organization Theory and Dynamics (4)**

A review of contemporary organization theory and ways that it helps us understand the dynamics of organizational change and transformation, with special reference to the public sector and the basic values of modern public administration.

## PADM 513

### **Public Planning and Budgeting (4)**

An examination of budget process emphasizing bureaucratic politics, policy issues, alternative methods and planning techniques.

## PADM 515

### **Administrative Law and Regulation (4)**

*Recommended prerequisite: domestic political institutions.*

A description, analysis and critique of the American systems of administrative law and regulations and their impact on the public manager.

## PADM 517

### **Professional Employment (2)**

*Graded Pass/No Credit*

A seminar in weekend format offered as a student’s graduation approaches; it focuses on transition into the job market, giving students experience in resume preparation, hiring practices and interview techniques from the perspective of both the employer and prospective employee. Additional topics to be covered include personnel system reform efforts, handling of stress in the workplace and ethical issues which commonly arise.

## PADM 523

### **Public Financial Management (4)**

Presents a broad overview of the management of financing by U.S. governments. The emphasis is on municipal financial management, its environment and the skills required.

## PADM 525

### **Public Sector Grants-Writing and Administration (4)**

Examination of the development of public sector grant programs and the distribution and fiscal management of money transfers. Topics include project development, grant applications, program planning and implementation and public policies for the improvement of intergovernmental operations. (Cross-listed BADM 525)

## PADM 527

### **Capital Finance and Bonds (2)**

Within a general vision of the larger governmental finance system, this course describes optional means of financing and addresses the pros and cons of each.

## PADM 531

### **Intergovernmental Relations (4)**

Explores the interdependence and linkages between governmental agencies explored from the perspectives of the legal/regulatory, fund raising/fund transfer and administrative/cooperative elements in our federal system.

## PADM 533

### **City Government Administration (4)**

An exploration of the major management issues and techniques involved in the professional management of city governments. Topics include the role of the professional city administrator, the changing face of cities, major city services issues, ethics, decision making and budget preparation. Examines both theoretical and the practical aspects of city government management. (Cross-listed BADM 533)

## PADM 539

### **Special Topics (1-5)**

Generally weekend format for two credit courses.

## PADM 543

### **Labor Relations (2)**

This course covers a broad range of topics such as history of the labor movement, federal and state statutes covering the field, emergency operations planning and legislative lobbying efforts. (Cross-listed with BADM 543)

## PADM 545

### **Collective Bargaining (2)**

This course addresses the process of reaching agreement on a contract. (Cross-listed BADM 545)

## PADM 547

### **Hiring Right (2)**

This course addresses hiring issues such as employee screening, using employment agencies and search firms and staying out of court.

## PADM 551

### **Comparative Public Administration (4)**

A comparative examination and analysis of the impacts of political and social cultures on public administrative systems within nation states.

## PADM 553

### **The Constitution and Public Administration (2)**

This course is intended to engage public administrators in serious consideration of how the U.S. Constitution and U.S. Supreme Court cases interpreting it affect our practice.

## PADM 555

### **The Political Executive (4)**

Examines the role, responsibilities and powers of the elected and politically appointed executives in government and agencies in the U.S.

## PADM 561

### **Public Administration Through Film and Television (2)**

This course explores, through cinematic images, how government and government employees are portrayed in film and television.

## PADM 563

### **Public Sector Ethics (4)**

This course seeks to provide an understanding and appreciation of basic ethical concepts and frameworks; a variety of ethical theories and approaches are considered and applied to public sector situations. A main focus of the course is on the exercise of both individual and collective judgment—“Right Action” or “Good Conduct”—in public organizational and policy settings.

## PADM 571

### **Entrepreneurship: Journey or Destination (4)**

This course is designed to assist students in assessing their personal interests in entrepreneurship and as part of that assessment, the course will include learning from the life and times of entrepreneurs, both historical and present. The students will be expected to develop a biosketch of their chosen entrepreneur and share that information with the class. (Cross-listed BADM 571)

## PADM 596

### **Experimental Course (1-4)**

## PADM 597

### **Workshops and Short Courses in Public Administration (1-4)**

*Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.*

## PADM 598

### **Seminars in Public Administration (1-4)**

## PADM 599

### **Directed/Independent Study (1-4)**

## PADM 600

### **Thesis Research Seminar (1-15)**

*(Continuous registration of 2 credit hours per quarter. Maximum of 8 credits allowed toward MPA degree.)*

A seminar designed to assist students completing research requirements in connection with the MPA program. This is a required course if the thesis option is chosen. The thesis can be substituted for the advanced research and writing seminar within a chosen specialization and as an elective. The thesis option is intended for those students going on to doctoral study.

## PADM 601

### **Research Project (1-2)**

*Prerequisites: PADM 501.*

An advanced research and writing project in which a student, with the advice and editorial review of the chair of his/her comprehensive oral exam committee, improves and enhances a paper previously submitted as a term paper in a PADM course. The improved and enhanced paper is presented and discussed as part of the comprehensive oral exam for the MPA degree.

## PADM 602

### **MPA Portfolio (1-2)**

*Graded Pass/No Credit.*

An advanced reflective praxis project in which a student, following the guidelines provided by the MPA Program and with the advice and editorial review of the chair of his/her comprehensive oral exam committee, develops a portfolio including his/her best work in the MPA Program. The portfolio is presented and discussed as part of the comprehensive oral exam for the MPA degree.

## PADM 603

### **Internships in Public Administration (2-8)**

*Grade Pass/No Credit. May be repeated.*

Guided field placement with a public agency.

## RECREATION AND LEISURE SERVICES

See PHYSICAL EDUCATION, HEALTH AND RECREATION.



## RELIGIOUS STUDIES

College of Arts and Letters

Garrett Kenney, Program Advisor	254 S Patterson Hall	509.359.6032
<i>Minor</i>		

### UNDERGRADUATE PROGRAM

Religion strives to show connections and relationships among all types of human experience. As a major aspect of human life and culture, it receives systematic study in many disciplines. Therefore, many departments offer courses in this program.

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

#### RELIGIOUS STUDIES MINOR (21-25 CREDITS)

This minor is designed for those students majoring in an allied discipline and preparing for graduate seminary study, or for students majoring in any other discipline but wishing to pursue the subject of religion for its importance in other fields. Students are also advised to consider other offerings in the humanities program. All interested students should consult with the program advisor or the coordinator of humanities.

##### Required Courses (5 credits)

HUMN 215 Introduction to Religion (5)

##### Select two courses from the following (9-10 credits)

ANTH 454 Myth, Ritual and Magic (5)

HUMN 315 East-West Philosophies and Religions (5)

PHIL 312 Philosophy of Religion (5)

##### Select two courses from the following (7-10 credits)

ANTH 454 Myth, Ritual and Magic (5)

ANTH 457 Witchcraft, Sorcery and Shamanism (5)

ART 417 History of Medieval Art (5)

ENGL 385 Mythology (5)

ENGL 387 Literature of the Bible (5)

ENGL 452 Chaucer (5)

HIST 325 Ancient Near East (5)

HIST 340 The Middle Ages (5)

HIST 341 The Renaissance and the Reformation (5)

HUMN 315 East-West Philosophies and Religions (5)

HUMN 440 Perspectives on Death (5)

PHIL 312 Philosophy of Religion (5)

PHIL 331 Chinese Philosophy (5)

##### Minimum credits for above minor

21 credits

Note: special substitutions may be made with the approval of the program advisor or the coordinator of the humanities program.

## Courses

See course descriptions listed under participating programs and departments: anthropology, art, English, history, humanities, philosophy.

## RUSSIAN

See MODERN LANGUAGES AND LITERATURES.

## SOCIAL AND BEHAVIORAL SCIENCES

College of Social and Behavioral Sciences

The College of Social and Behavior Sciences offers a series of college-wide foundation courses in social science theory, statistics, computer-aided statistics, quantitative research methods and qualitative research methods. These classes may be required or listed as options in each of the social and behavioral science majors. Check the foundation course requirements in the specific major.

### Social and Behavioral Sciences Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

#### CSBS 200

##### Introduction to Leadership (3)

An introduction to basic leadership skills, this course will cover models in a variety of areas such as communication, decision making, problem solving, time management, conflict resolution and ethics.

#### CSBS 310

##### Foundations of Social and Behavioral Sciences Theory (5)

*Prerequisites:* completion of the general education core course requirements in the social sciences as specified in this catalog or permission of the instructor.

This course is intended to expose the philosophic choices and historical constraints that underlie all of the social and behavior sciences. In terms as simple as possible, we explore foundational alternatives (which may include idealism vs. materialism, individualism vs. holism, structure vs. agency, value neutrality vs. social critique) and the impact of history on the social and behavioral sciences. By emphasizing the controversiality and diversity within the disciplines and the social contexts that shape them, we encourage students to discover sharply critical perspectives on the social and behavioral theories that claim to tell us how the world works.

#### CSBS 320

##### Introductory Statistics for the Social Sciences (5)

*Prerequisites:* MATH 104 or mathematics clearance by test. MATH 115 recommended.

Introduces the theory and procedures underlying the use of statistics in the social sciences. During the first half of the class, methods are presented for organizing distributions, summarizing their key properties, conveying the relative standing of individual scores in distributions and measuring relations between pairs of variables. Commonly used procedures for testing hypotheses in the social sciences are presented in the second half of the class.

#### CSBS 321

##### Computer Aided Data Analysis (4)

*Prerequisites:* CSBS 320 or equivalent, CPLA 120 or equivalent.

Introduces the use of SPSS running on personal computers for analyzing data in the social sciences. Topics include basic tasks such as entering and transforming data. Procedures covered include obtaining summary statistics of single variables, graphing variables organizing multivariate data and testing hypotheses with t-tests, the analysis of variance, regression and selected nonparametric tests. Fundamentals of factor analysis and discriminant function analysis are introduced with guidelines for interpreting output.

#### CSBS 330

##### Integrated Social Science Methods (5)

*Prerequisites:* completion of the general education core course requirements in the social sciences as specified in this catalog or permission of the instructor.

An introduction to the scientific method in the social sciences, core concepts and issues in social science methods, core group of methods for data collection and core group of analytic techniques.

## CSBS 331

### Documents-Based Research Methods (5)

Prerequisites: completion of ENGL 201 and completion of the general education core course requirements in social sciences as specified in this catalog or permission of the instructor.

An introduction to documents-based research methods that prepares students to research and write successful papers. Topics covered in the course include: framing research questions, locating sources, types of sources, scholarly ethics and evaluating primary and secondary sources.

## CSBS 494

### Leadership Portfolio (2)

Prerequisite: permission of certificate advisor.

Supervised by the certificate advisor, students will compile an assessment portfolio of significant assignments completed during the certificate program. In addition, students will enhance the portfolio by completing various exercises, including the development of a formal statement regarding their leadership philosophy. These statements will integrate various concepts and theories surveyed and critiqued during the certificate program. Students are required to give an oral presentation of their statements to an audience composed of invited peers, faculty and Certificate Advisory Board members.

## SOCIAL STUDIES

### College of Social and Behavioral Sciences

Kathleen Huttenmaier, Director	204 P Patterson Hall	509.359.4824 khuttenmaier@ewu.edu
BAE		Social Studies Endorsement

Faculty: Varies

## UNDERGRADUATE PROGRAMS

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

### BACHELOR OF ARTS IN EDUCATION (BAE)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- understand chronology and cause-and-effect relationships in U.S., world and Washington State history;
- understand the core principles of U.S. democracy and understand the rights and responsibilities of citizenship;
- understand major developments, eras and turning points in U.S., world and Washington State history;
- explain the spatial arrangements of people, places and environments using maps, charts and other tools;
- use sources of information such as historical documents and artifacts to investigate and understand historic occurrences;
- understand monetary systems, consequences of economic choices and influence of government policies upon the economy.

### SOCIAL STUDIES/ELEMENTARY MAJOR (60 CREDITS)

This major does not meet a state of Washington endorsement.

*Note: this major requires a grade of 2.5 in all coursework done in the major at Eastern.*

#### Required Courses (60 credits)

- ANTH 101 Cultural Anthropology (5)
  - or SOCI 320 Race and Ethnic Relations: Global Perspectives (5)
  - or SOCI/WMST 321 Sex and Gender (5)
- ECON 100 General Education Economics (5)
  - or ECON 200 Introduction to Microeconomics (5)
- GEOG 101 Fundamentals of Human Geography (5)
  - or GEOG 301 Human Geography (5)
- GEOG 230 World Regional Geography (5)
  - or GOVT 308 The American Polity (5)
- HIST 104 East Asia: Tradition and Transformation (5)
  - or HIST 365 Latin America History (5)
- HIST 105 Western Heritage: Origins to the 18<sup>th</sup> Century (5)
- HIST 106 Western Heritage: 18<sup>th</sup> Century to the Present (5)
  - or HIST 306 Modern Europe (5)
- HIST 303 U.S. History, 1607–1877 (5)
- HIST 304 U.S. History, 1877–Present (5)
- HIST 483 History and Government of the Pacific Northwest (5)
- HIST 499 Directed Study (1)
- SOST 490 Senior Capstone: Social Studies in the Public Schools (4)

**Total credits for above major**

**60 credits**

**Professional Education Requirements/Elementary Education:**

**73–74 credits**

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

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

**133 credits**

*Note: students must complete at least 15 credits of this major at Eastern Washington University.*

## SOCIAL STUDIES/SECONDARY MAJOR (76 CREDITS)

This major satisfies the endorsement for grades 5–12.

*Note: this major requires a grade of 2.5 in all coursework done in the major at Eastern.*

### Required Courses

ANTH 101 Cultural Anthropology (5)  
 or SOCI 320 Race and Ethnic Relations: Global Perspectives (5)  
 or SOCI/WMST 321 Sex and Gender (5)  
 ECON 100 General Education Economics (5)  
 or ECON 200 Introduction to Microeconomics (5)  
 GEOG 101 Fundamentals of Human Geography (5)  
 or GEOG 301 Human Geography (5)  
 GEOG 230 World Regional Geography (5)  
 GOVT 100 Modern Government in American Context (5)  
 or GOVT 308 The American Polity (5)  
 HIST 104 East Asia: Tradition and Transformation (5)  
 HIST 105 Western Heritage: Origins to the 18<sup>th</sup> Century (5)  
 or HIST 106 Western Heritage: 18<sup>th</sup> Century to the Present (5)  
 or HIST 306 Modern Europe (5)  
 HIST 301 History of the Present (5)  
 or Diplomatic History elective (5)  
 HIST 303 U.S. History, 1607–1877 (5)  
 HIST 304 U.S. History, 1877–Present (5)  
 HIST 365 Latin America History (5)  
 or Latin American History elective (5)  
 HIST 483 History and Government of the Pacific Northwest (5)  
 SOST 390 Social Studies in the Secondary School (4)  
 SOST 490 Senior Capstone: Social Studies in the Public Schools (4)  
 One upper division non-U. S. History elective (4)  
 One upper division U.S. History elective (4)

**Total credits for above major** **76 credits**

**Professional Education Requirements/ Secondary Education:** **46–47 credits**

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

**Minimum total credits for above major and professional education** **122 credits**

*Note: students must complete at least 15 credits of this major at Eastern Washington University.*

*Note: social studies/secondary carries an endorsement in both social studies and history.*

Alternative required courses may be used if pre-approved by the coordinator of the social studies education program.

Although this major does not require a minor, it is suggested that majors take minors outside the discipline of social studies education and that these minors coincide with endorsements for teacher certification in disciplines such as English, mathematics, or the physical or biological sciences.

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

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

## SOCIAL STUDIES/ADD-ON ENDORSEMENT (60 CREDITS)

This add-on satisfies the endorsement for grades 5–12.

*Note: this add-on endorsement requires a grade of 2.5 in all coursework done in the add-on at Eastern.*

### Required Courses

ANTH 101 Cultural Anthropology (5)  
 or SOCI 320 Race and Ethnic Relations: Global Perspectives (5)  
 or SOCI/WMST 321 Sex and Gender (5)  
 ECON 100 General Education Economics (5)  
 or ECON 200 Introduction to Microeconomics (5)  
 GEOG 101 Fundamentals of Human Geography (5)  
 or GEOG 301 Human Geography (5)  
 GEOG 230 World Regional Geography (5)  
 GOVT 100 Modern Government in American Context (5)  
 or GOVT 308 The American Polity (5)  
 HIST 104 East Asia: Tradition and Transformation (5)  
 or HIST 365 Latin America History (5)  
 HIST 105 Western Heritage: Origins to the 18<sup>th</sup> Century (5)  
 HIST 106 Western Heritage: 18<sup>th</sup> Century to the Present (5)  
 or HIST 306 Modern Europe (5)  
 HIST 303 U.S. History, 1607–1877 (5)  
 HIST 304 U.S. History, 1877–Present (5)  
 HIST 483 History and Government of the Pacific Northwest (5)  
 HIST 499 Directed Study (1)  
 SOST 390 Social Studies in the Secondary School (4)

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

**60 credits**

## Social Studies Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### SOST 390

**Social Studies in the Secondary School (4)**

FALL/WINTER

*Prerequisite: EDUC 303 or permission of the instructor.*

The social studies program for secondary schools. Objectives, curricula, teaching materials, techniques and field experience.

### SOST 490

**Senior Capstone: Social Studies in the Public Schools (4)**

WINTER/SPRING

[satisfies senior capstone university graduation requirement.]

*Prerequisites: SOST 390 and senior status in the Social Studies Education major or permission of the instructor.*

An examination of the objectives, curricula, teaching materials, techniques and methods of social studies.

### SOST 497

**Social Studies Workshops (1–5)**

FALL/WINTER/SPRING/SUMMER

### SOST 498

**Seminar (1–5)**

FALL/WINTER/SPRING/SUMMER

### SOST 499

**Directed Study (1–5)**

FALL/WINTER/SPRING/SUMMER

*Prerequisites: permission of the instructor and the department chair and college dean.*

## SOCIAL WORK

*School of Social Work and Human Services  
121 Senior Hall*

S. James Perez, Interim Dean	509.359.6483
Lisa Avery, Interim Associate Dean	509.359.2277
Lynne Morris, School of Social Work Chair	509.359.6474
Maria Hernandez-Peck, MSW Graduate Director	509.359.6479
Ed Byrnes, BASW Program Director	509.359.2294
Cindy Chadwick, Administrative Services Manager	509.359.2324
Lisa Parise, Director of Field Education & Training	509.359.6477
Elizabeth Aerne, Admin. Assistant Field Education & Training	509.359.2355
Patricia Valdés, Director, Graduate Admissions	509.359.6772
Grace Creasman, MSW Advisor	509.359.4762
Diane Somerday, Coordinator, Undergraduate Student Services	509.359.6482
Sue Thompson, Student Services Coordinator	509.359.6485
<i>BA</i>	<i>Minor</i>
	<i>MSW</i>

Faculty, R. Arévalo, L. Avery, L. Brown, B. Beecher, E. Byrnes, C. Clark, M. Clute, K. Cote, T. Crofoot, D. Davis, C. Duman, M. Ehrmin, K. Fordham, P. Gregory, C. Hudnall, G. Jansen, T. Lee, V. Loke, R. Mackelprang, L. Marrison, J. Matthews, L. Morris, L. Parise, D. Patterson, M. Hernandez-Peck, J. Pippard, J. Renner, K. Shields, K. Stansbury, R. Stirling, J. Stucker, K. Woodard

## UNDERGRADUATE PROGRAM

**Mission of the School of Social Work:** The School of Social Work and Human Services is committed to the ongoing development of social work education which instills a core commitment to building a society based on social and economic justice and enhancing opportunities for human well-being. The School engages students in the acquisition of critically assessed knowledge and practice skills focused on working collaboratively and therapeutically with people.

**Vision:** The School prepares social work professionals for practice in the public sector or in those private agencies which address the needs of oppressed and disadvantage populations. Students are provided with the necessary values, knowledge and skills to practice within a rural/regional/small urban service delivery system environment.

Graduates assume key professional practice roles in human service agencies, community organizations, collaborative networks and change focused coalitions.

The curriculum prepares students to engage in processes aimed at empowering individuals to improve their life situation and to modify the organizational, community and societal conditions that prevent oppressed populations from obtaining a basic quality of life.

Through the combined commitment of the practice community and faculty, the School prepares students at the undergraduate and graduate levels for professional social work practice; serves place-bound individuals by providing structured part-time, off-campus, programs; responds to the needs of practitioners through the provision of continuing education, staff development and consultation; and undertakes research activities which contribute to the creation and dissemination of knowledge relevant to the profession.

### *Affirmative Action*

The School is committed to a policy of no discrimination on the basis of race, sex, religion, national origin, age, sexual orientation or disability. Beyond this is a commitment to affirmative action goals.

The profession of social work has officially taken the position that an increasing proportion of society's resources should be made available to members of minority racial and ethnic groups. This School supports this position and seeks to implement it through recruitment efforts, allotment of financial aid and employment practices.

### *Accreditation*

The School of Social Work and Human Services at Eastern Washington University is accredited at the baccalaureate and master's levels by the Council on Social Work Education.

**BASW Social Work Goals:** The baccalaureate program in social work is designed to provide foundation knowledge and skills for entry-level positions in social agencies and in preparation for a more advanced social work degree in the future.

More specifically, it is the intent of the BASW program to provide social work students the latest knowledge and skills necessary to meet the responsibilities assigned to them in the real world of work, as well as those assigned to them by the profession of social work. These responsibilities are named below and defined in the School's student handbook.

1. Providing professional social work value driven practice in entry level positions;
2. Interpersonal helping;
3. Working with groups and teams;
4. Assessing strengths and challenges in clients and their environments;
5. Assessing risks and the need for protection, transition or other immediate actions;
6. Planning and managing cases with other formal and informal helpers;
7. Linking people to programs and informal resources and
8. Providing tangible, concrete services.

Additionally, because our program has been accredited by the Commission on Accreditation of the Council on Social Work Education we are committed to achieving the following goals stated in the Accreditation Standards.

Graduates of the School's BASW Program will be able to:

- Apply critical thinking skills within the context of professional social work practice.
- Practice within the values and ethics of the social work profession and with the understanding of and respect for the positive value of diversity.
- Demonstrate the professional use of self.
- Understand the forms and mechanism of oppression and discrimination and the strategies of change that advance social and economic justice.
- Understand the history of the social work profession and its current structures and issues.
- Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
- Apply knowledge of bio-psycho-social variables that affect individual development and behavior and use theoretical frameworks to understand the interactions among individuals and social systems (i.e., families, groups, organizations and communities).
- Analyze the impact of social policies on client systems, workers and agencies.
- Evaluate research studies and apply findings to practice and under supervision, to evaluate their own practice interventions and those of other relevant systems.
- Use communication skills differentially with a variety of client populations, colleagues and members of the community.
- Use supervision appropriate to generalist practice.
- Function within the structure of organizations and service delivery systems and, under supervision, seek necessary organizational change.

**Admissions Requirements for High School Students:** Students planning to major in social work should have a strong college preparatory background. Volunteer experience with a social service agency is also strongly recommended.

**Admissions Requirements for Transfer Students and Students Completing AA Degrees:** Early planning is highly advantageous to the student. Transfer students should make an appointment to see the Coordinator of Undergraduate Student Services 509.359.6482 to assist in the transfer.

**Application Procedures:** There are two separate application procedures for admission. Students must be admitted to EWU and be admitted to the School of Social Work. Students seeking admission to the social work program must submit application materials prior to beginning the junior year, normally the winter or spring quarters. There is no application deadline; the School accepts applications until it has filled the number of sections planned for a given year. Pre-major advising is available through the School by calling 509.359.6482. Applications may be requested by calling 509.359.6444 or on our web page [www.sswhs.ewu.edu](http://www.sswhs.ewu.edu)

**Admissions Criteria:** Admission to the program is based on cumulative GPA, a personal statement addressed to the applicant's motivation for choosing social work as a career and experience relevant to social work and two personal references from faculty or others familiar with how you could perform social work tasks. Applications are reviewed and evaluated by faculty to select candidates with strong potential to enter practice upon completion of their degree work.

Before applying to the program, applicants should have completed most or all of their GEQRs (General Education Core Requirements). In addition, they should have completed or be in the process of completing the University language and other EWU requirements. If these requirements are not complete at the time of application, students should have a plan to complete them and include that plan in their personal statement.

**School of Social Work Curriculum:** The curriculum is designed to meet the goals of the program within a framework that includes a broad liberal arts education and focused professional social work education and socialization.

Social work classes and support classes with less than a 2.0 are not acceptable for graduation. Credit for life experience cannot be given for any social work courses.

**The Field Practicum:** The field practicum experience in the social work program is considered a vital element of the curriculum leading to a bachelor of arts degree. It is the major vehicle that permits the student to discover abilities and areas of growth, integrate theory with practice and explore the world of social welfare services.

To enter the practicum, students must have completed all of the social work courses up to the point of practicum entry with a minimum average GPA of 2.7. The field practicum is open to majors only. Application for the practicum is completed in spring quarter of the student's junior year. Based upon their learning objectives, students are carefully matched with public or private agency settings in diverse areas of service. Students with prior volunteer or work experience are urged to seek placements that offer different tasks, new contacts and opportunities for personal growth.

### Required Courses and Course Sequence for Social Work Majors:

#### FRESHMEN, SOPHOMORES or JUNIORS:

##### FALL or SPRING Quarter

SOWK 273 Introduction to Social Work (5)

#### JUNIORS:

##### FALL Quarter

SOWK 378 Human Behavior in the Social Environment I (4)

SOWK 381 Practice Theory, Social Work with Diverse Populations (3)

##### WINTER Quarter

SOWK 310 Human Identity (4)

SOWK 379 Human Behavior in the Social Environment II (4)

SOWK 470 Social Policy Analysis (5)

##### SPRING Quarter

SOWK 460 Methods I Social Work Engagement and Assessment (4)

SOWK 468 Research I Research Methods for Social Work (4)

SOWK 480 Field Preparation (1)

SOWK or ADST Elective (minimum of 3)

#### SENIORS:

##### FALL Quarter

SOWK 463 Methods IV Social Work Case Management (4)

SOWK 469 Research II Data Analysis for Social Work (4)

SOWK 482 Practicum/Seminar (1-9)

##### WINTER Quarter

SOWK 461 Methods II Practice with Individuals and Families (4)

SOWK 482 Practicum/Seminar (1-9)

##### SPRING Quarter

SOWK 462 Methods III Practice with Groups and Teams (4)

SOWK 482 Practicum/Seminar (1-9)

SOWK 490 Social Work Senior Capstone (4)

**Required courses in the following program of study may have prerequisites.**

**Reference the course description section for clarification.**

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- be open to new ideas, think critically and be capable of incorporating evidenced based theories and interventions into their professional social work tasks;
- take a leadership role in understanding, articulating and advocating on behalf of client definitions of social and personal problems, client strengths and client defined solutions;
- base their practices on systems and empowerment theories and ecological and strengths perspectives, as well as other understandings supported by scientific evidence;
- perform a wide range of tasks and roles within the context of organizational and service delivery structures and bring enthusiasm and creativity to generalist social work practice;
- define themselves as professional social workers, guided by social work values and ethical standards which include a deep respect for diversity in all its forms and a commitment to work with populations-at-risk for social justice.

### SOCIAL WORK MAJOR (73 CREDITS)

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

#### Required Courses (73 credits)

SOWK 273 Introduction to Social Work (5)

SOWK 310 Human Identity (4)

SOWK 378 Human Behavior in the Social Environment I (4)

SOWK 379 Human Behavior in the Social Environment II (4)

SOWK 381 Practice Theory for Social Work with Diverse Populations (3)

SOWK 460 Methods I Social Work Engagement and Assessment (4)

SOWK 461 Methods II Practice with Individuals and Families (4)

SOWK 462 Methods III Practice with Groups and Teams (4)

SOWK 463 Methods IV Social Work Case Management (4)

SOWK 468 Research I-Research Methods for Social Work (4)

SOWK 469 Research II-Data Analysis for Social Work (4)

SOWK 470 Social Policy Analysis (5)

SOWK 480 Field Preparation (1)

SOWK 482 Practicum (1-9) total 16 required

SOWK 490 Social Work Senior Capstone (4)

SOWK or ADST Elective (3)

*Total credits for above major*

*73 credits*

## MINOR

### SOCIAL WORK MINOR (15 CREDITS)

#### Required Courses (5 credits)

SOWK 273 Introduction to Social Work (5)

#### Electives: select from the following list (10 credit minimum)

SOWK 378 Human Behavior in the Social Environment I (4)

SOWK 379 Human Behavior in the Social Environment II (4)

SOWK 448 Gay and Lesbian Issues for the Social Work Practitioner (3)

SOWK 450 Women and Social Reform (3)

SOWK 452 Gender and Sexual Assault (4)

SOWK 470 Social Policy Analysis (5)

SOWK 471 Human Rights and Women's Rights (4)

SOWK 492 Child Welfare Programs and Services (5)

Social Work workshops, seminars or experimental courses may be included in this minor.

*Required course:*

*5 credits*

*Electives:*

*10 credits*

*Minimum required credits for above minor:*

*15 credits*

## GRADUATE PROGRAM

### THE MASTER OF SOCIAL WORK PROGRAM (MSW)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- critique and implement evidence and strengths-based intervention models within an ecological practice framework;
- form relationships with community partners to meet client needs and address barriers to social justice across systems of all sizes;
- practice from case to cause and back to case, demonstrating an understanding of the interplay between policy and practice and the impact on client systems;
- engage in participatory forms of applied research to solve community problems.

The Master of Social Work Program was established in 1974, following authorization by the state government to meet the need for graduate professional education in social work in the Inland Northwest. The first class of graduate students was admitted in 1975, at which time the program was granted accreditation candidacy status by the Council on Social Work Education. Full accreditation was conferred in 1977, reaffirmed in 1984, 1993, 2001 and again in 2008.

The MSW program is guided by an advanced generalist practice perspective. This model meets the requirements of diversified practice in rural, regional or small urban service delivery settings. It is change-oriented, emphasizing analytical skills and utilizing a variety of assessment perspectives, agency orientations, intervention strategies and interactional techniques.

#### MSW Choices

The School provides two options for the MSW: campus full-time study and community-based part-time study. Advanced standing programs are available in both campus and community based settings.

#### Full-time Campus Program

Students admitted to the campus program follow standard academic-year calendars and complete their degrees within six quarters, excluding summers, in a program of full-time study. Because of the demands of the full-time program, full-time employment is not recommended while a student is in the program.

#### Part-Time Programs

Part-time programs are offered in Spokane, Yakima, Everett and Vancouver, Washington.

Admission to the part-time programs is not offered every year; interested applicants should consult the School about program offerings prior to applying for admission to this program.

The part-time program curriculum is the same as that of the campus program, though spread out over a three-year period. Classes are scheduled during the evening, and one day a week in the Spokane Daytime program, to accommodate students' work responsibilities.

Admission requirements and procedures are the same as for the full-time campus program.

#### Advanced Standing Program

This program allows qualified BSW graduates to complete their MSW degree within three quarters and one summer term in the full-time program or in seven consecutive quarters in the part-time program.

#### Admission to the MSW Program is based on the following:

1. Successful completion of a bachelor's degree from an accredited college or university.
2. a. A cumulative grade-point average of no less than 3.00 in the last 90 graded quarter credits or 60 graded semester credits.  
b. Upon recommendation of the Graduate Program Director, the Dean of Graduate Studies may admit a limited number of students, with GPAs under 3.00, based upon considerations which include GRE or other appropriate test scores, performance in relevant graduate courses and faculty evaluations.
3. Official academic transcripts showing:
  - a. A bachelor's degree with evidence at least 45 quarter credits in social science content broadly distributed beyond the introductory level in sociology, political science, economics, anthropology, psychology, social or intellectual history, or human development. or
  - b. A BSW degree (or BA in Social Work) from an institution accredited by the Council on Social Work Education.
4. The personal capacity and commitment for graduate study and professional practice in social work as evidenced by the applicant's undergraduate record, personal statement and references.

#### Admission to the MSW Advanced Standing option is based on the following:

Admission requirements are similar to those of the full-time program but also require a 3.50 GPA in undergraduate social work courses and a bachelor's degree in social work awarded no longer than seven years before the application date. The degree must be from a CSWE-accredited undergraduate social work program.

Applicants who have questions concerning these criteria are advised to contact the School for further information.

#### Application Procedures

Please request an application packet containing necessary forms and detailed information from the School of Social Work Graduate Student Services Office at 509.359.6485 or 509.359.6444.

Early application is advised. The School reviews applications when all materials are received and notifies candidates, by letter, as to their admission status. Applications are reviewed in terms of the qualifications of each applicant, not as they compare to an overall applicant pool.

#### Transfer Students

Students desiring to transfer from other accredited MSW programs must first apply for admission to the School. If admitted, students will have their credits evaluated on a case-by-case basis.

#### MSW Degree Requirements

##### Overview of the Curriculum

The MSW program prepares professional social workers to engage in advanced generalist practice across multiple systems and provide leadership for social justice. The curriculum consists of a foundation for generalist practice and an advanced curriculum for advanced generalist practice.

The foundation curriculum focuses on social work practice, social welfare policy and theories of human behavior in the social environment. Courses include Foundations of Professional Social Work Practice, Social Work Assessment and Practice with Individuals and Families, Societal Context of Practice and Human Development in Contemporary Environments. Biopsychosocial Bases for Human Development provides a holistic framework for understanding the ways in which biological factors interact with psychological and sociocultural processes to influence human development. Social Work Practice in a Diverse Society develops knowledge of diverse populations with whom and on behalf of whom, social workers practice. The course also explores practice principles for working with people of difference and for working in an increasingly diverse society. Social Work Intervention and Evaluation with Individuals and Families and Social Work Groups continue the development of practice knowledge and skills.

The foundation continues to prepare students for generalist practice with systems of different sizes through the course Organizational and Community Contexts of Practice. Students learn to critically evaluate

and use research in their practice in the course Research Methods for Program and Practice Evaluation. Students also begin the first quarter of a four-quarter field practicum and integrative seminar near the end of the foundation curriculum.

The MSW program requires a total of 968 hours of field practicum and 80 hours of integrative seminar sequenced over the course of the program. Each student is placed in a social service agency or other public or private organization related to the welfare of people. In the placement, the student performs social work tasks in the role of a student learner. Direction and instruction are provided by a faculty member of the School, working collaboratively with a designated agency supervisor in the organization. The faculty member, the agency supervisor and the student negotiate a contract specifying student learning goals, potential field learning experiences and the means for evaluating the field learning. Agencies and organizations throughout the state of Washington in rural, urban and regional settings are used as field placements.

Students who wish to complete practicum requirements within their current or former workplace must indicate this desire to the School at the time of admission. This indication does not automatically ensure a practicum in the workplace. Consideration will be given to each request individually. Practicum placements in the workplace must conform with all of the School's existing field practicum requirements.

Courses in the advanced portion of the curriculum prepare students for advanced generalist practice with systems of all sizes. Students develop leadership skills working with clients and communities to advance social justice, particularly for socially excluded, at-risk or marginalized populations. Two required courses in SOWK 602, 603 *Advanced Generalist Practice I, II* present theoretical models and specific skills in engagement, assessment and intervention with individuals, families, groups, organizations and communities. A required SOWK 568 *Proseminar in Social Welfare Policies and Programs* examines the political context for decision that affect the lives of clients. One required course, SOWK 526 *Research Methods II*, is also part of the advanced portion of the curriculum. Students also choose 12 credits of elective courses to help focus their learning to meet their professional goals. The required Practicum and its related seminar continue throughout each quarter of the advanced portion of the curriculum.

The plan for delivering the curriculum is shown below.

The MSW curriculum comprises sequenced foundation and advanced coursework. On-campus, full-time students complete the curriculum in two years or six quarters. Off-campus, part-time students complete the program in a sequenced manner over the course of three years or 12 quarters.

## FOUNDATION CURRICULUM (45 REQUIRED CREDITS)

- SOWK 525 Research Methods for Program and Practice Evaluation (4)
- SOWK 530 Organizational and Community Contexts of Practice (4)
- SOWK 531 Societal Context of Practice (4)
- SOWK 532 Foundations of Professional Social Work Practice (4)
- SOWK 533 Social Work Assessment and Practice with Individuals and Families (4)
- SOWK 540 Human Development In Contemporary Environments (4)
- SOWK 541 Social Work Practice in a Diverse Society (4)
- SOWK 550 Social Work with Groups (4)
- SOWK 553 Social Work Intervention and Evaluation with Individuals and Families (4)
- SOWK 557 Biopsychosocial Bases for Human Development (4)
- SOWK 694 Foundation Practicum/Seminar (5)

## ADVANCED CURRICULUM IN ADVANCED GENERALIST PRACTICE (45 CREDITS)

- SOWK 526 Research Methods II (4)
- SOWK 568 Proseminar in Social Welfare Policies and Programs (4)
- SOWK 581,582, 583, 584 Integrative Seminars I, II, III, IV (1, 1, 1, 1)
- SOWK 602 Advanced Generalist Practice I (4)
- SOWK 603 Advanced Generalist Practice II (4)
- SOWK 695 Advanced Practicum/Seminar (4, 4, 5)
- Electives: 12 credits

*Minimum total required program credits*

*90 credits*

Students are required to complete 90 credits of required and elective coursework (51 credits in the Advanced Standing Program) and must maintain a 3.0 cumulative GPA.

Prior to earning 45 credits (during Fall Quarter for Advanced Standing Program), students will develop a contract program in consultation with faculty, outlining the program of courses to be completed for the degree. This contract will be based on the student's career goals, standards of the profession and the objectives of the School. Development and approval of the contract program will be accomplished in conjunction with advancement to degree candidacy.

The research requirement of the University is met by successful completion of two research courses which includes a research project. Students may choose to engage in an additional research project and students who elect to do so may also produce a thesis.

A final comprehensive oral examination will be administered in the student's final quarter.

## ADVANCED STANDING PROGRAM (51 CREDITS)

Summer preparation program (6 credits) is required before entry to second year fall quarter classes.

The one-year Advanced Standing Program is only for persons with a BASW/BSW. In addition to the requirements for admission to the two-year program, the following requirements must be met:

1. a bachelor of social work degree must have been awarded no longer than seven years before the application date and the degree must be from a CSWE-accredited undergraduate social work program,
2. an overall undergraduate gpa of 3.0 (on a 4.0 Scale) and a gpa of 3.5 in BSW course work.

This program requires a total of 51 credits. Foundation or first-year, course requirements are waived because students have received equivalent content in their BSW programs. A six credit Professional Preparation Seminar is required to prepare students for their advanced portion of the curriculum. The distribution of credits is as follows:

SOWK 561 Advanced Standing Seminar (6 credits)

### Advanced Required Classes (20 credits)

- SOWK 526 Research Methods II (4)
- SOWK 568 Proseminars in Social Welfare Policies and Programs (4)
- SOWK 581,582, 583, 584 Integrative Seminars I, II, III, IV (1, 1, 1, 1)
- SOWK 602 Advanced Generalist Practice I (4)
- SOWK 603 Advanced Generalist Practice II (4)

### Elective Courses (12 credits)

### Advanced Practicum/Seminar (13 credits)

<i>Advanced standing preparation credits</i>	<i>6 credits</i>
<i>Advanced curriculum required course credits</i>	<i>20 credits</i>
<i>Minimum elective credits</i>	<i>12 credits</i>
<i>Advanced curriculum required practicum and seminar credits</i>	<i>13 credits</i>
<i>Minimum total required program credits</i>	<i>51 credits</i>

## Innovative Program Options

The School of Social Work and Human Services offers several ways in which students can focus their programs of study to meet their professional goals. Certificates typically require approximately three courses in lieu of social work electives. Dual degrees have more extensive requirements, depending on the requirements of the particular programs involved. Interested students should contact the MSW Advisor, at 509.359.4762, for additional information and/or individuals associated with programs listed below.

<b>CERTIFICATION FOR SCHOOL SOCIAL WORK</b>	<b>Lisa Parise</b>	<b>509.359.6477</b>
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The state of Washington requires Initial Level Certification to qualify for employment in the public school system. The School of Social Work and Human Services offers practica at all sites to prepare students for work as a school social worker.

<b>CERTIFICATE IN PUBLIC ADMINISTRATION FOR SOCIAL WORKERS</b>	<b>Larry Luton, Public Administration Director</b>	<b>509.358.2247</b>
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This 12 credit certificate provides interested students with content in: Planning and Budgeting, Grant Writing and Personnel Management. The Three courses provide elective credit to the MSW degree. Students may also take related courses in Public Administration without pursuing the certificate.

<b>MSW/MPA DUAL DEGREE PROGRAM</b>	<b>Larry Luton, Public Administration Director</b>	<b>509.358.2247</b>
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More comprehensive than a Certificate, this cooperative degree option allows students to prepare for professional employment in both social worker and public administration. Interested students are encouraged to review the catalog descriptions in Public Administration to get an overview of the coursework in this field.

<b>CERTIFICATE IN HEALTH SERVICES ADMINISTRATION</b>	<b>Dr. Mary Ann Keogh-Hoss</b>	<b>509.358.2263</b>
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This 20 credit certificate is for students with an interest in the health related aspects of professional social work practice. The certificate includes coursework on U.S. Health Care Systems, Health Reimbursement and an additional course related to the student's area of interest. Separate application is required.

<b>CENTER FOR STUDIES IN AGING</b>	<b>Dr. Maria Hernandez-Peck</b>	<b>mpeck@ewu.edu</b>
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The Center provides interested students an opportunity to focus their coursework and practicum experience in the growing area of practice with older adults. Many of the community-based internships offer a stipend to qualified students. The Center sponsors a Scholar-in-Residence and has established strong community and organizational linkages to develop programs that better meet the needs of our aging population.

<b>MSW/JD DEGREE</b>	<b>Dr. Maria Hernandez-Peck</b>	<b>mpeck@ewu.edu</b>
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Offered in collaboration with Gonzaga University Law School, students complete the requirements of both professional programs. Approximately 12 credits are counted toward both programs of study. In consultation with advisors in law and social work, students are placed in practica that address the legal and psychosocial needs of vulnerable clients. Integrative seminars allow students to better identify points of intersection of social work and the law and how practice in one field can enhance work in the other.

## Student Organization

The social work graduate student organization is recognized by the University as an established student organization and, as such, may request funding from the Associated Students of EWU to sponsor additional educational endeavors; e.g., workshops, guest speakers. Graduate students are encouraged to become members of School of Social Work and Human Services committees and other University and community committees and organizations.

## Social Work Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### SOWK 273

#### *Introduction to Social Work (5)*

FALL/SPRING

This course explores the history of social work and social welfare in the United States. Students will gain an understanding of values and ethics related to social work practice as well as social work interventions related to issues of social justice, oppression and discrimination.

### SOWK 310

#### *Human Identity (4)*

FALL

This course explores two aspects of human identity, extant and aspirational. Extant identity concerns the biopsychosocial factors that influence who we are, the choices we make, our behavior, our feelings and thoughts. Aspirational identity has to do with our emerging identity, with who we want to be. The course examines both aspects of identity in terms of contemporary themes and how your self definition can adapt to this and other professional themes.

### SOWK 320

#### *The African American Family (5)*

The African American Family as a social system influenced by institutions of the larger American society. (Cross-listed AAST 320, SOCI 371)

### SOWK 377

#### *Alternatives to Domestic Violence (2)*

Working to interrupt the cycle of violence this course analyzes theories relevant to issues of domestic violence in their historical, legal and cultural contexts. (Cross-listed with WMST 377)

### SOWK 378

#### *Human Behavior in the Social Environment I (4)*

FALL

*Prerequisites:* SOWK 273 or currently enrolled; SOWK 310 recommended.

Employs a systems framework for using biopsychosocial research findings, theories and related knowledge to understand the development and behavior of individuals and families. Examines the reciprocal influences of culture, social injustice, poverty and related phenomena on development and behavior. Critically assesses the related research.

### SOWK 379

#### *Human Behavior in the Social Environment II (4)*

WINTER

*Prerequisite:* SOWK 378.

A continuation of the approach to understanding the biopsychosocial influences on development and behavior taken in SOWK 378.

### SOWK 381

#### *Practice Theory for Social Work with Diverse Populations (3)*

SPRING

This course emphasizes the development of a knowledge base and skills for working in a diverse society at both the direct and indirect practice levels. Diverse populations refers mainly to major ethnic/racial groups although other oppressed populations will be addressed. While brief descriptive materials are explored for each population, a primary critical task is the examination of one's own attitudes and values. Models of evidence-based practice with diverse populations will be presented for comparative purposes. Various experiential techniques may be used to implement the teaching objectives.



## SOWK 395

### **Experiential Learning (elective) (1-15)**

FALL/WINTER/SPRING

Coordinated through the Internship Office.

Prerequisite: permission of the instructor, department chair and college dean.

Individualized learning and career development through an off-campus internship. Designed to help students develop beginning knowledge of agency work. Does not substitute for Field Practicum but gives added preparation to students with minimal work experience.

## SOWK 399

### **Special Studies and Programs (elective) (1-15)**

FALL/WINTER/SPRING

Prerequisite: permission of the instructor, department chair and college dean.

## SOWK 420

### **Conflict Management, Micro to Macro Practice (4)**

This course provides an introduction to the theory and practice of conflict management in four contexts: intrapersonal, interpersonal, groups and societal. The focus is on the analysis and practical management of conflict as a common denominator linking a wide variety of human activities. A micro to macro overview of the dynamics of conflict management from one-on-one communication to the practices of negotiation and mediation to international/global efforts toward peace will be explored.

## SOWK 421

### **Social Work Practice with Men and Families (2-4)**

This course addresses important information regarding social work services with men and their families. It is designed to be a broad overview of common issues faced by men who come to the attention of social services and what social workers can do to support and engage with men in practice.

## SOWK 422

### **Spirituality and Social Work Practice (2-4)**

This overview of spirituality and social work provides a framework of knowledge, values and skills for spiritually sensitive social work practice and prepares students to respond competently and ethically to diverse spiritual perspectives through a comparative, critically reflective approach.

## SOWK 424

### **International Social Work (4)**

Prerequisite: permission of instructor.

This variable topic course will provide students with a cross cultural experience in which they will learn about another culture, social development and various ideologies of social welfare. Students will learn about social development strategies intended to address specific social problems and social justice issues. May be repeated for credit when title varies.

## SOWK 425

### **Special Problems Family Violence (4)**

The instructor and students will consider together what is found in the literature and develop their own synthesis of family violence theory and research. The course, therefore, relies on group discussion and student presentations, as well as on instructor presentations, guest lectures and films. Students will identify factors related to stress in families, socioeconomic and cultural patterns, historical traditions and societal values and investigate how these may relate to violent behavior.

## SOWK 448

### **Gay and Lesbian Issues for the Social Work Practitioner (3)**

Prerequisite: ENGL 201 or permission of the instructor.

Designed to assist professionals who may encounter lesbian, bisexual, gay and transgendered individuals as clients. The course educates and suggests counseling approaches helpful to gays and lesbians and explores available support systems. (Cross-listed WMST 448)

## SOWK 450

### **Women and Social Reform (3)**

FALL/WINTER/SPRING/SUMMER

Prerequisites: upper-division standing, ability to handle 400/500-level analysis, writing and seminar participation.

Activities and accomplishments of women working toward social change. Strategies and tactics of organizing communities and society that have been to improve the status of women and other disadvantaged groups. Reform movements, issues or actions covered include suffrage, abolition, neighborhood development, ERA and unionization. Current issues and organizations related to changes for women in society. (Cross-listed WMST 450)

## SOWK 452

### **Gender and Sexual Assault (4)**

Prerequisite: ENGL 201.

This course addresses contemporary concerns about sexual assault, primarily, but not exclusively, against women. Feminist perspectives on gender socialization and sexual violence provide frameworks for understanding personal and societal responses to sexual violence. Dynamics of trauma and recovery, treatment, prevention and change strategies will be discussed. (Cross-listed WMST 452)

## SOWK 455

### **Social Policy and Programs in Aging (3)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: AGST 310 or permission of the instructor.

Social welfare policies and programs serving the aging are examined, past and present, in terms of their overall impact on the aged and on society at large. The needs and gaps in services to the aged are evaluated, as well as the adequacy with which these services are delivered and the response of programs and services to the changing needs of the aged. (Cross-listed AGST 455)

## SOWK 456

### **The Older Woman (3)**

FALL/WINTER/SPRING/SUMMER

Prerequisite: AGST 310 or permission of the instructor.

Older women's needs, problems and potential for change are considered. The social, economic and health problems confronting older women are also examined and policy and program alternatives to improve their lives will be explored. (Cross-listed AGST 456)

## SOWK 457

### **Clinical Assessment in Aging (3)**

FALL/WINTER/SPRING/SUMMER

Prerequisites: AGST 310 and/or permission of the instructor.

An introduction to the assessment skills required for professional social work practice in mental health and other clinical settings dealing with the elderly. The course is intended for social work practitioners and graduate students. Others may be considered for admission on an individual basis with instructor's permission. (Cross-listed AGST 457)

## SOWK 458

### **Perspectives on Death and Dying (4)**

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

## SOWK 460

### **Methods I Social Work Engagement and Assessment (4)**

FALL

Prerequisites: SOWK 310 recommended and concurrently enrolled in SOWK 273 and SOWK 378.

Relationship building skills emphasized to gather and interpret biopsychosocial data on the interactions between individuals and families and their environments. Emphasizes culturally competent, strengths-based and systems oriented assessment. Demonstrates how social work values and the generalist perspective guide assessment. Explores role of self in helping process.

## SOWK 461

### **Methods II Practice with Individuals and Families (4)**

WINTER

Prerequisite: SOWK 460.

Applies the assessment information obtained in 460 to social work interventions with individuals and families. Emphasizes culturally competent interventions which build on strengths and resources in multiple environments. Continues examination of self in role of change agent.

## SOWK 462

### **Methods III Practice with Groups and Teams (4)**

SPRING

Prerequisites: SOWK 460, 461.

This course differs from SOWK 461 in terms of focus and the social work methods taught. Values, use of self, cultural competence, strengths and resources continue to be important practice skills within this new context. Critical thinking and effective communication are additional foci for knowledge and skill development.

## SOWK 463

### **Methods IV Social Work Case Management (4)**

FALL

Prerequisites: SOWK 460, 461, 462.

How to piece together a unified service response to a consumer in a political and economic context that shapes a fragmented, competitive and incomplete service system. How to understand and respect the dignity of consumers and colleagues when orchestrating and managing divergent perspectives, needs and interests. This course differs from the previous methods courses in its focus on knowledge and skills related to case management.

## SOWK 468

### **Research I-Research Methods for Social Work (4)**

SPRING

Prerequisite: SOWK 273.

Prepares students to evaluate research findings for social work practice and to design and carry out basic research procedures.

## SOWK 469

### **Research II-Data Analysis for Social Work (4)**

FALL

Prerequisites: SOWK 468, MATH 115 recommended.

This course includes coverage of descriptive and inferential statistics. Students are introduced to software for data analysis.

## SOWK 470

### **Social Policy Analysis (5)**

WINTER

Prerequisite: SOWK 273.

Introduction to social policy analysis and the social policy process. Examines various policies and processes of social legislation in terms of their impact on social service programs.

## SOWK 471

### **Human Rights and Women's Rights (4)**

Prerequisite: ENGL 201 or permission of the instructor.

Examines the history of human rights and dignity, the United Nation as framework, human rights of women (violence against women, health, housing, education), children's rights and approaches to achieve social justice, locally and globally. (Cross-listed WMST 471)

## SOWK 480

### **Field Preparation (1)**

WINTER

This course prepares students to enter the social work practicum/seminar. Students will learn how to create a resume, be interviewed for an agency placement and learn how to be a student worker within a social service environment. Students will integrate their knowledge and skills with practices in the agency.

## SOWK 482

### Practicum/Seminar (1-9)

WINTER

*Prerequisites:* Social Work Major; cumulative GPA of 2.7 in social work courses; no remaining incompletes in social work courses.

Students integrate coursework in a practice setting and process agency experience in a seminar setting. In a social work agency, students, agency field instructors and faculty field instructors plan activities which support the development of generalist skills as specified in individualized learning agreements.

## SOWK 490

### Social Work Senior Capstone (4)

SPRING

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* senior standing and Social Work as a declared major.

The educational goal is to further develop students' applied knowledge and skill in the domains: critical thinking, cultural competence, multidimensional thinking, civic mindedness, professional identity, problem solving, working in teams, integrative thinking and contextual thinking, including the ability to understand how smaller regional problems are related to larger societal problems, beginning with critical thinking. This will be achieved by focusing on projects related to a practicum issue which also has national significance. Students will demonstrate their creativity in the selection of these projects.

## SOWK 492

### Child Welfare Programs and Services (5)

FALL/WINTER/SPRING/SUMMER

The function and purposes of child welfare programs, public and private; child welfare legislation; trends in child welfare services. Elective.

## SOWK 497

### Workshops, Short Courses, Conferences (1-5)

FALL/WINTER/SPRING/SUMMER

Short duration programs of contemporary significance in societal-cultural behavior areas. The range and scope of topics are essentially interdisciplinary and students from all academic areas are eligible to participate. Elective.

## SOWK 498

### Departmental Seminar (1-5)

FALL/WINTER/SPRING

*May be repeated once for credit.*

Readings and evaluations in contemporary issues in social welfare. Elective.

## SOWK 499

### Directed Study (1-5)

FALL/WINTER/SPRING

*Prerequisite:* permission of the instructor, department chair and college dean.

Independent study in selected areas of social work. Open to seniors and graduate students from any department. Elective.

## SOWK 525

### Research Methods for Program and Practice Evaluation (4)

*Prerequisites:* graduate standing in the MSW program or permission of the instructor.

An overview of methods and procedures for conducting research in social work. Attention is given to research designs for evaluating social work practice with small systems and social welfare programs. Students learn to critically evaluate and utilize research, select research instruments and design applied research projects.

## SOWK 526

### Research Methods II (4)

*Prerequisites:* SOWK 525, 530 and 5 credits of 694; or SOWK 561.

This course facilitates the integration of foundation year research knowledge into a form that readily applies to professional social work practice. Students will learn how to apply and utilize research data through an exploratory best practice model and other models by deconstructing existing research.

## SOWK 530

### Organizational and Community Contexts of Practice (4)

*Prerequisites:* graduate standing in the MSW program or permission of the instructor.

This course explores the nature of community organizations and social service delivery systems and their relationships to other community systems. Attention is given to understanding the dynamics of power, economics, politics and social policies impacting the life of organizations and communities. Students are introduced to ways of assessing organizations and communities with a particular emphasis on community collaborative networks and partnership projects that impact direct service delivery for at-risk populations in urban and rural contexts.

## SOWK 531

### Societal Context of Practice (4)

*Prerequisites:* graduate standing in the MSW program or permission of the instructor.

The impact of the political economy on the social welfare system and the pursuit of social justice is the focus of this course. Social welfare history, social values, social policies, social institutions and basic services and programs are explored, especially those that affect populations at-risk. The course develops understanding of the ways in which the social welfare system is both shaped by and influences political, economic, social and cultural forces interacting globally and throughout history.

## SOWK 532

### Foundations of Professional Social Work Practice (4)

*Prerequisites:* graduate standing in the MSW program or permission of the instructor.

This course provides a framework for understanding the mission and purpose of social work practice, the historical roots and ethical foundations for the profession and emerging themes and models of practice. The course highlights required theoretical knowledge for informed practice, advanced generalist practice principles and the specific roles in day-by-day professional practice. Cultural competence as an essential element of practice is also emphasized. The course introduces students to the challenges of graduate social work education and to the professional culture of social work, typified by NASW, its professional organization.

## SOWK 533

### Social Work Assessment and Practice with Individuals and Families (4)

*Prerequisites:* graduate standing in the MSW program or permission of the instructor.

Examines individual and family intervention within American social systems across ethnic, social, class and gender differences. Students learn effective strengths-based interviewing processes with individuals and families and build communications skills. The organizing framework for intervention is ecological systems and a strengths perspective. Current practice models that incorporate the organizing framework are reviewed for their application to specific problem situations.

## SOWK 534

### Human Rights and Women's Rights (4)

This is an interdisciplinary course for students in social work and women's studies, who are interested in how human rights standards can be understood and applied in social work and civic life. The purpose of this course is to explore how the promotion of human rights relates to the mission of social work and women's studies and how this knowledge can affect social change efforts and promote civil society.

## SOWK 535

### Social Work Practice with Men and Families (2-4)

This course addresses important information regarding social work services with men and their families. It is designed to be a broad overview of common issues faced by men who come to the attention of social services and what social workers can do to support and engage with men in practice.

## SOWK 536

### Spirituality and Social Work Practice (4)

This overview of spirituality and social work provides a framework of knowledge, values and skills for spiritually sensitive social work practice and prepares students to respond competently and ethically to diverse spiritual perspectives through a comparative, critically reflective approach.

## SOWK 537

### Indian Child Welfare (4)

This course provides an introduction to Indian child welfare with an emphasis on understanding legal, historical and cultural issues applying to work with American Indian and Alaska Native youth. This course emphasizes Indian child welfare issues relevant to the Pacific Northwest (Washington, Idaho, Oregon and Montana).

## SOWK 538

### International Social Work (4)

*Prerequisites:* special permission of the instructor.

International Social Work provides students with a cross-cultural experience in which they will learn about various cultural norms, social development and ideologies of social welfare from the unique perspective of the area visited. Students will learn about social development strategies intended to address specific social problems and social justice issues relevant to the native population of the region.

## SOWK 540

### Human Development in Contemporary Environments (4)

*Prerequisites:* graduate standing in the MSW program or permission of the instructor.

Research and theory about contexts and interactions influencing human development over the life course. Emphasis on understanding life course development in oppressed, vulnerable and under-served populations. Critical attention is paid to the use and limits of research and theory in relation to these populations.

## SOWK 541

### Social Work Practice in a Diverse Society (4)

*Prerequisites:* graduate standing in the MSW program or permission of the instructor.

For purposes of this course, diverse populations refers mainly to ethnic groups; however, other diverse groups are discussed. After brief descriptive materials are presented for each population, the course emphasizes the development of a knowledge base and skills for working with diverse populations at both the direct practice and macro levels. A primary critical skill is the examination of one's own attitudes and values. Models of practice with diverse populations are presented for comparative purposes.

## SOWK 542

### Social Work in Child Welfare (4)

This course focuses on child welfare, a specialized area of social work practice concerned with preventing and responding to child maltreatment. The class focuses on the four main areas of child welfare practice—child protection, foster care, adoption and residential treatment—to provide students information on the context, process and methods for helping vulnerable children.

## SOWK 543

### Alternatives to Domestic Violence (2-4)

Analyzes theories relevant to issues of domestic violence in their historical, legal and cultural contexts. Therapeutic interventions are explored.

## SOWK 544

### Special Problems: Family Violence (4)

Students will identify factors related to stress in families, socioeconomic and cultural patterns, historical traditions and societal values and investigate how these may relate to violent behavior.

## SOWK 547

### **Motivational Interviewing (4)**

Motivational Interviewing (MI) is an effective evidence-based approach to overcoming the factors that keep people from making desired changes in their lives even after seeking or being referred to professional treatment. This course reviews the conceptual and research background supporting MI and the Transtheoretical Model (Stages of Change, SOC) and provides practice in implementing the skills involved in their approaches.

## SOWK 548

### **Advanced Narrative Therapy (4)**

This course builds on the clinical application of narrative therapy as presented in Family Theory and Advanced Family Therapy Techniques. The student will use narrative ideas and techniques to step into the next level of narrative-informed practice.

## SOWK 550

### **Social Work with Groups (4)**

*Prerequisites: graduate standing in the MSW program or permission of the instructor.*

The course develops knowledge and skills for social work practice with groups and natural helping systems. Prepares students to utilize mutual aid groups as a helping resource for clients, facilitate treatment groups and participate effectively as a member of committees, interagency teams and other task groups. The practice of work with groups is presented through lecture and discussion, observational assignments, role plays and participation in small group learning experiences.

## SOWK 552

### **Organizational Leadership, Management and Change (4)**

This course focuses on leadership and change in social service agencies in relationship to the roles and functions of managers and administrators. The course provides a general overview of administrative and supervisory functions in social agencies focusing on the knowledge, values and skills needed for managing change and providing leadership. These are the qualities needed for successful administrative practice in first line and middle management positions and in small agencies typically found in rural and regional contexts.

## SOWK 553

### **Social Work Intervention and Evaluation with Individuals and Families (4)**

*Prerequisites: graduate standing in the MSW program or permission of the instructor.*

Continues social work practice knowledge and skill development for work with individuals and families. This is the second of a two-course sequence focused on the intervention, ongoing assessment and the termination and evaluation phases of the helping process. The course provides both didactic and experiential learning experiences relative to communication skills, counseling and therapy skills and termination and practice evaluation strategies.

## SOWK 554

### **Clinical Aspects of Human Sexuality (4)**

From the time of conception, there are forces continuously affecting our sexuality. This course has been developed to assist participants to develop skills to work with people as sexual beings. Self assessment by each person with regard to his or her own values should occur throughout the course. Sexual functioning and a variety of conditions affecting sexual functioning will be explored. It is intended that participants will leave this course with the basic knowledge, attitudes and skills to deal with sexual questions and concerns of clients. Course content will include: (1) basic issues in sexuality; (2) sexuality throughout the lifespan; (3) anatomy and physiology of the sexual response cycle; (4) sexual alternatives; (5) sexuality illness and disability; (6) sexual dysfunctions; and (7) treatment issues.

## SOWK 555

### **Conflict Management (4)**

This course provides an introduction to the theory and practice of conflict management in four contexts: intrapersonal, interpersonal, groups and societal. The focus is on the analysis and practical management of conflict as a common denominator linking a wide variety of human activities. A micro to macro overview of the dynamics of conflict management from one-on-one communication to the practices of negotiation and mediation to international/global efforts toward peace will be explored.

## SOWK 557

### **Biopsychosocial Bases for Human Development (4)**

*Prerequisites: graduate standing in the MSW program or permission of the instructor.*

This course focuses primarily on the biosocial aspects of human development. Biosocial development is defined as including heredity, physical traits and diseases, neurological functioning and disorders and sexual functioning and the reciprocal relationships between biosocial development and social contexts—the meanings of gender, sexual orientation and disability in society. The course is designed to help students gain familiarity with human physical systems, to identify their functions and to understand the implications of dysfunction. The course will also focus on disability issues and the effects of living with a disability. Students will be able to critically analyze the biopsychosocial and cultural implications of physical functioning in people's everyday lives and apply this understanding to professional practice.

## SOWK 558

### **Gay/Lesbian Issues for the Social Work Practitioner (4)**

This course is designed to assist professionals who may encounter lesbians, gays, bisexuals, persons questioning their sexuality and transgendered as clients. Students in the course will be encouraged to deal openly with their feelings and attitudes about homosexuality. Class members will be allowed to explore their motivations and resistance to working with this client group and those hostile to them and will be helped, where possible, to resolve blocks to effective social provision. Additionally, this course is designed to educate and suggest counseling approaches that might be most helpful to this client population and to explore available support systems. Issues that will receive special attention include health, problems of rural lesbians and gay men, the aging, child welfare, homophobia, the "coming out" process and societal attitudes toward gays, lesbians, questioning and transgendered populations.

## SOWK 559

### **School Social Work and School Law (3)**

*Prerequisite: baccalaureate degree.*

This course will review Federal and State legislation as well as local policies which affect the role of the social worker in the public school. We will review how the school system functions as a part of our total society. The course will describe how social work knowledge, skills and values provide an ecological approach to preventative, crisis and remedial care for school children and their families.

## SOWK 560

### **Topics of Social Work Practice (1-6)**

Selected and variable content around topics related to social work and social welfare.

## SOWK 561

### **Advanced Standing Seminar (6)**

*Prerequisites: admission into advanced standing MSW program or permission of MSW Director.*

This course provides Advanced Standing students with an overview of the foundation requirements for advanced study in the MSW program. It prepares students with additional problem formulation, sampling, data collection, measurement and research designs to complete the advanced year applied research project.

## SOWK 562

### **Processes of Social Work Practice (1-5)**

Selected and variable content on processes employed in social work practice.

## SOWK 563

### **Brief Interventions (4)**

This course is designed to help students to integrate a cognitive and practical understanding of brief intervention strategies within their practice with individuals, couples and families. Content areas include an overview of the theoretical base of the solution-focused model of intervention, the professional debate regarding the use of the short-term model and the potential benefits of its application in the health-care reform environment.

## SOWK 565

### **Family-Centered Practice with Populations At-Risk (4)**

Provides students with advanced direct practice knowledge and skills for work with populations at-risk in the context of families. Students are introduced to strategies for family-centered practice that are derived from ecological systems, developmental, behavioral, intergenerational and cognitive practice traditions. Core concepts emphasized in the course include respect and support of family decisions, collaborative problem-solving, a strengths orientation, flexibility of approach, family empowerment and support for families in their caregiving role.

## SOWK 566

### **Supervision (4)**

This course develops knowledge and skills required in supervisory practice. Supervisors play a key role in the provision of services to populations at-risk. They are responsible for assuring that effective, culturally responsive and empowerment-based service delivery is supported at the organizational level and provided by staff to clients. Students in the course gain knowledge of the situational leadership and supervisory development models and the administrative skills for planning, executing, monitoring and evaluating programs and activities of staff.

## SOWK 568

### **Proseminars in Social Welfare Policies and Programs (4)**

*Prerequisites: SOWK 525, 530 and 5 credits of 694; or SOWK 561.*

Advanced seminars on current policy and program developments in contemporary areas of social welfare which impact populations at-risk, including health care, aging, mental health and services to children and families. Seminars provide research and theory pertaining to social problems and institutional responses. Three domains of institutional response—legal, professional and program—receive attention.

## SOWK 569

### **Advanced School Social Work Practice (4)**

The goal of this course is to assist the student in developing a comprehensive and in-depth understanding of current school social work practice. The values, purpose, knowledge base and sanctions which undergird the specialized, professional practice of school social work will be discussed, analyzed and applied experientially to practice situations. Learning experiences are designed to promote understanding of the many dimensions, opportunities for creative practice and rigors of social work practice in schools.

## SOWK 570

### **Theories of Family Counseling and Therapy (3)**

An introduction to theory, perspectives, procedures and historical development of family counseling and therapy. (Cross-listed CEDP 570)

## SOWK 571

### **Family Counseling and Therapy Intervention Techniques (3)**

Laboratory in family assessment and change techniques. Students assess simulated or actual family situations, plan intervention strategies and apply family therapy techniques in the laboratory setting. (Cross-listed CEDP 571)

## SOWK 572

### *Family Systems and Illness (4)*

This course examines the impact of chronic and life-threatening illness upon the functioning abilities of both healthy and troubled families, communities and health care systems. Through the lens of illness, the course looks at how families communicate, how they are structured, how they function over time and what non-illness related issues typically unbalance them. The course will focus on ways the social worker can rebalance families in the face of the chaos and unpredictability generated by illness.

## SOWK 573

### *Alternatives in Healing: Complementary Care in Social Work (4)*

This course examines the ways that people benefit from ancient and modern mind/body healing techniques that can help them deeply relax and draw upon inner strengths, alleviating much of the physical, emotional, cognitive and spiritual suffering associated with chronic or acute illness and dying.

## SOWK 574

### *Death and Dying (4)*

This course explores issues related to death, dying, grief and loss as well as their relevance and application to social work practice. The content draws from an interdisciplinary knowledge base and emphasizes the acquisition of practice skills. Topics include loss events throughout the life span; psychological and sociological theoretical perspectives in death, dying, grief and loss; social work practice models in grief, loss and coping with terminal illness; the impact of individual differences and cultural diversity on reactions to loss-related events; available resources for those dealing with these issues; and policy and ethical implications related to end-of-life care and decision making.

## SOWK 575

### *Advanced Social Work Practice with Children and Adolescents (4)*

Advanced practice strategies and techniques for current problems facing children, youth and families. Students will apply assessment paradigms to case situations and design appropriate intervention strategies based on contemporary practice theory. Direct practice knowledge and skills will be evaluated through experiential and written assignments.

## SOWK 576

### *Addiction: A BioPsychoSocial Approach (4)*

This course applies the biopsychosocial perspective to the addiction field. The emphasis is on an examination of the reciprocal interaction between the individual experiencing addiction and the various systems that impact misuse, addiction, treatment and recovery. Topics will include harm reduction, the biology of addiction, the psychology of addiction, co-existing disorders and social aspects of addiction, including family risks and resilience, racial and ethnic issues, gender and sexual orientation, the nature of mutual help groups and public policy issues. The content of the course will draw heavily on current research and emphasize critical thinking and analysis of the current controversies in the addiction field. The overall framework of the course rests on the foundation of the strengths perspective and client-centered practices. Although alcohol and drug problems will be emphasized, the course will also address other related disorders, including eating disorders, pathological gambling and compulsive shopping.

## SOWK 577

### *Clinical Social Work Assessment (3)*

Examination of the assessment skills required for professional social work practice in mental health and other professional settings. Application of mental health diagnosis and clinical assessment techniques to case situations.

## SOWK 578

### *Personal and Professional Issues in the HIV/AIDS Epidemic (4)*

It has been twelve years since the first medical reports were published identifying patterns of extraordinary illnesses that we now know as HIV/AIDS. The epidemic is world-wide. We will explore its brief history; analyze social changes precipitated; study the biology of human immunity; consider the development and delivery of social services; critique models of prevention education; read case studies of case management of people with AIDS; develop skills in comprehensive psychosocial assessment; examine the implications of HIV as a chronic disease; and reflect on our own feelings, values and attitudes which HIV/AIDS has challenged.

## SOWK 579

### *Gender and Sexual Assault (4)*

This course addresses contemporary concerns about sexual assault primarily, but not exclusively against women. Theories about the sociocultural context of gender socialization and other explanatory theories will provide a framework for understanding personal and societal responses to sexual violence. The course will survey all forms of sexual violence and discuss dynamics of trauma and recovery. Treatment approaches will be discussed as well as the importance of prevention and change strategies on both the personal and the societal level.

## SOWK 581, 582, 583, 584

### *Integrative Seminar I, II, III and IV (1, 1, 1, 1)*

*Graded Pass/No Credit.*

*Prerequisites: SOWK 531, 532, 533, 540, 541, 550, 553 and 557; or SOWK 561.*

This seminar is the forum in which students share, compare and analyze their social work educational experience and participate in learning activities focused on application of curriculum content for orals. It is designed to assist in the integration process, to provide support for students in discussion of learning experiences and to engage students in utilizing course content to enhance their professional practice.

## SOWK 596

### *Experimental Course (1-5)*

## SOWK 597

### *Workshops (1-5)*

*Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.*

## SOWK 599

### *Independent Study (1-5)*

*Prerequisite: permission of the instructor, department chair and college dean.*

Students take intensive and independent study of some special area in social work or social welfare.

## SOWK 600

### *Thesis (1-15)*

*Prerequisite: permission of the instructor, department chair and college dean.*

Elective course.

## SOWK 601

### *Research Project (1-15)*

*Prerequisite: permission of the instructor, department chair and college dean.*

Individually supervised research work.

## SOWK 602

### *Advanced Generalist Practice I (4)*

*Prerequisites: SOWK 553 or SOWK 561.*

This course examines advanced generalist practice with individuals and families. Related theories, concepts and models are explored to help students develop skills for effective practice. Particular attention is paid to the relationship between individual problems and larger macro issues as students learn to move from "cause to cause" in assessment and intervention with individuals and families. Ethical values related to social justice and human service delivery are explored. Theoretical models that embrace a strengths perspective and reflect best practice will be examined.

## SOWK 603

### *Advanced Generalist Practice II (4)*

*Prerequisites: SOWK 530 or SOWK 561.*

This required course in advanced generalist practice focuses on leadership and change in human service organizations to advance social justice and social inclusion. The course emphasizes leadership skills that focus on participatory capacity building, thus helping people gain power in making decisions about changing conditions in organizations and communities. Strategies to enhance strengths and resources in organizations and communities will be explored, including models of prevention, agency advocacy, resource development and economic justice approaches in communities.

## SOWK 694

### *Foundation Practicum/Seminar Variable (2-5)*

*Graded Pass No Credit.*

*Prerequisites: SOWK 531, 532, 533, 540, 553.*

*(A total of 5 credits distributed over one quarter for the full-time program and over two quarters for the part-time programs.)*

Students in Foundation Practicum/Seminar utilize the agency setting for integration of coursework knowledge and for the development of professional practice skills. The placement agency is the laboratory for the application of classroom learning. Practicum is a supervised experience which allows students to learn to use supervision as a professional development process and to receive feedback concerning their professional functioning. The seminar is the forum in which students share, compare and analyze the field experience and participate in learning activities focused on application of curriculum content to practice. It is designed to assist in the integration process to provide support for students in discussion of practice issues and learning experiences and to engage students in utilizing course content to enhance their professional practice.

## SOWK 695

### *Advanced Practicum/Seminar Variable (2-5)*

*Graded Pass/No Credit.*

*Prerequisites: SOWK 694 or SOWK 561.*

*(A total of 13 credits distributed over three quarters for the full-time program and over five quarters for the part-time programs.)*

Advanced Practicum/Seminar is a continuation of the Foundation Practicum/Seminar. Students in Advanced Practicum/Seminar will utilize the agency setting for integration of coursework knowledge and for the development of professional practice skills. The placement agency is the laboratory for the application of classroom learning. Practicum is a supervised experience which allows students to learn to use supervision as a professional development process and to receive feedback concerning their professional functioning. The seminar is the forum in which students share, compare and analyze the field experience and participate in learning activities focused on application of curriculum content to practice. It is designed to assist in the integration process to provide support for students in discussion of practice issues and learning experiences and to engage students in utilizing course content to enhance their professional practice.

## SOCIOLOGY

College of Social and Behavioral Sciences

Pui-Yan Lam, Chair	314 Patterson Hall	509.359.2335
BA		Minor

Faculty: S. Chabot, T. Hechtman, P. Lam, D. Lindekugel, S. Wright

### UNDERGRADUATE PROGRAMS

Sociology may be defined as the scientific study of human society and the social interactions which emerge among people. Sociology seeks to develop a body of interrelated scientific propositions or generalizations that explain social behavior in holistic terms. Its basic goal is to understand how human beings fit their activities together into a system of stable (and sometimes unstable) social arrangements. As such, sociology focuses on the groups, organizations, institutions and communities which make up the larger society. Sociology seeks to place society in the international setting of today's changing world. More importantly, it helps us to understand the relationships among these various social units and the implications of these relationships for order and change.

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

### BACHELOR OF ARTS (BA)

#### STUDENT LEARNING OUTCOMES

##### Students will:

- demonstrate an understanding of the relationship between critical inquiry and social justice;
- understand and apply various methodological and theoretical approaches for conducting research.

#### SOCIOLOGY MAJOR (75–84 CREDITS)

Within the bachelor of arts degree, the Department of Sociology and Justice Studies offers a program in sociology, blending career education and the liberal arts. The education goal is not to train students; neither is the goal to educate students solely in sociology. Rather, the goal is to use the discipline as a way to critically synthesize what is learned in a liberal arts program. The program envisaged here provides a general background which will enable the student to move into a variety of career paths, while retaining the opportunity for particular specializations within sociology and thematically related disciplines.

The Department of Sociology and Justice Studies believes that a university must educate broadly to enrich both career and life. Accordingly, students in the Sociology Program will complete social science foundation courses, as well as core disciplinary courses. In order to assist students as they move into a variety of career paths, students will also complete an interdisciplinary certificate or coursework in an approved area of specialization.

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

##### Required Courses

##### Introduction (5 credits)

SOCI 101 Introduction to Sociology (5)

##### Social and Behavioral Science Foundation Courses (15 credits)

CSBS 310 Foundations of Social and Behavioral Science Theory (5)

or SOCI 331 Classical Sociological Theory (5)

CSBS 320 Introductory Statistics for the Social Sciences (5)

CSBS 330 Integrated Social Science Methods (5)

or SOCI 357 A Methodology for Social Research (5)

##### Disciplinary Core (30 credits)

SOCI 351 Social Stratification (5)

SOCI 363 Sociology of Deviance (5)

SOCI 481 Social Psychology (5)

SOCI 489 Doing Sociology (5)

##### Institutions/Organizations—student to choose one course:

SOCI 362 Sociology of Politics (5)

SOCI 370 Sociology of the Family (5)

SOCI 472 Sociology of Religion (5)

##### Social Change—student to choose one course:

SOCI 470 Social Change (5)

SOCI 482 Identity and Power (5)

##### Interdisciplinary Certification or Specialization (20–30 credits)

Students will complete an approved Interdisciplinary Certificate or Specialization under the direction of an advisor. Students, working with their advisor, may craft their own specialization track with the approval of the department chair.

##### Discipline-Based Capstone/Thesis (5 credits)

SOCI 490 Senior Capstone: Sociological Practice (5)

or SOCI 491 Senior Thesis (5)

<i>Required introduction credits</i>	<i>5 credits</i>
<i>Required social and behavioral science foundation credits</i>	<i>15 credits</i>
<i>Required disciplinary core credits</i>	<i>30 credits</i>
<i>Required interdisciplinary certificate or specialization credits</i>	<i>20–30 credits</i>
<i>Required discipline-based capstone/thesis credits</i>	<i>5 credits</i>
<i>Minimum total credits for above major</i>	<i>75 credits</i>

### MINOR

#### SOCIOLOGY MINOR (15 CREDITS)

##### Required Courses (5 credits)

SOCI 101 Introduction to Sociology (5)

##### Electives (10 credits)

Select from upper-division sociology courses

<i>Required program credits</i>	<i>5 credits</i>
<i>Elective credits</i>	<i>10 credits</i>
<i>Total credits for above minor</i>	<i>15 credits</i>

## Sociology Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### SOCI 101

#### **Introduction to Sociology (5)**

[satisfies the GEGR for social sciences, list 2, anthropology, geography, psychology and sociology.]

Explores the concepts, principles and theories of sociology. Sociology seeks to develop a body of interrelated scientific propositions or generalizations that explain social behavior in non-psychological terms. Its basic goal is to understand how human beings fit their activities together into a system of stable (and sometimes unstable) social arrangements.

### SOCI 263

#### **Social Problems (5)**

[satisfies international studies university graduation requirement.]

An overview of major perspectives on social problems and a demonstration of their relevance for contemporary issues. Topics may include poverty, racism, sexism, aging, alienation, colonialism and the Third World, human ecology, crime, deviance and the law.

### SOCI 290

#### **Introduction to Student Services (2)**

Graded Pass/No Credit.

Prerequisite: must be admitted as an ambassador.

A history of the University and campus. An overview of the University curricula and range of student services with emphasis on the development of leadership and communication skills. Lab.

### SOCI 299

#### **Special Studies and Programs (1-5)**

Prerequisites: permission of the instructor and the department chair.

### SOCI 301

#### **Crime and Society (5)**

Prerequisite: SOCI 101.

Provides an introduction to the field of criminology, including descriptions and explanations of crime and efforts to control it. Topics include theories of crime causation, measurement of crime, criminal law, the criminal justice system; and street, victimless, white collar, political and corporate crime.

### SOCI 320

#### **Race and Ethnic Relations: Global Perspectives (5)**

[satisfies cultural and gender diversity university graduation requirement.]

Prerequisite: SOCI 101 or 361.

A socio-structural analysis of the bases of oppression of minority groups in society. The course deals with economic, political and cultural factors involved in the emergence and perpetuation of racism/ethnocism in the United States and around the world.

### SOCI 321

#### **Sex and Gender (5)**

[satisfies cultural and gender diversity university graduation requirement.]

Prerequisite: SOCI 101 or 361.

A sociological analysis of differences and similarities between women and men. Examines the impact of gender ideologies of individual identity and social and political arrangements (especially instances of stratification and inequality). Also considers how changes in the gendered nature of society (e.g., socioeconomic organization, socialization, sexuality) occur. (Cross-listed WMST 321)

### SOCI 331

#### **Classical Sociological Theory (5)**

Prerequisite: SOCI 101.

Establishes the nature and requirements of sociological explanation. Identifies main currents of preclassical social thought. Explains, discusses and evaluates classical systems of sociological theory.

### SOCI 351

#### **Social Stratification (5)**

Prerequisite: SOCI 101.

Course investigates class structures, stratification systems and social mobility in contemporary American society.

### SOCI 356

#### **Introduction To Social Statistics (5)**

Prerequisite: SOCI 101.

A survey of statistical methods and techniques used in social science research.

### SOCI 357

#### **A Methodology for Social Research (5)**

Prerequisite: SOCI 101.

This course seeks to realize two complementary objectives: first, to acquaint you with the origins of sociological inquiry and the variety of styles and logical systems which shape such research; secondly, to demonstrate the nature of the research techniques which follow.

### SOCI 362

#### **Sociology of Politics (5)**

Prerequisite: SOCI 101.

Analyzes causes and consequences of the distribution of power within and between societies and with the social and political conflicts which lead to changes in the distribution of power.

### SOCI 363

#### **Sociology of Deviance (5)**

Prerequisite: SOCI 101.

Examines the conditions under which deviance as a social reality emerges, develops and changes over time. Typical concerns are the process of social typing; official responses to deviances; managing the deviant identity; and the role of bureaucracies and social class in promoting deviance as a political construction.

### SOCI 370

#### **Sociology of the Family (5)**

Prerequisite: SOCI 101.

A consideration of family structures, cultures and interactions, changing family patterns and contemporary family debates. (Cross-listed WMST 370)

### SOCI 371

#### **African American Family (5)**

The African American family as a social system influenced by institutions of the larger American society. (Cross-listed AAST 320, SOWK 320)

### SOCI 399

#### **Special Studies and Programs (1-5)**

Prerequisites: permission of the instructor and the department chair.

### SOCI 452

#### **Juvenile Delinquency (5)**

Prerequisite: SOCI 101 (freshman/sophomore) or 361 (junior/senior).

Provides an in-depth examination of the phenomenon of juvenile delinquency. Included in the examination are analyses of types of delinquency, measurement of delinquency, theories of delinquency causation and the juvenile justice system. Includes field trips and class visitations from professionals who work with juveniles.

### SOCI 455

#### **Criminology (5)**

Prerequisite: SOCI 101 (freshman/sophomore) or 361 (junior/senior).

Provides an in-depth inquiry into crime and criminalization. Course places particular emphasis on the social context within which these phenomena occur.

### SOCI 458

#### **Sociology of Institutional Corrections (5)**

Prerequisite: SOCI 101.

Provides an inquiry into institutional corrections for both adults and juveniles. Topics include historical development of correctional institutions, programs and practices in correctional institutions, the corrections officer, inmate subculture and prisonization. Includes field trips to area correctional facilities.

### SOCI 459

#### **Sociology of Community Corrections (5)**

Prerequisite: SOCI 101.

Provides a sociological examination of correctional programs and practices in non-institutional settings for both adults and juveniles. Topics include program alternatives to institutional commitment, reintegration of offenders after institutionalization, the community corrections officer and the process of working with offenders. Field trips to area agencies are also included.

### SOCI 465

#### **Contemporary Sociological Theory (5)**

Prerequisite: SOCI 101.

Establishes the nature and requirements of sociological explanation. Identifies the classical repertoire of contemporary sociological theories. Explains, discusses and evaluates contemporary systems of sociological theories.

### SOCI 470

#### **Social Change (5)**

Prerequisite: SOCI 101.

This course examines change in everyday life as well as in social institutions. Our discussions will focus on the importance of social movements in creating and responding to cultural and political transformations in the past, present and future.

### SOCI 471

#### **Sociology of Work (5)**

Prerequisite: SOCI 101 (freshman/sophomore) or 361 (junior/senior).

A sociology of knowledge approach to work that examines ways in which much of the conflict that characterizes the world of work arises from differing realities that individuals and groups construct. Also examines the major location of work, organizations and the way work can be organized as a result of images held and the impact this organization has on the construction of reality.

### SOCI 472

#### **Sociology of Religion (5)**

Prerequisites: SOCI 101 or advanced standing in department program.

Investigates religious institutions in society in terms of their structure, function and change.

### SOCI 481

#### **Social Psychology (5)**

Prerequisite: SOCI 101.

An analytic approach to the social-psychological consequences of social structure. Focal concerns may include alienation, anti-psychiatry, personality and social class, role behavior and socialization.

### SOCI 482

#### **Identity and Power (5)**

Prerequisite: SOCI 101.

This course is about the relationship between power and identity. Identity can be defined as presentations of the self that facilitate human social interaction and thereby situate individuals in social structures. We will use the concept of "power" to explore how identities are central to various forms of social inequality.

### SOCI 483

#### **Sociology of Children (5)**

Prerequisite: SOCI 101 or 361.

Addresses children and childhood from the preschool years through adolescence. Examines historical shifts in the meanings of childhood and the methods used for studying the worlds of children. Explores the theoretical approaches to child development and socialization and how these can be used to understand children's experiences in different cultural settings and situations. (Cross-listed WMST 483)

## **SOCI 485**

### ***Sociology of Revolution (5)***

Revolutions are rapid, widespread and deep transformations in the institutional structures, ways of thinking, relationships and cultural habits of society. They involve not only taking power by replacing governments, but also transforming power by radically changing people, spaces and social systems. We will first study *The Communist Manifesto* by Marx and Engels, arguably history's most important book on revolutions. Then we will consider nonviolent means for challenging global capitalism and promoting social justice. And finally, we will discuss whether contemporary world social forums really help make another world possible. Throughout the course, we will think about how past and present struggles shape the future of revolutions.

## **SOCI 486**

### ***Contemporary World Systems (5)***

[satisfies international studies university graduation requirement.]

*Prerequisite:* choice of either *SOCI 263* or *INST 200*.

Course examines contemporary world systems; integration, conflict and change.

## **SOCI 489**

### ***Doing Sociology (5)***

*Prerequisites:* *CSBS 310* or *SOCI 331* or *SOCI 465* and *CSBS 330* or *SOCI 357*.

This class is designed for advanced sociology majors to develop an understanding of the process of doing sociological research in preparation for the senior capstone or to undertake a senior research thesis if so desired. Our goal is integrate theory and methods, thus learning to "do" sociology holistically.

## **SOCI 490**

### ***Senior Capstone: Sociological Practice (5)***

[satisfies senior capstone university graduation requirement.]

*Prerequisite:* *SOCI 489* or approval of instructor.

This course is designed to move from a basic understanding of sociological research and practice to more advanced applications in the field. Working as a team and addressing a specific social problem or issue, students will define the problem, carry out research, craft and/or evaluate strategies and present reports in appropriate formats.

## **SOCI 491**

### ***Senior Thesis (5)***

[satisfies senior capstone university graduation requirement.]

*Prerequisite:* *SOCI 489*.

The thesis represents a summative assessment of the student's academic competence in his or her field of study. Students will complete and defend an original research project in the field of sociology.

## **SOCI 495**

### ***Internship (1-5)***

*Prerequisite:* permission of the instructor, department chair and college dean.

Supervised field experience aligned with the student's academic program.

## **SOCI 497**

### ***Workshops, Short Courses, Conferences (1-5)***

Special short-duration programs of contemporary significance in societal-cultural behavior areas. The range and scope of topics is essentially interdisciplinary and students from all academic areas are eligible to participate.

## **SOCI 498**

### ***Departmental Seminar (1-5)***

*May be repeated once for credit.*

Examination of current research topics in sociology. The specific content of the seminar varies according to recent developments in sociology and according to the interests of the instructor.

## **SOCI 499**

### ***Directed Study (1-5)***

*Prerequisite:* permission of the instructor, department chair and college dean. Open to senior and graduate students from any department.

Independent and/or group study in selected areas of sociology.



## **SPANISH**

See MODERN LANGUAGES AND LITERATURES.

## **TECHNOLOGY**

See ENGINEERING and DESIGN.

## THEATRE

### College of Arts and Letters

Marvin Smith, Chair	107 RTV Bld.	509.359.6390
BA		Minors

Faculty: E. Evans, S. Goff, D. McLaughlin

## UNDERGRADUATE PROGRAMS

The Theatre Program offers a Bachelor of Arts in Theatre for those who wish to enter the profession or prepare for graduate school. A minor is available. This program is designed to give the student thorough preparation in all aspects of theatre, with the knowledge and skills to support any graduate school specialty. The range of elective courses permits a small amount of specialization within the curriculum, but the primary intention is to provide fundamental preparation for theatre professionals. In addition to classroom studies, the program offers valuable “hands-on” experience in virtually every phase of theatrical production, including acting, directing, singing, costuming and technical and design skills. Each major is expected to be available to work on every production in the department’s season.

Each University season is chosen for balance and variety. Productions range from classical to modern plays. Plays are produced in the University Theatre, a modern, well-equipped plant, opened in 1972 and historic Showalter Hall.

The University Theatre is located in the University’s Fine Arts Complex in close proximity to the Music, Art and Electronic Media and Filmic Arts programs. Students are encouraged to supplement their theatre studies with study in other fields in order to better understand theatre as an art form, a field of study in the liberal arts and as an area of human activity and endeavor.

Graduates with Bachelor of Arts degrees are traditionally employed in a variety of careers including: professional actors, dancers, arts administrators, and technicians in scenery, lighting, properties and sound design. Graduates are also employed in public relations, sales, management and other careers that require daily person-to-person contact and effective self-presentation. Recent Eastern graduates have been accepted in nationally recognized graduate programs in theatre and related fields. Many also teach at the elementary, middle and high school levels.

**General Admissions Requirements for Theatre:** High school graduates and community college transfer students who want to major in theatre should possess high verbal aptitude and effective skills in reading and writing. Moreover, theatre majors should possess an attitude of teamwork, strong self-discipline and a commitment to hard work for long hours. Previous coursework and participation in music, dance, acting, singing and back stage production is highly desirable, but not mandatory.

Students wishing to major in theatre should declare this major early in their university career. Entering freshman or transfer students should contact the Theatre and Film Department Chair immediately upon arrival at the campus for the assignment of an academic advisor and evaluation of transfer credits.

**Grade Requirements for Graduation:** Theatre majors must earn a minimum grade of 2.5 in each course counted in the major. Failure to earn at least a 2.5 in any course in the major will necessitate repeating the course. If the course is a prerequisite for advanced coursework, it must be repeated successfully before advanced work may be taken.

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

## BACHELOR OF ARTS (BA)

### STUDENT LEARNING OUTCOMES

#### Students will:

- demonstrate the ability to act and direct in live theatre;
- analyze, interpret and apply a knowledge of dramatic literature, cultural history and aesthetics to aspects of production;
- articulate the role of the theatre within our own culture and the culturally diverse world;
- utilize the mechanics and aesthetics of technical theatre in design and production of live theatre;
- describe, demonstrate and communicate the knowledge of one through four above to elementary, middle school and high school students.

### THEATRE MAJOR (69 CREDITS)

Theatre majors are expected to complete a senior thesis and actively participate in the public performance program offered by the Theatre Program.

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

#### Required Courses (57 credits)

- FILM 221 Narrative Writing Film (5)
- THTR 110 Movement and Voice (3)
- THTR/HUMN 202 Theatre in the Humanities (5)
- THTR 210 Acting I (4)
- THTR 226 Stage Make-Up (1)
- THTR/HUMN 303 Survey of Theatre History (5)
- THTR 310 Acting II (4)
- THTR 330 Stage Costume (3)
- THTR 331 Design and Technology I (5)
- THTR 332 Design and Technology II (5)
- THTR 395 University Theater Internship (1+1+1+1)\*
- THTR 421 Directing I (4)
- THTR 422 Directing II (4)
- THTR 491 Theatre Capstone (5)

#### Electives—students must select from the following (12 credits)

- THTR 150 Fundamentals of Music/Dance (3)
- THTR 312 Special Skills for Actors (1)
- THTR 326 Creative Dramatics (3)
- THTR 410 Acting III (4)
- THTR 412 Acting: The Profession (4)
- THTR 430 Design and Technology III (5)
- THTR 495 Field Experience (1–15)
- THTR 497 Acting Workshop (3)
- THTR 498 Seminar Theatre (1–5)
- THTR 499 Directed Study (1–5)

#### Required program credits

57 credits

#### Elective credits

12 credits

#### Total credits for above major

69 credits

\*THTR 202 also satisfies a general university requirement for Humanities, Fine Arts  
*Note: students can use selected THTR 496 courses as electives with permission of the program director.  
 \*1 credit course repeatable for credit, 4 credits required.*



## MINORS

### THEATRE MINOR (26 CREDITS)

#### Required Courses

FILM 221 Narrative Writing Film (5)  
 THTR 110 Movement and Voice (3)  
 THTR/HUMN 202 Theatre in the Humanities (5)  
 THTR 210 Acting I (4)  
 THTR 226 Stage Make-up (1)  
 THTR 331 Theatre Design and Technology I (5)  
 THTR 395 UT Internship (1+1+1)\*

**Total credits for above minor**

**26 credits**

\*One credit course repeatable for credit, 3 credits required.

### THEATRE/ELEMENTARY OR SECONDARY MINOR (53 CREDITS)

This minor satisfies the endorsement for Preschool to grade 12.

#### Required Courses

FILM 221 Narrative Writing Film (5)  
 THTR 110 Movement and Voice (3)  
 THTR 150 Fundamentals of Music/Dance Theatre (3)  
 THTR/HUMN 202 Theatre in the Humanities (5)  
 THTR 210 Acting I (4)  
 THTR 226 Stage Make-up (1)  
 THTR 303 Theatre History (5)  
 THTR 310 Acting II (4)  
 THTR 326 Creative Dramatics (3)  
 THTR 330 Stage Costume (3)  
 THTR 331 Theatre Design and Technology I (5)  
 THTR 332 Theatre Design and Technology II (5)  
 THTR 395 University Theatre Internship (1+1+1)\*  
 THTR 421 Directing I (4)

**Minimum credits for above minor**

**53 credits**

\*One credit course repeatable for credit, 3 credits required.

## Theatre Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### THTR 110

#### **Movement and Voice (3)**

*Movement and Voice* is beginning training in the use of voice and body for the actor. The course is designed to offer students a wide variety of exercises and experiences that contribute to self-awareness, ensemble building, actor preparation, effective communication and strength and flexibility.

### THTR 150

#### **Fundamentals of Music/Dance Theatre (3)**

An introduction to skills necessary to perform musical theatre roles. Fundamentals of singing and basic dance techniques are emphasized.

### THTR 202

#### **Theatre in the Humanities (5)**

[satisfies the GECR for humanities and fine arts, list 2, fine arts.] Elements of theatre, dramatic structure, types and styles; tradition, values and ideas of the theatre and humanity's relationship to it. (Cross-listed HUMN 202)

### THTR 203

#### **Theatre Graphics (5)**

The first in a series of courses in technical theatre. Introduction to drafting, blueprint reading, sketching, perspective drawing, rendering in watercolor and model making for theatrical settings, lighting and properties.

### THTR 210

#### **Acting I (4)**

*Prerequisite:* THTR 110.

*Acting I* is an introduction to the actor's creative process using exercises, improvisations and scenes with a special emphasis on the Stanislavski method.

### THTR 226

#### **Stage Make-Up (1)**

Lecture and laboratory where the student may learn basic and advanced techniques and principles of straight and character make-up.

### THTR 295

#### **University Theatre Internship (1)**

Internship experience at University Theatre in the scene shop, costume shop or publicity office.

### THTR 303

#### **Survey of Theatre History (5)**

*Prerequisite:* THTR 202 or upper class standing.

Surveys the major periods of Western theatre from Greek to modern trends. (Cross-listed HUMN 303)

### THTR 310

#### **Acting II (4)**

*Prerequisite:* THTR 202 and THTR 210.

*Acting II* is a continuation of Acting I. Acting II continues an exploration of the Stanislavski method through exercises, improvisations and advanced scene-work.

### THTR 312

#### **Special Skills for Actors (1-5)**

*Prerequisite:* THTR 110.

*Special Skills for Actors* is a practical course in developing special skills for actors, such as juggling, dialects and theatrical swordplay. This course is repeatable six times for credit with permission of instructor.

### THTR 319

#### **Rehearsal and Performance (1-5)**

*Course is repeatable for credit.*

*Prerequisite:* permission of the instructor.

Performance on stage in a University Theatre production. Amount of credit is determined by role played.

## THTR 321

### Play Production (3)

Techniques of producing a play for public performance. Methods of selecting scripts, casting, rehearsal procedure and performance responsibilities. Elements of the business of production, including contractual policies and limitations.

## THTR 326

### Creative Dramatics (3)

*Prerequisite:* permission of the instructor.

Aims, objectives and role of creative dramatics in education; includes participation with children.

## THTR 330

### Stage Costume (3)

Principles of costumes for the stage. The nature and function of this area of production including procedures, policies, sources plus historical and professional data.

## THTR 331

### Theatre Design and Technology I (5)

*Prerequisite:* permission of the instructor.

*Theatre Design and Technology I* introduces students to design and execution of theatre scenery, lighting and sound.

## THTR 332

### Theatre Design and Technology II (5)

*Prerequisite:* THTR 331

*Theatre Design and Technology II* continues to help students develop skills in the scenographic arts. Students will operate the machinery and utilize the crafts of scenic construction including rigging, painting, rendering, modeling, drafting and wiring. Programming for sets, lights and audio in the theatre are other topics covered in this course.

## THTR 335

### Theatre Sound and Audio (5)

*Prerequisite:* recommendation clearance of math competency.

This course is a theoretical and practical course in the realm of sound for the theatre. Subjects covered include the physical properties of sound, mathematical relationships of audio, sound and audio equipment operation and maintenance, script analysis for sound and designing and writing a sound plot. Students should be able to operate a complex audio system from a plot by the end of the course.

## THTR 336

### Stage Lighting (5)

*Prerequisite:* THTR 203 or consent of instructor.

A beginning course in basic electricity and lighting for the theatre. Introduction to types of instruments and lamps, their uses and capabilities. Color media, circuitry and patching for manual and computer boards. Computation of electrical loads; safety measures. Three lectures and two laboratory sessions per week.

## THTR 338

### Concepts of Scene Design (2)

A beginning course in the styles, history and examples of theatrical scenic design.

## THTR 339

### Acting Workshop: Variable Topic (4)

*Prerequisite:* THTR 110

*Acting Workshop* is a special topics performance course, including, but not limited to, The Meisner Technique, Chekhov and improvisation.

## THTR 340

### Scene Construction (5)

*Prerequisite:* THTR 203 or consent of instructor.

Introduction to style and types of scenery; materials; tools; stage mechanics and construction. Three lecture hours and two two-hour laboratory sessions per week.

## THTR 395

### University Theatre Internship (1)

*Prerequisite:* permission of the instructor, department chair and college dean.

*University Theatre Internship* provides students with internship experience at the University Theatre in the scene shop, costume shop, publicity Office, box office, stage management or in performance. Repeatable for credit up to eight times with instructor approval.

## THTR 399

### Special Studies (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

Subjects studied vary according to faculty and student interests.

## THTR 410

### Acting III (4)

*Prerequisites:* THTR 310.

*Acting III* combines an intensive practical analysis of heightened language with the performance skills needed to bring classic plays to life.

## THTR 412

### Acting: the Profession (4)

*Prerequisite:* THTR 110.

Students will acquire practical skills to select, prepare and perform audition pieces. They will learn about headshots, resumes, unions and professional etiquette.

## THTR 419

### Rehearsal and Performance (1-5)

*Prerequisite:* permission of the instructor.

Practical experience of working backstage during actual stage productions. Amount of credit to be determined by work done on the production. Course is repeatable for credit.

## THTR 421

### Directing I (4)

*Prerequisite:* THTR 303, THTR 310, THTR 330, THTR 332

*Directing I* focuses on the process of stage directing, with emphasis on action analysis, principals of staging, composition, picturization, casting, effective use of a rehearsal process, artistic vision and collaboration with designers.

## THTR 422

### Directing II (4)

*Prerequisite:* THTR 421.

*Directing II* builds upon the foundation of *Directing I*. The focus is on creating believable and engaging dramatic action and exploring the primary relationship between the actor and director through intensive scene-work.

## THTR 425

### Professional Stage Management (3)

A study into the pre-show production and post-show requirements, supervised by a stage manager. Includes work description of related department heads and the interaction therein, both in academic and professional theatre.

## THTR 430

### Theatre Design and Technology III (5)

*Prerequisite:* THTR 332.

*Theatre Design and Technology III* serves as the advanced coursework in design arts for the theatre and methodology of constructing, rigging, painting, shifting, lighting, wiring and finishing of set pieces and properties for theatrical stage production.

## THTR 438

### Scene Design (3)

A course in the methods available to the scene designer in presenting the design idea.

## THTR 439

### Topics in Theatre (1-5)

*Prerequisite:* THTR 202.

*Topics in Theatre* examines specific issues related to theatre arts.

## THTR 445

### Scene Painting (2)

A practicum in techniques and mechanics of choosing, mixing and applying scene paint for theatrical production.

## THTR 491

### Senior Thesis Project (5)

[satisfies senior capstone university graduation requirement.]

The final exit assessment instrument for graduation. Senior theatre majors expecting to graduate following the spring quarter of their senior year must undertake either the direction or design of a one-act play produced and presented on the main stage of the University Theatre as a capstone project during spring quarter. This project will result in the production of a major thesis document. The project will be conducted under the supervision of the faculty.

Senior theatre majors whose schedules will not allow them to complete this course as their capstone, must enroll in an ITGS 400 course and complete the theatre department's senior comprehensive written and oral examination. The examination may be scheduled during any quarter.

## THTR 494

### Stage Door to the Future (1-5)

Opportunity to work with professional theatre company on two or more productions each summer.

## THTR 495

### Field Experience in Theatre (1-15)

*Prerequisite:* permission of the instructor, department chair and college dean.

Experience in production, performance or management of a theatre outside the University. Amount of credit is dependent on responsibilities undertaken.

## THTR 496

### Experimental Course in Theatre (1-5)

FALL/WINTER/SPRING/SUMMER

## THTR 497

### Creative Arts Summer Festival (1-5)

## THTR 498

### Seminar (1-5)

## THTR 499

### Directed Study (1-5)

*Prerequisite:* permission of the instructor, department chair and college dean.

Individual study projects in a selected special field of theatre. Limited to senior and graduate students.

## URBAN AND REGIONAL PLANNING

*College of Business and Public Administration*

Fred A. Hurand, Chair	668 N. Riverpoint, Suite A Spokane, WA 99202	509.358.2230
BA	Minor	MURP

Faculty: C. Dotson, F. Hurand, W. Kelley, R. Rolland, D. Winchell, G. Zovanyi

Many social, physical, economic, technical and political issues in society cry out for definition and resolution. Among these are: decline in central cities, deterioration of neighborhoods, inefficient and inequitable taxing and regulation policies, congestion and other problems of accessibility, the impact of growth and change, an erosion of natural resources including water, land and air and inefficient or absent human services. Urban and regional planning is one of society's means for addressing these problems in a creative, positive manner. Planning is a problem-solving profession that is concerned with the forces that influence the quality of life in the neighborhood, city, region, state, nation and world. Thus, planning provides a unique occupational avenue for those who desire a role in shaping a better future.

The goal of Eastern's program in Urban and Regional Planning is to train competent professionals for careers in planning. To achieve this goal, the department stresses the acquisition of practical, analytical and organizational skills designed to aid the student in analyzing problems and organizing community activities to help solve problems. The combination of classroom instruction and applied planning field projects develops professional competence and ensures that each student has the requisite abilities to function within the profession after leaving the program. The department takes particular pride in having the only accredited undergraduate planning degree in the Northwest and one of only 14 in the nation.

The Department is housed in excellent academic facilities at the Riverpoint campus in Spokane and at Isle Hall in Cheney and has acquired a variety of equipment to support student activities. There are drafting studio facilities, computer terminals, computer labs, a geographic information systems laboratory as well as access to a variety of other resources.

**Community Service Information:** The Department has a long history of providing planning and community development services to urban neighborhoods, towns and cities throughout Eastern Washington through its community service program. This work is conducted either on a contract basis with these communities or through other mechanisms. This work provides students with the opportunity to apply their knowledge and skills in realistic planning settings.

**Internships Information:** The department maintains an active internship program with local and regional planning agencies throughout the Northwest. Internships are encouraged but not required. An intern gains valuable practical experience while earning credits toward the degree. Credit allocation is determined by the amount of time the student works in the agency.

**Awards Program Information:** The department conducts an annual awards program to recognize students for work accomplished during their academic careers. These awards include:

- The Frank Schaedegg Memorial Scholarship award (\$2350)
- The Washington Chapter APA Scholarship for an undergraduate or graduate student (\$3000)
- King Cole Scholarship (\$1600)
- Joseph N. Luther Scholarship \$1200
- Leonard Zickler Scholarship (\$1500)

**Undergraduate Scholarship Award:** Awarded to the graduating senior whose academic achievement has been out-standing.

**Graduate Scholarship Award:** Awarded to the graduating master's degree candidate whose academic achievement has been outstanding.

**Community Service Award:** Awarded to a graduating student who has accomplished noteworthy and exemplary contributions in public service to regional communities.

**Professional Achievement Award:** Awarded to a graduate student who has demonstrated outstanding professional knowledge and skill in the performance of a professional internship or research project.

**Teaching Methods:** The department emphasizes the acquisition of practical professional skills. Therefore, students not only acquire information in the classroom, but also are involved in field projects requiring systematic application of this information. These field projects are often linked to the Department's community service function.

**Career Placement Information:** The long-range job outlook for urban and regional planners is good. There is an expanding need for planners in the private sector including consulting firms, land development companies and large corporations involved in land management and location analysis. Planners are also found in non-profit organizations involved in community problem solving. These positions complement more traditional jobs in the public sector including those dealing with comprehensive planning, land use regulation and transportation systems management. The Department takes an active role in placing students and is proud of its continuing success in finding positions for its graduates. Agencies and organizations throughout the Pacific Northwest compliment the program for producing graduates who need little additional training to assume their employment responsibilities.

## UNDERGRADUATE PROGRAMS

**General Admissions Information for Urban and Regional Planning:** Students considering a major in planning should contact the Department's undergraduate program advisor as early in their academic careers as possible. Early counseling can help students select GEGR courses which best complement their major course requirements. Transfer students should contact the advisor during their admission process to have their records reviewed.

In general, students that major in planning are advised to select their GEGR courses from the following areas: physical and human geography, geology, biology, statistics, sociology, economics and government. Knowledge in these disciplines will aid students in their planning courses.

The University requires that all students receiving a bachelor of arts degree fulfill a foreign language requirement. Students who have had two years of the same language during their high school education or one year of the same language at the college level have fulfilled this requirement. This requirement applies to all planning majors. Undergraduates seeking a degree in planning must complete this requirement including students transferring with an associate of arts degree. If the requirement has not been completed prior to admission to the program, the student, in consultation with the program advisor, will have to schedule the completion of their foreign language requirement during their tenure in the planning program.

Although there are no formal admission requirements for entering the undergraduate planning program, acquisition of basic skills in English composition and mathematics is important preparation for the planning major. Normally, students who enter the program as second or third quarter sophomores or juniors should have completed these requirements. Those students who have not will be expected to complete these requirements within the first three quarters of their tenure in the planning program.

**Credit Through Evaluation:** Students with life experiences that are closely related to work in the planning profession, community organizing or other similar work, can have a faculty member review their work for credit through evaluation. Credits toward the degree requirements can be granted if these life experiences are sufficient. Credits gained through evaluation are applied to the elective credits in the major.

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

## **BACHELOR OF ARTS (BA)**

### *STUDENT LEARNING OUTCOMES*

#### *Students will:*

- possess the skills needed to practice planning in a variety of venues in ways consistent with planning ethics;
- understand human settlements as they relate to planning based on knowledge of the relevant concepts and theories;
- understand historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories;
- understand the different values and ethical standards affecting the practice of planning.

### **URBAN AND REGIONAL PLANNING MAJOR (90 CREDITS)**

The Department offers a 90-credit bachelor of arts major and a 15-credit minor in urban and regional planning. The bachelor of arts major is a fully accredited professional degree that prepares the student for entry-level positions in planning. Students majoring in planning normally enter the program during their second or third year of undergraduate studies. The Planning minor should be utilized by students majoring in other programs who perceive planning as a complement to their education.

In addition to the baccalaureate programs, the Department also offers students the opportunity to earn dual degrees with other academic programs. In the past, students have earned concurrent degrees in geography, economics, sociology and government. Students from other programs may also take courses in the department.

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

#### **Required Courses (72 credits)**

GEOG 300 Physical Geography (5)  
 GOVT 330 American Local Government and Politics (5)  
 PLAN 201 Introduction to Urban and Regional Planning (5)  
 PLAN 261 Community Development (5)  
 PLAN 300 Planning Presentation Techniques (5)  
 PLAN 301 Planning Methods and Techniques (5)  
 PLAN 402 Planning Implementation (5)  
 PLAN 403 Community Facilities Planning (5)  
 PLAN 406 Planning Law and Legislation (4)  
 PLAN 430 Environmental Planning (5)  
 PLAN 440 Land Use Planning (5)  
 PLAN 450 Transportation Planning (5)  
 PLAN 460 Urban Design (3)  
 PLAN 490 Senior Capstone: Planning Studio (5)  
 SOCI 356 Introduction to Social Statistics (5)

#### **Electives (18 credits)**

ECON 458 Regional Economics (5)  
 PLAN 375 Tribal Planning (3)  
 PLAN 431 Environmental Impact Statements (3)  
 PLAN 441 Site Planning (5)  
 PLAN 457 Special Topics in Transportation (2)  
 PLAN 465 Historic Preservation Planning (3)  
 PLAN 467 Parks Planning (5)  
 PLAN 470 Community Participation Techniques (2)  
 PLAN 471 Rural and Small Town Planning (3)  
 PLAN 472 Housing (3)  
 PLAN 476 Comparative Urbanization (4)  
 PLAN 495 Planning Internship (1-10)  
 PLAN 496 Special Topics in Planning (Var)  
 PLAN 497 Conferences and Short Courses in Planning (Var)  
 PLAN 498 Seminar in Planning (Var)  
 PLAN 499 Directed Study in Planning (Var)  
 SOCI 498 Departmental Seminar (1-5)

*Required program credits*

*72 credits*

*Elective credits*

*18 credits*

*Total credits for above major*

*90 credits*

## **MINOR**

### **URBAN AND REGIONAL PLANNING MINOR (15 CREDITS)**

#### **Required Courses (10 credits)**

#### **Select one course from below (5 credits minimum)**

PLAN 201 Introduction to Urban and Regional Planning (5)  
 PLAN 261 Community Development (5)  
 PLAN 301 Planning Methods and Techniques (5)

**Additional courses may be selected from above or other planning courses.**

*Total credits for above minor*

*15 credits*

## **GRADUATE PROGRAM**

*Department of Urban Planning, Public and Health Administration  
 College of Business and Public Administration*

<b>Gabor Zovanyi, Graduate Advisor</b>	<b>EWU, Phase One Classroom Bld. 668 N. Riverpoint Blvd., Suite A Spokane, Washington 99202-1660</b>	<b>509.358.2228</b>
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### *STUDENT LEARNING OUTCOMES*

#### *Students will:*

- understand historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories;
- understand human settlements as they relate to planning based on knowledge of the relevant concepts and theories;
- demonstrate skills needed to practice planning in a variety of venues in ways consistent with planning ethics;
- understand the different values and ethical standards affecting the practice of planning.

### **MASTER OF URBAN AND REGIONAL PLANNING**

The MURP Program is a two-year professional curriculum. The program is one of only four in the Pacific Northwest states that is professionally accredited by the Planning Accreditation Board. The purposes of the graduate planning program are as follows:

1. To provide communities and agencies with competent professionals in the field of urban and regional planning.
2. To prepare professionals who can develop and administer planning policies for the economic vitality, resource efficiency and environmental quality of communities and regions.
3. To fulfill the need for planning-related research with particular emphasis given to research benefiting the region and state.
4. To provide community services in the form of continuing education for public officials, practicing professionals and citizens; technical assistance for area agencies and communities; information and technology exchange with appropriate local, state and federal authorities.

The major distinction between Eastern's and other planning programs is that our combined teaching and practice focuses on problem solving at regional and community scales.

#### ***Admission Requirements/Preparation***

Admission requirements of the MURP program include those required by the graduate school (found in the front of this catalog) as well as the following:

1. Two letters of recommendation submitted to the graduate advisor of the Department of Urban and Regional Planning. Both letters should be from instructors familiar with the applicant's undergraduate or, where applicable, graduate academic record. In the event the applicant has professional planning experience, letters may come from a supervisor or person familiar with planning work of the applicant.
2. All applicants shall also submit a personal letter of intent explaining why they wish to study planning and outlining their educational and career goals.

## Degree Requirements

Each student will be expected to complete a minimum of 72 credit hours, including at least 36 hours at the 500 level or above. Graduate students are not prohibited from taking upper-division undergraduate courses in planning and are encouraged to use selected upper division undergraduate courses as electives and in support and pursuit of an area of specialization.

### Core Curriculum and Credit Hours Required of all Students (44 credits)

#### 1. Theory/Philosophy

- PLAN 501 Foundations of Planning (5)
- PLAN 502 Advanced Community Development (5)
- PLAN 508 Reflective Planning Theory (3)

#### 2. Administrative/Management

- PLAN 505 Planning Implementation and Law (5)

#### 3. Methods/Techniques

- PLAN 503 Planning Methods I (5)
- PLAN 504 Planning Methods II (5)
- PLAN 506 Planning Methods III (5)

#### 4. Applied Synthesis

- PLAN 507 Advanced Planning Studio (5)
- PLAN 591 Research Project Preparation (1)
- PLAN 601 Research Project (5)
- or PLAN 695 Professional Internship (5)

#### 5. Specialization or Generalist Electives ( 28 credits)

Every student must either take courses in one of the specialty areas listed below or take PLAN 440 *Land Use Planning* and at least two of the following courses:

- PLAN 403 Community Facilities Planning (5)
- PLAN 430 Environmental Planning (5)
- PLAN 450 Transportation Planning (5)
- PLAN 460 Urban Design (3)

Required core credits

44 credits

Electives credit

28 credits

Total credits for above master's degree

72 credits

Students may not count more than 5 credits in PLAN 599 *Directed/Independent Studies* in their program nor exceed 10 credits in Plan 599 *Directed/Independent Studies* in combination with PLAN 695 *Professional Internship*. With the exception of those who have applied for leaves of absence, students who enroll in PLAN 601 *Research Project* must maintain continuous enrollment until their degree requirements are met.

## Specialization

Students selecting a specialization must complete the core of a specialization, under advisement from their committee select the majority of their remaining electives from courses that support their area of specialization and do their research paper in the specialty area. The following list indicates the core of each specialty area.

### Tribal Planning

- PLAN 430 Environmental Planning (5)
- PLAN 440 Land Use Planning (5)
- PLAN 523 American Indian Planning (3)

### Planning Management

- PLAN 524 Advanced Strategic Planning (3)
- PLAN 525 Planning, Politics and Public Policy (3)
- PADM 523 Public Financial Management (4)

### Environmental Planning

- PLAN 430 Environmental Planning (5)
- PLAN 431 Environmental Impact Statements (3)
- PLAN 440 Land Use Planning (5)

### Small Town Planning

- PLAN 403 Community Facilities Planning (5)
- PLAN 440 Land Use Planning (5)
- PLAN 471 Rural and Small Town Planning (3)
- PLAN 514 Local Economic Development Planning (3)

## Alternative Degree Options

In addition to the above program, students have two alternative options for acquiring a degree in planning. Students may elect to complete an Interdisciplinary Master's Degree by arranging a set of courses with two or more departments. In these cases, students receive the appropriate degrees, MA or MS, but not the MURP degree.

The Department of Urban and Regional Planning and the graduate program in Public Administration offer a dual-degree program in Planning and Public Administration. However, students who complete these programs will not be considered to have graduated from the accredited program as described above without fulfilling all of the above requirements in addition to those specified in the dual degree program.

Students interested in either of these options must contact the department's graduate program advisor and have approval to register.

## Registration

Before the first registration, students should consult the department's graduate advisor for assistance in planning courses for the first quarter. The graduate advisor has responsibility for guiding the student until the student has selected a graduate committee. Once the committee has been selected, the chair of the committee provides guidance for the student.

To complete this degree in two years, students must take at least 12 credits per quarter. The load for a full-time graduate student is 12 to 16 hours per quarter. An additional charge will be assessed for credits in excess of 18. Students enrolling for 17 credits or more must have written approval from the graduate advisor or chair of their graduate committee plus the department chair and the dean of the College of Business and Public Administration.

## Enrollment Requirements

Students admitted to the Master of Urban and Regional Planning Program must maintain continuous enrollment from the first matriculation until all requirements for the degree are completed. Enrollment may be met in one of the following categories:

1. Full-time enrollment of 10 credits or more;
2. Part-time enrollment of less than 10 credits;
3. In absentia enrollment.

Graduate students are considered to be actively pursuing a degree from the first enrollment in the graduate planning program until graduation or until the limits described in this catalog have expired.

Under unusual circumstances, a student may petition for a leave of absence. If the petition is granted, the registration requirement will be set aside during that period of leave. Leaves will be granted only under conditions that require the suspension of all activities associated with the student's degree program, including the research project. The leave of absence shall be for no more than one year. A written request for leave of absence shall be submitted to the student's committee for approval. The recommendation shall be forwarded to the Graduate Studies Office.

Students who have completed all courses in their program other than PLAN 601 or PLAN 695 shall continue to register for at least two credits of planning courses until the degree requirements have been completed. An approved leave of absence is the only exception to this requirement.

Students who do not comply with these requirements for continuous enrollment will have their future registration blocked. They will be allowed to register only after receiving a favorable recommendation from the department's faculty, the endorsement of the department chair and the approval of the dean of the College of Business and Public Administration.

## *Student's Advisory Committee*

After receiving admission to Graduate Studies and the Department of Urban and Regional Planning, the student will consult with the departmental graduate advisor concerning appointment of the chair of the student's advisory committee. The graduate committee administering the comprehensive examination shall, according to department policy, be comprised of three members: two faculty members from the department, with one serving as chair and a third faculty member from another academic discipline. The committee member from outside the student's discipline may either be appointed by the Graduate Studies Office or students may elect to take the initiative and have a faculty member of their choosing appointed to the third committee position. If the second option is selected, students have the responsibility of approaching such potential members to secure their willingness to serve and the subsequent responsibility of notifying the Graduate Studies Office so that the willing outside members may formally be appointed to committee assignments.

No adjunct, part-time or other faculty located away from the campus may serve as chair of a student's advisory committee, but they may serve as a member.

The student's advisory committee has the responsibility for guiding and directing the entire academic program of the student. The student has the responsibility for initiating academic actions concerning the advisory committee. The chair of the advisory committee has immediate supervision of the student's academic planning and research project. The chair also has the responsibility for calling required meetings of the advisory committee or other informal meetings considered desirable.

The duties of the advisory committee include the responsibility for the degree program, the research or internship proposal, the research project, the internship report and the final examination. In addition, the advisory committee, as a group and as individual members, is responsible for counseling the student on academic matters and in the case of academic deficiency initiating recommendations to the Graduate Studies Office.

The student's advisory committee will evaluate the student's previous training and degree objectives. The committee will then outline a proposed degree program and a research problem or internship proposal or some combination of the two. These activities along with the student's other courses will constitute the student's program. The student's proposed degree program must be included in the Application for Degree Candidacy form. This form must be submitted to the Graduate Studies Office prior to the fourth quarter of registration, with endorsements by the student's advisory committee and the graduate program advisor.

Additional courses may be added to the approved degree program by the student's advisory committee if such additional coursework is deemed necessary to correct deficiencies in the student's academic preparation. Changes to an approved degree program can be made with the approval of the student's advisory committee.

## *Research or Professional Internship Proposal*

Students choosing the research report option must prepare a research proposal for approval by the advisory committee prior to the end of their fourth quarter. Any student contemplating a professional internship must prepare a proposal for the internship which includes a clear set of learning objectives, a work program and an outline of the paper that will evaluate the internship experience.

## *Research and Internship Reports*

Successful completion of a research project or a professional internship is required for the degree of Master of Urban and Regional Planning. Both types of experience require a formal report. In the case of the professional internship, this report must be based upon the learning objectives set forth in the internship proposal and must be a reflective review of the work experience in the light of the theories and methods acquired during the student's tenure in the program. A research report must be the original work of the candidate. Either type of report must be grammatically correct, reflect the candidate's ability to express thoughts clearly and adhere to the format of articles and reports contained in the Journal of the American Planning Association. The research report shall also contain an abstract not exceeding 350 words and a vita page. Instructions relating to the specific requirements of either type of report may be obtained from the department office.

## *Final Comprehensive Examinations*

The candidate for the degree of Master of Urban and Regional Planning must pass a final examination. At the time of the final examination, a student's cumulative GPA must be at least 3.0. There must be no unabsolved grades of less than 2.0 and no "X" for any course listed in the candidate's degree program. The student must have completed all degree program coursework with the exception of those courses scheduled during the quarter of the examination. Students who have not met these conditions are not eligible to take the final examination.

All students will be required to pass an oral examination during their final quarter. That oral examination shall consist of questions pertaining to the department's curriculum and the candidate's own areas of study. The examination may, at the discretion of the student's committee, include a written component. In addition, all students are required to defend a research or internship report during the course of the final examination.

The final examination is conducted by the student's advisory committee. The oral examination is open to the public; however, only committee members vote.

It is the candidate's responsibility to schedule the comprehensive examination at a time agreeable to committee members and to notify the Graduate Studies Office at least two weeks prior to the examination date. In addition to complying with university procedures regarding such matters as deadlines and notification requirements, students within the department must also satisfy two additional procedural requirements with respect to the written component of their final examinations. They must submit an acceptable draft of their research or professional internship report to the chair of their committee no later than the end of the third week of the quarter in which they intend to graduate. In addition, they are also required to submit a final copy of such reports at least two weeks prior to the comprehensive examination.

Students must be registered at the University during the quarter in which the examination is given. A student shall be given only one opportunity to repeat the final examination and that shall be scheduled within the quarter following the first taking of the examination (summer quarter excluded).

## *Undergraduate courses recommended for graduate study:*

- PLAN 403 Community Facilities Planning (5)
- PLAN 430 Environmental Planning (5)
- PLAN 431 Environmental Impact Statements (3)
- PLAN 440 Land Use Planning (5)
- PLAN 441 Site Planning (5)
- PLAN 450 Transportation Planning (5)
- PLAN 460 Urban Design (3)
- PLAN 471 Rural and Small Town Planning (3)

## Urban and Regional Planning Courses

**Terms offered:** If no terms are indicated, check with the department or on EagleNET.

### PLAN 201

#### **Introduction to Urban and Regional Planning (5)**

FALL

This lecture/discussion course uses a historical context to introduce the concepts, theories and applications of urban and regional planning.

### PLAN 261

#### **Community Development (5)**

FALL

Applied studies of the process of community development emphasizing the interactive roles of citizens, community officials and planners.

### PLAN 300

#### **Planning Presentation Techniques (5)**

WINTER

Introduces the written, oral and graphic presentation techniques common to the planning profession.

### PLAN 301

#### **Planning Methods and Techniques (5)**

WINTER

*Prerequisite:* PLAN 201.

This course develops specific skills and techniques in the collection, analysis and interpretation of data commonly used in planning.

### PLAN 375

#### **Tribal Planning (3)**

Presents an overview of Native American community and culture, the history of tribal government and its contemporary structures and the applications of planning techniques to Native American communities. Emphasizes identifying appropriate planning techniques which promote tribal self-determination and preserve tribal sovereignty.

### PLAN 402

#### **Planning Implementation (5)**

FALL

*Prerequisite:* PLAN 201.

A survey of zoning, subdivision regulations and other tools used to implement public plans and policies. Introduces students to the administrative practices associated with the planning implementation process.

### PLAN 403

#### **Community Facilities Planning (5)**

WINTER

An examination of the issues and techniques associated with planning, budgeting and programming for community infrastructure such as sewer and water systems.

### PLAN 406

#### **Planning Law and Legislation (4)**

WINTER

*Prerequisite:* PLAN 301 or permission of the instructor.

Reviews the constitutional, statutory and case law governing public planning and regulatory activities, with specific emphasis on the legal aspects of regulating private lands to further public objectives and Washington State law.

### PLAN 430

#### **Environmental Planning (5)**

SPRING

Surveys the philosophy and techniques of environmental planning, emphasizing an understanding of why environmental considerations should be incorporated into land use planning activities and developing skills needed to carry out an environmental analysis.

### PLAN 431

#### **Environmental Impact Statements (3)**

FALL

*Prerequisite:* PLAN 430 or permission of the instructor.

Individual and team field work in the preparation of environmental impact statements. A review of state and federal environmental legislation and procedural requirements.

### PLAN 440

#### **Land Use Planning (5)**

SPRING

*Prerequisites:* PLAN 300, 301 and 430.

Explores the issues and methods of analyzing and organizing land uses in urban and regional environments by balancing the demand for uses with the environmental conditions that limit the supply of the land.

### PLAN 441

#### **Site Planning (5)**

*Prerequisite:* PLAN 430 or permission of the instructor.

A studio course in the application of site planning methods and principles to subdivision and site development.

### PLAN 450

#### **Transportation Planning (5)**

FALL

A lecture/studio class that explores the procedural and conceptual transportation planning process, including a framework for addressing system characteristics, institutional arrangements, theories of travel supply and demand, selected forecasting models and interactions with land use and other urban systems.

### PLAN 457

#### **Special Topics in Transportation (2)**

A workshop introducing knowledge and skills related to selected issues in transportation planning and policy. Topics vary each year. Recent topics included rural transportation planning, transportation of hazardous materials and pedestrian and bicycle planning.

### PLAN 460

#### **Urban Design (3)**

SPRING

This seminar explores the theory and techniques of analysis of the design of urban environments, emphasizing the impact local decision-making has on community aesthetics.

### PLAN 465

#### **Historic Preservation Planning (3)**

WINTER

Presents the issues, policies and methods for preserving historic properties as a means for ensuring the longevity of the artifacts of our public heritage.

### PLAN 467

#### **Parks Planning (5)**

A studio which presents the basic theories and techniques of park planning through the design and development of a park planning project.

### PLAN 469

#### **Built Environments of North America: Symbol and Structure (3)**

*Prerequisite:* GEOG 101 or permission of the instructor.

This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effects of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration. (Cross-listed with GEOG 469, HIST 469)

### PLAN 470

#### **Community Participation Techniques (2)**

*Prerequisite:* PLAN 261 or permission of the instructor.

A workshop on the application of skills and techniques of community development and participation, emphasizing personal growth, group formation and dynamics, consulting with groups and creative change within groups.

### PLAN 471

#### **Rural and Small Town Planning (3)**

*Prerequisite:* PLAN 301 or permission of the instructor.

Discussion and research of the patterns of rural land use, emphasizing legislation, environmental characteristics, community values and anticipated land use demand.

### PLAN 472

#### **Housing (3)**

*Prerequisites:* PLAN 201, 261 or permission of the instructor.

Discussion and research into the nature of shelter, housing need, policy and programs, codes and standards and housing assistance plans.

### PLAN 476

#### **Comparative Urbanization (4)**

[satisfies international studies university graduation requirement.]

*Prerequisite:* PLAN 261 or permission of the instructor.

A review of the nature of urbanization in developed and developing countries, examining planning-related issues associated with urbanization, overurbanization and counterurbanization in a variety of natural settings.

### PLAN 490

#### **Senior Capstone: Planning Studio (5)**

SPRING

[satisfies senior capstone university graduation requirement.]

*Prerequisites:* completion of 15 credit hours of planning courses.

The culminating studio for undergraduates that demonstrates their abilities through the application of their knowledge and skills to a real community problem. Students typically work in consultation with practicing professionals for a community or agency in producing a planning-related product for use by the client.

### PLAN 495

#### **Planning Internship (1-10)**

*Prerequisite:* permission of the instructor, department chair and college dean.

Supervised work in a public agency or with a private consultant. Daily journals are kept, a report is written on the work and the student is evaluated by the supervisor and faculty member. One hour credit for each four hours of work per week per quarter.

### PLAN 496

#### **Experimental Courses (1-5)**

### PLAN 497

#### **Workshops, Short Courses, Conferences (1-5)**

Conferences and short courses on selected planning topics are offered for credit from time to time. These may be on campus or in the communities.

### PLAN 498

#### **Seminar (1-5)**

Selected seminar discussions of various planning topics: law, land development, energy, futures, philosophy and practice.

### PLAN 499

#### **Directed Study (1-5)**

*Prerequisites:* permission of the department chair and the instructor.

### PLAN 501

#### **Foundations of Planning (5)**

FALL

Survey of the history, theory, philosophy and practice of planning. Subject matter treated during the course includes consideration of the nature of the planning profession's evolution, the profession's relationship to politics, the extent of ideological pluralism among planners and the highly varied nature of professional planning activities.

## PLAN 502

### *Advanced Community Development (5)*

FALL

A survey of the structure and process of community development. Emphasis will be on the role of planners and community development specialists as agents for change in the context of community growth. Course will feature seminars and exercises in community problem solving, needs assessment, small group theory and process facilitation.

## PLAN 503

### *Planning Methods I (5)*

WINTER

An introduction to planning process models, work programs, research methods, survey research and descriptive and inferential statistics. Students also learn to present data graphically and orally.

## PLAN 504

### *Planning Methods II (5)*

SPRING

*Prerequisite:* PLAN 503.

An introduction and application of population forecasting, economic analysis and cost/benefit techniques and their application to planning problems. Students also learn to incorporate information from these techniques into professional planning reports and policy analysis.

## PLAN 505

### *Planning Implementation and Law (5)*

WINTER

Review of zoning, subdivision regulations and other tools employed by planners to implement public plans and policies. Consideration of constitutional, statutory and case law governing the realm of plan and policy implementation.

## PLAN 506

### *Planning Methods III (5)*

WINTER

*Prerequisites:* PLAN 503, 504.

This is a case studies course focused on comprehensive planning demonstrating how the techniques from previous courses are applied in a comprehensive planning setting and how the functional areas of planning interact with the basic models learned in the previous courses.

## PLAN 507

### *Advanced Planning Studio (5)*

FALL

Preparation of a major planning project for a community or other agency. Students work in cooperation with practicing professionals, conduct general research, perform analysis, develop specialized plans and draft implementation tools. Each student is assigned specific responsibilities on an interdisciplinary team.

## PLAN 508

### *Reflective Planning Theory (3)*

WINTER

*Prerequisite:* second year of graduate program.

This course will present an overview of the range of the philosophical and methodological approaches to planning and their varying roles within the discipline. The emphasis is on examining professional knowledge and reflection in action to provide a contextual guide for planning practitioners as they enter the profession.

## PLAN 512

### *Growth Management (3)*

An examination of techniques and strategies for affecting the amount, rate, location and quality of growth. A review of existing efforts at local and state levels to manage growth. Consideration of the legal limits to growth management activities.

## PLAN 514

### *Local Economic Development Planning (3)*

This course offers a review of the objectives, strategies and techniques associated with economic development programs for cities, counties and towns. Students survey techniques including consideration of financial assistance programs, expenditures on public capital and regulatory reforms. The course will examine ties between economic development, land use planning and capital budgeting processes.

## PLAN 515

### *Design and Behavior (3)*

This course explores the relationships between environment and human behavior with special emphasis given to the design and planning implications of this body of knowledge.

## PLAN 523

### *American Indian Planning (3)*

This course will outline the unique context of tribal government as sovereign nations under the federal government, examine the history and evolution of tribal government institutions within unique tribal cultural systems and describe the role and relationship of planning within such a framework.

## PLAN 524

### *Advanced Strategic Planning (3)*

This course presents an overview of strategic planning processes and their application in public and private management including organizational planning, program planning, financial management planning and critical issue analysis.

## PLAN 525

### *Planning, Politics and Public Policy (3)*

This course deals with the political nature of planning and public policy making. It reviews the theoretical aspects of planning as a profession and its relationship to political decision making and investigates techniques for analyzing the political decision making process and improving community participation in the planning process.

## PLAN 539

### *Special Topics (1-5)*

Advanced planning topics will be offered periodically.

## PLAN 591

### *Research Project Preparation (1)*

FALL

A seminar course designed to prepare students for their capstone research or professional internship report. Reviews research strategies, helps students select topics, produce a work program and begin research on their project.

## PLAN 595

### *Graduate Internship (1-10)*

Students may participate in structured internships in agencies without the responsibility of using the internship as a capstone course. However, students must set learning objectives, maintain a journal of their experiences and prepare a short report.

## PLAN 596

### *Experimental Course (1-5)*

## PLAN 598

### *Advanced Planning Seminars (1-5)*

Advanced seminar topics offered quarterly.

## PLAN 599

### *Independent Studies (1-5)*

## PLAN 601

### *Research Project (5)*

*Prerequisite:* substantial completion of degree requirements.

A major planning project approved by the student's advisory committee. Students must file a record of study in the standard research format which will describe the approach, objectives, methods and conclusions of the project.

## PLAN 695

### *Professional Internship (5)*

*Prerequisite:* substantial completion of degree requirements.

Professional field practice with private or public agencies. This internship is a capstone course requiring a focused internship project, approval by the student's committee and the production of a formal report that reflects upon the internship utilizing the theories and methods learned during the student's tenure in the program.

## VOCATIONAL EDUCATION

See BUSINESS ADMINISTRATION.



## WOMEN'S AND GENDER STUDIES

College of Social and Behavioral Sciences

Sally Winkle, Director	207 Monroe Hall	509.359.2409 (Cheney)
BA	Minor	Certificate

Faculty: D. Almeida, L. Avery, K. Carlberg, K. Coogan, R. Dean, K. Edquist, L. Greene, N. Hathaway, G. Hicks, K. Huttenmaier, K. Islam-Zwart, G. Jansen, E. Kissling, M. Marinucci, N. Nelson, D. Orr, M. Peck, R. Pickering, L. Reeves, H. Robinson, R. Sauders, J. Smith, B. Torgerson, N. Wainwright, S. Warren, J. Williams, S. Winkle, S. Wright

### UNDERGRADUATE PROGRAMS

Women's and Gender Studies offers students an interdisciplinary examination of women's roles, contributions, history and experiences as well as a critical study of gender structures in societies and cultures in the U.S. and the world. It utilizes gender, along with race and class as a category of analysis, helping students investigate the role that gender plays in our history, literature, art, politics, education, sports, health and family.

The Women's and Gender Studies Program is committed to achieving the following goals: 1. To contribute to a broad understanding of interdisciplinary scholarship, theories and practices concerning the role of women and gender in society; 2. To enhance the credentials and experience of students preparing for careers in a wide range of fields; and 3. To increase students' understanding of diversity and equity in society in accordance with university mission, commitments and initiatives.

Women's and Gender Studies Programs includes the academic program and the Women's Studies Center. Women's and Gender Studies and the Center work closely together, the Center maintaining a small library and offering numerous presentations and events, both educational and social. The HOME (Helping Ourselves Means Education) information network for non-traditional students is one emphasis of the Women's Studies Center. Women's and Gender Studies faculty and Women's Studies Center staff work with student groups such as VOX, Scary Feminists, Eagle Pride, and Big Men on Campus. Since the program's purpose is to promote equality of opportunity for women and men, the Women's Studies Center and the Women's and Gender Studies academic program welcome participation by all members of the University Community.

The Women's and Gender Studies academic program offers a BA degree in Women's and Gender Studies, a Women's and Gender Studies minor and a Gender Studies Certificate.

Women's and Gender Studies provides critical thinking skills and an understanding of women's diverse contribution to society, all of which are valuable for a wide variety of careers. This integrated degree program is comprised of courses from a broad array of disciplines in six different colleges and provides a strong foundation in the humanities and social sciences.

The Women's and Gender Studies major will fulfill partial requirements for a Bachelor of Arts degree. This 45–52 credit major requires the completion of a minor or a certificate and provides students with the opportunity to choose a second major to enhance career or post-graduate study opportunities.

The major includes a prior learning option to allow adult learners who have acquired professional or paraprofessional experience to have their experiential learning evaluated for a block of elective credit.

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

### BACHELOR OF ARTS (BA)

#### WOMEN'S AND GENDER STUDIES MAJOR (45–52 CREDITS)

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

#### STUDENT LEARNING OUTCOMES

##### Students will:

- demonstrate knowledge of historical perspectives on feminist thought and feminism as a movement;
- analyze connections among societal structures such as gender, race, class, age and sexuality that contribute to women's oppressions;
- demonstrate knowledge of global perspectives on gender and/or women's issues;
- demonstrate knowledge of women's individual and collective cultural contributions;
- analyze the role of language in producing and perpetuating cultural attitudes;
- demonstrate familiarity with the multiplicity of views within feminist scholarship.

##### Required Courses

##### Introductory Courses—Choose one of the following (5 credits)

- WMST/HUMN 101 Introduction to Women's Studies (5)
- or WMST/HUMN 310 Issues in Women's Studies (4)

##### Foundation Courses (5 credits)

- CSBS 310 Foundations of Social and Behavioral Sciences Theory (5)

##### Plus one course selected from (4–5 credits)

- CSBS 320 Introductory Statistics for the Social Sciences (5)
- CSBS 330 Integrated Social Science Methods (5)
- CSBS 331 Documents-Based Research Methods (5)
- DSCI 245 Data Analysis for Business (4)

##### Core Courses (8 credits)

- WMST/HUMN 410 Feminist Theory (4)
- WMST 490 Senior Capstone Seminar (4)

##### Plus at least 4 credits from each of the four disciplinary perspectives below:

##### Feminist Cultural Studies (4 credits minimum)

- WMST 319 Women Artists & Society (2)
- WMST/ENGL 389 Women, Literature & Social Change (5)
- WMST/CMST 414 Gender & Communication (5)
- WMST/PHIL 417 Women & Ethics (5)
- WMST/PHIL 440 Women & Philosophy (5)
- WMST/HIST 468 History of Modern American Women (4)

##### Women and Social Change (4 credits minimum)

- WMST/SOCI 370 Sociology of the Family (5)
- WMST 377 Alternatives to Domestic Violence (2)
- WMST/HIST 392 Women in the American West (4)
- WMST/HIST 394 Women in American History (4)
- WMST/MGMT 424 Equity & Equality in the Workplace (3)
- WMST 427 The Economics of Women & Work (5)
- WMST/SOWK 450 Women & Social Reform (3)
- WMST/SOCI 483 Sociology of Children (5)

##### Women, Body and Mind (4 credits minimum)

- WMST/BIOL 318 Biology of Women (3)
- WMST/SOCI 321 Sex & Gender (5)
- WMST/PSYC 331 Psychology of Women (4)
- WMST/BIOL 338 Discovering Women in Science (1)
- WMST/HUMN 415 Gay, Lesbian, Bisexual & Transgender Studies (5)
- WMST/CMST 419 Sex, Sexuality & Communication (5)
- WMST/SOWK 452 Gender & Sexual Assault (4)

##### Diversity and International Perspectives (4 credits minimum)

- WMST/AAST 371 Cultural Study: African American Women & Hair (2)
- WMST 426 /ECON/AAST 424 Economics of Poverty & Discrimination (5)
- WMST/AAST 430 From Mammies to Jemimas: The Black Women's Struggle (5)
- WMST/SOWK 448 Gay & Lesbian Issues for the Social Work Practitioner (3)
- WMST/SOWK 471 Human Rights & Women's Rights (4)
- WMST/SPAN 475 Women's Writing in Latin America (4)
- WMST 498 Selected WMST Seminar as approved by Women's and Gender Studies Program Director (4–5)

##### Core Credit Electives (8–9 credits)

Choose 8–9 additional credits of electives from the Women's Studies Course Distribution List with approval of advisor.

Required introductory course credits

4–5 credits

Required foundation credits

9–10 credits

Required core credits including electives

32–37 credits

Minimum total credits for above major

45 credits

Note: the above major requires the completion of a minor or certificate approved by a Women's and Gender Studies advisor or a second major.

Note: students must complete at least 25 credits of this major at Eastern Washington University.

## WOMEN'S AND GENDER STUDIES MAJOR: PRIOR LEARNING OPTION (49-56 CREDITS)

SAME AS WOMEN'S AND GENDER STUDIES MAJOR ABOVE WITH AN ADDED 4 CREDITS FOR ITS 300 *PORTFOLIO DEVELOPMENT*.

The Prior Learning Program provides the adult learner who has acquired specialized professional or paraprofessional experience, the opportunity to have their experiential learning evaluated for a block of elective credit. The credit awarded cannot exceed 45 credits and can only be utilized in the prior learning option. The block of elective credit will count toward the 180 credits needed for the baccalaureate degree, but not toward general education requirements or the major. Documenting prior learning requires the Portfolio Development course (ITDS 300) to guide the student in preparation of a portfolio that articulates and validates learning. The portfolio completed in the course can be submitted for evaluation by an Eastern faculty who determines the credit award.

The Prior Learning Option can be taken in conjunction with the 45-credit major listed above.

<i>ITDS 300 Portfolio Development course credits</i>	<b>4 credits</b>
<i>Minimum credits for above major with prior learning option</i>	<b>49 credits</b>

## CERTIFICATE

### STUDENT LEARNING OUTCOMES

#### Students will:

- convey knowledge of historical perspectives on feminist thought and feminism as a movement;
- analyze connections among societal structures such as gender, race, class, age and sexuality that contribute to women's oppressions;
- analyze the role of language in producing and perpetuating cultural attitudes;
- apply their theoretical knowledge through an internship or experiential learning.

## GENDER STUDIES CERTIFICATE (23-28 CREDITS)

An interdisciplinary, critical study of gender and its social impact, designed to increase student understanding of ways in which gender is developed, constructed and expressed in attitudes and institutions of modern societies. The certificate includes a capstone or practicum experience to facilitate students' abilities to apply their knowledge in a variety of occupations.

#### Required Courses

##### Choose one of the following courses (4-5 credits)

WMST/HUMN 101 Introduction to Women's Studies (5)  
WMST/HUMN 310 Issues in Women's Studies (4)

##### Choose one of the following courses (5 credits)

WMST/SOCI 321 Sex and Gender (5)  
WMST/CMST 414 Gender and Communication (5)  
WMST/PHIL 417 Women and Ethics (5)

#### Required Experiential Component—must be approved by Women's Studies Director—Choose one (3-5 credits)

WMST 490 Senior Capstone Seminar (4)

Women's Studies Capstone Seminar that includes a service learning component, such as a community action project that contributes to the betterment of the community or that assists a community partner.

WMST 495 Internship or Practicum Experience (3-5)

A concentrated set of experiences in a supervised work setting in which the competencies developed through coursework are utilized in actual practice.

WMST 499 Directed Study (3-5)

Research Project or Guided Teaching/Instructional Development Experience in consultation with Gender Studies Certificate Coordinator and appropriate faculty member.

#### Electives in Area or Interest (11-13 credits)

Required distribution of electives: choose at least two courses from the list of courses with applied emphasis or applied/theoretical emphasis. You may choose up to five credits from the list of courses with theoretical emphasis. Distribution of courses: see the list below.

<i>Required program credits</i>	<b>9-10 credits</b>
<i>Required experiential component</i>	<b>3-5 credits</b>
<i>Elective credits</i>	<b>11-13 credits</b>
<i>Minimum credits for above certificate</i>	<b>23 credits</b>

*Note: no more than 3 credits of summer workshop may be counted toward the certificate.*

*Note: students who are completing a minor in Women's and Gender Studies as well as a Gender Studies Certificate may only count one course for both the certificate and the minor: WMST 101 or WMST 310.*

## MINOR

## WOMEN'S AND GENDER STUDIES MINOR (22 CREDITS)

A Women's and Gender Studies (WGST) minor complements majors in a variety of disciplines. It provides a theoretical, interdisciplinary approach to the critical examination of women's roles, contributions, history and experiences and of gender structures in societies and cultures in the U.S. and the world.

The minor may also be taken in partial fulfillment of requirements for the bachelor of arts degree in interdisciplinary studies.

#### Required Courses—select two of the following courses (8-9 credits)

WMST/HUMN 101 Introduction to Women's Studies (5)  
or WMST/HUMN 310 Issues in Women's Studies (4)  
WMST/HUMN 410 Feminist Theory (4)

#### Women's and Gender Studies Electives (13-14 credits)

To bring total to 22 credits, select 13-14 credits of electives at 300 level or above from WGST distribution list. No more than 8 credits from the Applied Emphasis of the Distribution List will count toward the minor. Students should consult with the Women's and Gender Studies director on choice of electives. Distribution of courses: See list below.

<i>Required program credits</i>	<b>8-9 credits</b>
<i>300-level elective credits</i>	<b>13-14 credits</b>
<i>Minimum total credits for above minor</i>	<b>22 credits</b>

*Note: students who are completing a minor in Women's and Gender Studies as well as a Gender Studies Certificate may only count one course for both the certificate and the minor: WMST 101 or WMST 310.*  
*Note: no more than 3 credits of summer workshops may be counted toward the minor.*

#### Distribution List of Courses:

##### Applied Emphasis:

WMST/SOCI/SOWK 377 Alternatives to Domestic Violence (2)  
WMST/MGMT 424 Equity and Equality in the Workplace (3)  
WMST/SOWK 448 Gay and Lesbian Issues for the Social Work Practitioner (3)  
WMST/SOWK 450 Women and Social Reform (3)  
WMST/SOWK 452 Gender and Sexual Assault (4)  
WMST 495 Internship or Practicum Experience (1-5)

##### Applied/Theoretical Emphasis:

WMST/BIOL 318 Biology of Women (3)  
WMST/SOCI 321 Sex and Gender (5)  
WMST/PSYC 331 Psychology of Women (4)  
WMST/BIOL 338 Discovering Women in Science (1)  
WMST/CRIM 360 Women in Prison (5)  
WMST/HLED 366 Women's Health Issues (4)  
WMST/SOCI 370 Sociology of the Family (5)  
WMST/AAST 371 Cultural Study: African American Women and Hair (2)  
WMST/ENGL 389 Women, Literature and Social Change (5)  
WMST/HIST 394 Women in American History (4)  
WMST 400-409 Summer workshops (1)  
WMST/CMST 414 Gender and Communication (5)  
WMST/PHIL 417 Women and Ethics (5)  
WMST/CMST 419 Sex, Sexuality and Communication (5)  
WMST426/ECON/AAST424 Economics of Poverty and Discrimination (5)  
WMST 427 The Economics of Women and Work 5 credits  
WMST/AAST 430 From Mammies to Jemimas: The Black Woman's Struggle (5)  
WMST/HIST 468 History of Modern American Women (4)  
WMST/SOWK 471 Human Rights and Women's Rights (4)  
WMST/SOCI 483 Sociology of Children (5)  
WMST 490 Senior Capstone Seminar (4)  
WMST 498 Seminar in consultation with WGST Director (4-5)  
WMST 497 Summer workshop in consultation with WGST Director (1-2)

##### Theoretical Emphasis:

WMST 319 Women Artists and Society (2)  
WMST/HIST 392 Women in the American West (4)  
WMST/HUMN 410 Feminist Theory (4)  
WMST/HUMN 415 Gay, Lesbian, Bisexual and Transgender Studies (5)  
WMST/PHIL 440 Women and Philosophy (5)  
WMST/SPAN 475 Women's Writing in Latin America (4)

## Women's and Gender Studies Courses

*Terms offered:* If no terms are indicated, check with the department or on EagleNET.

### WMST 101

#### *Introduction to Women's Studies (5)*

WINTER

[satisfies cultural and gender diversity university graduation requirement.]

Explores the struggle for equality, the message and impact of the media, power of language, influence of religion and the effects of socialization, education, race, class, roles, stereotypes and romantic love on the experience of women. (Cross-listed HUMN 101)

### WMST 310

#### *Issues in Women's Studies (4)*

FALL

[satisfies cultural and gender diversity university graduation requirement.]

Analyzes causes and effects of sexual stereotypes and surveys new scholarship through women's studies in psychology, economics, female biology, history, literature and others. (Cross-listed HUMN 310)

### WMST 318

#### *Biology of Women (3)*

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

### WMST 321

#### *Sex and Gender (5)*

FALL/SPRING

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* SOCI 101 or 361.

A sociological analysis of differences and similarities between women and men. Examines the impact of gender ideologies on individual identity and social and political arrangements (especially instances of stratification and inequality). Also considers how changes in the gendered nature of society (e.g., socioeconomic organization, socialization, sexuality) occur. (Cross-listed SOCI 321)

### WMST 331

#### *Psychology of Women (4)*

FALL

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* ENGL 201 or equivalent.

The psychology of women in terms of their bodies, socialization, personality, affiliation and achievement motivations, abnormal behavior patterns, therapy and personal growth needs. (Cross-listed PSYC 331)

### WMST 360

#### *Women in Prison (5)*

In this course, we examine the socio-structural relationships between women's lives and women's crimes and explore how race, class and gender assumptions shape the experiences of female correctional officers and female inmates. In addition, we analyze how the prison rules and regulations that girls and women have to abide by are deeply gendered. Since the 1980s, the number of women and girls incarcerated has increased drastically. Yet, we know very little about female criminality and women's lives inside prison. (Cross-listed with CRIM 360)

### WMST 366

#### *Women's Health Issues (4)*

SPRING

[satisfies cultural and gender diversity university graduation requirement.]

This course will explore the unique personal and social concerns regarding women's health. Emphasis will be placed on the social and health related issues that women face throughout the life cycle. Discussion will include the effect of gender stratification in the workforce, gender roles in the family unit, female depiction in the media, substance abuse, body image, pregnancy and sexuality and other issues that affect women's mental, physical and emotional health. Historical dimensions of women's health will also be explored, including contributions from historically noteworthy women. (Cross-listed HLED 366)

### WMST 338

#### *Discovering Women in Science (1)*

The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science. (Cross-listed BIOL 338, CHEM 338, GEOL 338, HIST 338, PHYS 338, PSYC 338)

### WMST 370

#### *Sociology of the Family (5)*

*Prerequisite:* SOCI 101.

A consideration of family structures, cultures and interactions, changing family patterns and contemporary family debates. (Cross-listed SOCI 370)

### WMST 371

#### *Cultural Study: African American Women and Hair (2)*

This course covers the history of African American women's hair. Students will learn how different hairstyles and treatments document a journey of cultural and self-rejuvenation plagued by conflict and accusations. The course will also examine the relationship between hairstyles and racial identity. (Cross-listed AAST 371)

### WMST 377

#### *Alternatives to Domestic Violence (2)*

WINTER

Analyzes theories relevant to issues of domestic violence in their historical, legal and cultural contexts. Therapeutic interventions are explored. (Cross-listed SOWK 377)

### WMST 389

#### *Women, Literature and Social Change (5)*

SPRING

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* completion of the University writing requirements.

Examines fictional images of women as these images reflect the changing roles and status of women from Greece to the present, focusing on the 19<sup>th</sup> and 20<sup>th</sup> centuries. (Cross-listed ENGL 389)

### WMST 392

#### *Women in the American West (4)*

SPRING

This course examines the lives of frontier women using a variety of primary sources (letters, diaries, oral histories), as well as secondary sources (books, articles, movies, tapes). (Cross-listed HIST 392)

### WMST 394

#### *Women in American History (4)*

FALL/WINTER

[satisfies cultural and gender diversity university graduation requirement.]

Brings to life and surveys the accomplishments of the "lost women" of the past from colonial times to the present. Society's definition of the nature of women and their proper roles will be examined, as well as the actual life conditions of women and the social and economic functions they performed. (Cross-listed HIST 394)

### WMST 400

#### *Women and Men in Literature (1)*

SUMMER

This course teaches the integration of women authors, the ideas of men writing about women and ideas interesting to women in the study of literature. We will deal with textbook selections and a comparative treatment of women and men in a literature survey course. The course will provide a feminist approach and review the literature on gender balance. (Cross-listed ENGL 400)

### WMST 402

#### *Women and Men in the U.S. Economy (1)*

SUMMER

In the course we examine the economic activity and labor force participation of women and men in the United States. Employment issues, such as labor market discrimination, affirmative action and comparable worth will be discussed. Other topics include income distribution, poverty, welfare programs and the tax system. (Cross-listed ECON 429)

### WMST 405

#### *Women and Men in History (1)*

SUMMER

This course will deal with the placing of women and men within history. A comparative analysis will be made of the historical treatment given to both women and men. Using American history as an example, the workshop will set forth principles that will effectively help the classroom teacher create a gender balanced course and the student to recognize gender balance in history education. Attention will be given to non-sexist textbooks, audiovisual materials and testing. (Cross-listed HIST 405)

### WMST 406

#### *Women and Men in the Cultural Landscape (1)*

SUMMER

The created landscape reflects human values and experience. This course examines ways in which women and men create, use and experience the humanized landscape. We will examine spatial patterns of human activity from a variety of times and places, linking geographic theory to everyday environments. The course will include map work, slide analysis and a field exercise as tools for identifying and interpreting cultural landscapes. (Cross-listed GEOG 406)

### WMST 409

#### *Women and Men in Contemporary Art (1)*

SUMMER

*Prerequisite:* English clearance.

The class focuses on how the cultural arts describe society, examining as it does so a variety of social issues. Students will suggest ways in which they can integrate women into the arts and into their understanding of larger cultural relationships. (Cross-listed ART 409)

### WMST 410

#### *Feminist Theory (4)*

SPRING

*Prerequisite:* WMST 101 or HUMN/WMST 310.

Feminist theories developed to explain women's subordinate position in society and current trends in feminist thought. Includes psychoanalytic feminism, feminist literary criticism and cross-cultural views of feminism. (Cross-listed HUMN 410)

### WMST 414

#### *Gender and Communication (5)*

FALL

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* one 300-level course in CMST or WMST or permission of the instructor.

This course examines current research on the interactions among language, gender and communication in contemporary social and cultural contexts. (Cross-listed CMST 414)

## WMST 415

### **Gay, Lesbian, Bisexual and Transgender Studies (5)**

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* one course in or cross-listed with WMST.

This course consists of a theoretical examination of gay, lesbian, bisexual and transgender identities. The course material will include texts from queer theory and a wide variety of academic disciplines. (Cross-listed HUMN 415)

## WMST 417

### **Women and Ethics (5)**

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* at least one of the following: WMST 101 or 310 or PHIL 211 or 212.

The course will begin with a brief examination of the treatment of women within traditional ethics. We will then address the views of early women philosophers, followed by a close analysis of contemporary feminist approaches to ethics. (Cross-listed PHIL 417)

## WMST 419

### **Sex, Sexuality and Communication (5)**

*Prerequisite:* one WMST course or CMST course.

This seminar examines the construction of sexuality and sexual identity through communication, with a focus on the relationship between public policy and private sexuality. (Cross-listed CMST 419)

## WMST 424

### **Equity and Equality in the Workplace (3)**

*Prerequisite:* ENGL 201.

This course examines feminist theory, the law and business management theories as they apply to equality and equity in the workplace. The course is an integrated approach to business and gender issues. (Cross-listed MGMT 424)

## WMST 426

### **Economics of Poverty and Discrimination (5)**

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* junior standing.

Causes of poverty and evaluation of anti-poverty programs. Examines economic theories of discrimination from different perspectives with a particular focus on issues of gender and race. (Cross-listed AAST 424, ECON 424)

## WMST 427

### **The Economics of Women and Work (5)**

[satisfies cultural and gender diversity university graduation requirement.]

*Prerequisite:* junior standing.

Economic impact of the increasing participation of women in the paid labor force of the United States. Economic theories of labor force participation, discrimination and occupational segregation. Current issues such as comparable worth, affirmative action, nontraditional careers, corporate policies, sexual harassment, child care and social welfare programs. (Cross-listed ECON 427)

## WMST 430

### **From Mammies to Jemimas:**

### **The Black Women's Struggle (5)**

*Prerequisite:* ENGL 201 or permission of the instructor.

The unique struggle of black women in America begins in the time of slavery from which we still feel the impacts today. Although the feminist movement has made many strides for women in America, the black woman is subjected to a special set of obstacles and circumstances. This course examines historical writings written by and about black women. The course will discuss slavery, lynching, combating prejudices and encouraging racial pride to give course participants a framework that will deepen their understanding of black women and their writing. (Cross-listed AAST 430)

## WMST 432

### **Anthropology of Gender (4)**

This course examines notions of sex and gender from a cross-cultural perspective. Material covered includes understandings of gender, third genders, human sexuality, and the gendered nature of activities in both non-Western and Western societies. (Cross-listed ANTH 432)

## WMST 440

### **Women and Philosophy (5)**

*Prerequisite:* at least 4 credits in WMST and/or PHIL.

The course offers an examination of the treatment of concepts relating to women and femininity, both by traditional philosophers and by more recent feminist philosophers. The course will address key issues within philosophy while simultaneously exploring the role of gender in the production of philosophical knowledge. (Cross-listed PHIL 440)

## WMST 448

### **Gay and Lesbian Issues for the Social Work Practitioner (3)**

*Prerequisite:* ENGL 201 or permission of the instructor.

Designed to assist professionals who may encounter lesbian, bisexual, gay and transgendered individuals as clients. The course educates and suggests counseling approaches helpful to gays and lesbians and explores available support systems. (Cross-listed SOWK 448)

## WMST 450

### **Women and Social Reform (3)**

*Prerequisite:* upper-division standing, ability to handle 400/500 level analysis, writing and seminar participation.

Activities and accomplishments of women working toward social change. Strategies and tactics of organizing communities and society that have been undertaken to improve the status of women and other disadvantaged groups. Reform movements, issues or actions covered include suffrage, abolition, neighborhood development, ERA and unionization. Current issues and organizations related to changes for women in society. (Cross-listed SOWK 450)

## WMST 452

### **Gender and Sexual Assault (4)**

*Prerequisite:* ENGL 201.

This course addresses contemporary concerns about sexual assault, primarily, but not exclusively, against women. Feminist perspectives on gender socialization and sexual violence provide frameworks for understanding personal and societal responses to sexual violence. Dynamics of trauma and recovery, treatment, prevention and change strategies will be discussed. (Cross-listed SOWK 452)

## WMST 468

### **History of Modern American Women (4)**

This course explores the history of women in America from the 1900s to the present through the use of a wide range of contemporary documents that allow a variety of women of the immediate past to speak for themselves. (Cross-listed HIST 468)

## WMST 471

### **Human Rights and Women's Rights (4)**

*Prerequisite:* ENGL 201 or permission of the instructor.

Examines the history of human rights and dignity, the United Nation as framework, human rights of women (violence against women, health, housing, education), children's rights and approaches to achieve social justice, locally and globally. (Cross-listed SOWK 471)

## WMST 475

### **Women's Writing in Latin America (4)**

*Prerequisites:* SPAN 203 or equivalent and SPAN 321 or HIST 365.

This course offers an introduction to women's writing in Latin America, focusing on narrative productions of the 20<sup>th</sup> century. We will discuss issues such as feminine representation and identity, women's perspective and subjectivity through the reading and analysis of contemporary texts by Latin American women. (Cross-listed SPAN 475) Taught in Spanish.

## WMST 483

### **Sociology of Children (5)**

*Prerequisite:* SOCI 101 or 361.

Addresses children and childhood from the preschool years through adolescence. Examines historical shifts in the meanings of childhood and the methods used for studying the worlds of children. Explores the theoretical approaches to child development and socialization and how these can be used to understand children's experiences in different cultural settings and situations. (Cross-listed SOCI 483)

## WMST 490

### **Senior Capstone Seminar (4)**

*Prerequisites:* WMST 101 or WMST 310 and one additional WMST course of 3 credits or more and ENGL 201.

The advanced student of women's studies consolidates and synthesizes feminist scholarship in the seminar. Working collaboratively, instructor and students draw together scholars and their work in numerous disciplines, relating them and drawing conclusions about the nature of society and feminist reality.

## WMST 495

### **Internship (1-5)**

*Prerequisite:* permission of the instructor, department chair and college dean.

## WMST 498

### **Seminar (1-5)**

## ACADEMIC RESOURCES

### Academic Advising

General Undergraduate Academic Advising Office	302 Sutton Hall	509.359.2345
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Academic advisors will assist with academic planning, major exploration, prerequisite checking and identification of appropriate course sequencing. They also will refer to additional support services on campus as needed. The academic advisors in the Office of General Undergraduate Academic Advising provide academic planning assistance to all students who have earned fewer than 90 credits and who have not yet declared a major. Students who have declared a major receive academic advising from an advisor in that program or department.

Academic advising and a registration authorization are required for all students until sophomore status (earned 45 quarter credits). All other students are strongly encouraged to take advantage of academic advising to stay informed about changes in University and program requirements.

### Departmental Advising

Undergraduates who have declared a major will be assigned a program advisor. See the information under "Declaring a Major and Minor" in this catalog. All undergraduates are required to declare a major by the time they have completed 95 quarter credits.

### Graduate Studies Advising

Graduate Studies Office	206 Showalter Hall	509.359.6297
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The Graduate Studies Office provides general information for prospective graduate students including anyone pursuing interdisciplinary studies at the graduate level. The Graduate Studies Office oversees all policies and procedures for graduate education and is the clearinghouse for admissions, candidacy, degree completion and academic appeals. Please see the general information on Graduate Studies in the front of this catalog for detailed information.

### Academic Support Center

111 Monroe Hall	509.359.2487
Riverpoint Phase One Building, Room 101G	509.368.6509

Staffed by professionals who are committed to student success, the Academic Support Center (ASC) emphasizes independent scholarship abilities in small collaborative group discussions. The ASC is home base for the TRiO Student Support Services project, Washington TRiO Expansion Program, and the Program Leading to Undergraduate Success.

Types of student services include:

- Using effective study strategies
- Using effective test-taking techniques
- Time management
- Establishing priorities
- Using visual organizers to focus thinking
- Reading to identify main ideas
- Writing summaries
- Clarifying career and life choices
- Participating in collaborative learning groups.

PLUS: Program Leading to Undergraduate Success	509.359.6299
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The PLUS program is designed to enhance the quality of undergraduate student scholarship and assist students in achieving academic goals through discipline-based collaborative learning groups.

PLUS creates discipline specific collaborative study groups led by upper-level student facilitators. The PLUS groups promote an environment of active learning by emphasizing small group settings, hands-on experiences and critical thinking.

Through PLUS participation, students will:

- Engage as active participants
- Develop a repertoire of study strategies
- Become unified in a community of learners
- Further realize and cultivate critical thinking skills and course knowledge
- Achieve higher grades

### Computer Resources and Laboratories

Instructional Technology	Monroe Hall	509.359.2247
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Instructional Technology provides information technology services to students, faculty and staff. Instructional Technology includes: 1. Information Technology Consultation, 2. Student Help Desk, 3. Multimedia Activities Resources Services (MARS), 4. Student Computing Resources and 5. Classroom Technology Services. Instructional Technology specialists assist the campus community with a wide range of technology-mediated activities.

#### 1. Information Technology Consultation

Instructional Technology staff offer consultation and training on the most effective use of campus technology infrastructure including e-mail, calendar, Internet, desktop hardware and software and the campus area network. In addition, consultations are available on applications, systems, databases, software and hardware.

#### 2. Student Help Desk (Tech-EZE)

Answers to technology related problems are available online at <http://tech-eze.ewu.edu> or <http://helpdesk.ewu.edu>. Assistance with technology related questions is available by walking up to the Helpdesk located in the lower level of the library. Ask questions of support staff by dialing 359.6411 or e-mailing [tech-eze@ewu.edu](mailto:tech-eze@ewu.edu)

#### 3. Multimedia Activities Resource Services (MARS)

MARS supports the application of digital multimedia in academic and administrative areas across campus. Multimedia tools, software applications and professional design consultation and training are all available in a creative environment. The advanced workstations at MARS provide high quality multimedia software, scanners, audio/video editors and libraries of digital images. Eastern employees and students can take full advantage of the MARS facilities to produce quality multimedia presentations. Presentation packages and cameras are available for check out.

## 4. Student Computing Services

Instructional Technology manages many of Eastern's general access computing labs where students, faculty and staff have access to over 600 computers. Hardware includes: high-end Windows and Macintosh workstations, scanners, video editing decks, recording studios, black/white, color, photo, and large format poster-size output options, checkout items including digital SLR cameras, Canon HD camcorders, projectors, audio recorders and more.

The computer labs provide a number of software applications including Microsoft Office, Adobe Suite Master Collection, class software such as SPSS, SAS, 3dsMax and much more. Additional software can be requested at <http://labs.ewu.edu>. The three labs open to students during all hours of operations are located in PUB 359, Riverpoint 206 and Monroe 305. For more information, visit <http://itech.ewu.edu>

General access departmental computer labs (open during non-class times), are available in many locations around campus including the Academic Support Center, Art, Biology, Chemistry, Computer Engineering and Sciences, GIS, Math, Modern Languages, Psychology, and Social and Behavioral Sciences. The JFK Library also has many workstations open during all hours of operation, along with 150+ laptops for checkout.

## 5. Classroom Technology Services

Eastern has three types of high tech classrooms: Enhanced Classrooms, Televideo Classrooms and Computer Classrooms. These are general university classrooms scheduled through the Records and Registration Office prior to the start of each quarter.

The Enhanced Classrooms allow a wide variety of multimedia sources to be projected on large format screens installed in the room. These rooms are designed to facilitate multimedia presentations as a primary function.

The Televideo Classrooms provide two-way compressed video conferencing through the statewide K20 Telecommunications network. These rooms are designed to facilitate distance learning.

The Computer Classrooms provide a teaching environment where the instructor and each student have a computer station connected to a server and the campus network. These rooms are designed to facilitate hands-on lectures requiring computer interaction.

Classroom Technology Services provides technical coordination, consulting and training for the use of equipment located in the technologically equipped classrooms. Consultation is also provided on the design of new technologically equipped classrooms and the acquisition of multimedia equipment.

## The Get Lit! Literary Festival

534 E. Spokane Falls Blvd. Suite 203 Spokane, WA 99202	509.359.2227	<a href="http://www.ewu.edu/getlit">www.ewu.edu/getlit</a>
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Get Lit! is the northwest's premier annual literary festival and includes presentations by nationally known public intellectuals, writers and poets, as well as readings, writing workshops, panels, dialogues and conversations with writers. Held annually during the third week of April, many events are free and all are open to the public. It is organized by Eastern Washington University Press.

## The Get Lit! Young Writers' Program

534 E. Spokane Falls Blvd.	509.359.2227	<a href="http://www.ewu.edu/getlit">www.ewu.edu/getlit</a> <a href="mailto:getlitkids@ewu.edu">getlitkids@ewu.edu</a>
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The Get Lit! Young Writers Program provides young writers in elementary, junior high and high schools in Spokane and its region with writing instruction and exposure to professional writers and poets in residency and short-term programs, as well as writing workshops and poetry slams during the annual Get Lit! festival.

## Professional Design and Photography Services

University Graphics	303 Monroe Hall	509.359.2435
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Graphic design specialists can create a variety of high quality projects for faculty and staff. Let us bring clarity to your content through collaboration with our design staff. From posters to instructional documents for the classroom, we can assist you.

Photographic services include location and studio photography, preparation of digital images, scanning and enhancing slides, artwork, maps, prints and other instructional aids for your digital or poster presentations.

## Ronald E. McNair Scholar Program

107 Monroe Hall	509.359.2465
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The McNair Scholar Program is funded by Congress through the U.S. Department of Education to provide opportunities for undergraduates to define their goals, engage in research and develop the skills and student/faculty mentor relationships critical to success at the doctoral level. McNair Scholars participate in paid research internships with faculty mentors in their majors and attend seminars on GRE preparation and application to graduate programs.

### Applicant Requirements

- Sophomore standing and above
- A cumulative GPA of 2.8 overall and 3.0 in the major
- U.S. citizen or permanent U.S. resident
- First generation in college and low-income or belong to a group under-represented in doctoral studies (African-Americans, Native Americans, Hispanics and Pacific-Islanders).

## Running Start (for high school students)

103 Hargreaves	509.359.6155	<a href="http://www.ewu.edu/runningstart">www.ewu.edu/runningstart</a>
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Running Start provides an opportunity for juniors and seniors in Washington's public high schools to enroll in courses at Eastern Washington University. The program, created by the state legislature, offers academically motivated and qualified students the opportunity to take college courses as part of their high school education.

Students may supplement their high school curriculum with one or two courses per quarter or take all of their classes at Eastern—up to 18 credits per quarter. If eligible for the program, they earn both high school and college credit for the college-level classes they successfully complete. Tuition for Running Start classes is covered by each student's school district.

## Student Support Services (SSS)

111 Monroe Hall	509.359.2487
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Student Support Services is a federal TRiO program that serves students who are first generation, low-income or disabled. The program provides opportunities for academic development, assists students with basic college requirements and serves to motivate students toward the successful completion of their baccalaureate degree. The goal of SSS is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

- Instruction in basic study skills
- Collaborative study groups and tutoring services
- Academic, financial and personal counseling
- Information about career options
- Mentoring
- Special services for students with limited English proficiency
- Direct financial assistance (grant aid) to current SSS participants who are receiving Federal Pell Grants

## Summer Session

	509.359.6155	<a href="http://www.ewu.edu/summer">www.ewu.edu/summer</a>
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Eastern's Summer Session is a time for recent high school graduates to get a head start on their college careers, for continuing students to take a course that moves them closer to graduation, for professionals to earn recertification credits and for anyone who wishes to learn something new.

### The benefits of Summer Session include:

- More Time—graduate early or catch up on courses you need to graduate on time
- Easy Access—to high-demand core, competency and GEGR classes
- Flexible Scheduling—courses are offered in weekend, 1-, 4- and 8-week sessions, at convenient times and locations
- A Lighter Load—the ability to lower credit loads during the academic year when they include Summer classes and still graduate on time

### Plan Ahead

Students should talk to their financial aid and academic advisors today about Summer Session. Registration begins in April with Summer Session starting in June (following the close of Eastern's spring quarter).

**Important Note:** Summer Session is a self-support program. Students pay for all credits taken—there is no tuition cap after 10 credits.

## Writers' Center

354 PUB	509.359.2779	<a href="http://www.ewu.edu/writerscenter/">www.ewu.edu/writerscenter/</a>
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The Writers' Center offers thoughtful response to writers at any stage in their writing processes. Students, faculty and staff are invited to participate in one-on-one sessions with Professional Responders. A variety of workshops are also conducted to enable students to become more adept at brainstorming, reading, creative writing, thesis preparation, use of style books and resume preparation. A conversation group for ESL students is regularly scheduled each quarter. Appointments are available Monday-Friday by making a reservation online at our website. All Writers' Center services are free.

## CENTERS OF EXCELLENCE

### Honors

Dana Elder, Ph.D. Director Mary Benham, Coordinator & Advisor	217 Hargreaves	509.359.2822
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The Honors Program at Eastern is an integrated four-year program of academically challenging courses for superior students. The Honors Program invites applications from high school seniors and from the diverse population of students interested in EWU, including transfers, commuters and nontraditional students. Freshman Honors courses satisfy six of the general education core requirements. Upper-division Honors courses include HONS 398 courses and enriched courses in the major. Students who complete one or more of the Honors Program curricular requirements receive special recognition.

Participation in the Honors Program improves the chances of receiving academic scholarships. Enhanced course work, mentoring with outstanding faculty, and emphasis on writing and critical-thinking skills across the University curriculum all significantly strengthen the undergraduate learning experience as well as applications for graduate programs, employment and/or further study.

### Inland Northwest Center for Writers

Riverpoint One	509.359.4956
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The Inland Northwest Center for Writers offers an undergraduate emphasis in creative writing within the English major, as well as a Master of Fine Arts degree that is recognized as one of the outstanding programs in the country. Many of the students admitted to the selective MFA program receive support to pursue their studies. The undergraduate and graduate creative writing courses in poetry, fiction and nonfiction are taught by resident faculty, all of whom are practicing writers with numerous and nationally recognized book publications.

In addition to its regular courses, the creative writing program offers internships with the Center's literary journal, Willow Springs and also affords students the opportunity to edit and produce a publication of the undergraduate program, Northwest Boulevard. Committed junior and senior students may involve themselves with the Writers-In-The-Community Project, a program that takes student interns as creative writing instructors into area schools, prisons, community centers, half-way houses and other institutions.

The Center also features a regular schedule of visiting writers who make a public appearance in downtown Spokane and meet with students. Recent visitors include Jo Ann Beard, Patricia Hampl, Robert Hass, Yusef Komunyakaa, Thomas Lux, Richard Nelson, Tomas Salamun, James Welch, John Edgar Wideman, Phillip Loplate, Rick Bass, as well as the Nobel Prize winner, Czeslaw Milosz.

### Music

119 Music Building	509.359.2241
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The Music Program offers undergraduate and graduate programs in voice, instrument, composition and education. Students from a wide range of academic programs participate in the instrumental and vocal groups led by members of the Music Department faculty. The Music Program's status as a University Center of Excellence enhances its ability to contribute to the cultural life of the region and university. Outreach includes a partnership with the Spokane Symphony Orchestra that features many faculty, alumni and students and participation in the Centers of Excellence Academy. Student composers and musicians write and perform pieces that reflect the theme of the Center of Excellence Academy, which is a year-long exploration of ideas through invited speakers and authors, common readings and music, culminating in an address by a keynote speaker.

## DIVERSITY PROGRAMS

### Africana Education Program

204 Monroe Hall	509.359.2205
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The Africana Education Program is an academic and student service program. The Africana Education Program develops and teaches courses in Africana Studies, provides recruitment, support and retention services, and conducts research into the African Diaspora. All courses, services and events provided by the program are open to all EWU students.

Africana Studies courses are designed to promote understanding and appreciation of the African Diaspora as it unfolded over time and as it is currently manifested. The program uses the Afrocentric world view as the philosophical basis for the presentation of its courses.

The Africana Education Program provides academic and non-academic student support services including academic advising, scholarships, scholarship information and mentoring. The program assists students, faculty and staff in understanding the culture and issues of people of African descent. The program sponsors speakers and events and recognizes national African American holidays.

### American Indian Studies Program

706 5th Street	509.359.2441
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The American Indian Studies Program at Eastern serves about 200 students, the largest enrollment of American Indians at the three regional state universities in Washington. Its purpose is to make university life a positive growth experience that expands students' perspectives and vocational horizons. Student services offered through the program include:

- Academic planning
- Tutoring
- Career counseling
- Housing and job referral
- Financial aid and scholarship workshops
- University orientation
- Personal and academic counseling
- Cultural awareness workshops
- Assistance with admissions
- Research and reference materials on American Indians.

American Indian Studies offers twelve courses and a minor. The American Indian Education Center is home of the American Indian Studies Program and the Native American Student Association.

### Chicano Education Program (CEP)

203 Monroe Hall	509.359.2404
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The Chicano Education Program (CEP) is both an academic and a student recruitment and retention program. CEP's academic focus is on providing all students, regardless of ethnicity, an opportunity to become familiar with the Chicano/Latino Community and issues. This is accomplished through CEP's Chicano Studies 25-credit undergraduate minor. Several Chicano Studies courses fulfill EWU's cultural diversity requirement. CEP actively participates with the National Association for Chicana/Chicano Studies, stages numerous cultural and art exhibitions and operates a speakers' forum all of which augment the opportunity to learn about the Chicano/Latino community beyond the classroom setting.

CEP's student recruitment focuses on increasing the participation of Chicanos/Latinos in higher education. CEP actively recruits Chicano/Latino students from high schools and community colleges and helps prospective students complete their admissions process at EWU.

#### Retention efforts include:

- Scholarships and scholarship information
- Mentoring opportunities
- College orientation class
- Tutoring
- Academic advising
- Student advocacy
- Efforts focusing on creating a sense of community for Chicano/Latino students at EWU
- Social/cultural programs

CEP publishes an electronic quarterly newsletter, Q-VO, which informs students, parents and the community about program activities. The CEP houses the College Assistance Migrant Program (CAMP), which is designed to recruit and retain migrant students during their first year of college at EWU. CAMP provides an array of academic support services and financial assistance to program participants.

### Women's and Gender Studies Programs

207 Monroe Hall	509.359.2847
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The Women's and Gender Studies Program at Eastern encompasses an academic and a resource center component. The BA degree in Women's and Gender Studies, the Women's Studies minor and the Gender Studies Certificate are comprised of courses that offer an interdisciplinary examination of women's roles, contributions, history and experiences, as well as a critical study of gender structures in societies and cultures in the U.S. and the world.

The Women's Studies Center under the Women's and Gender Studies program provides:

- A varied series of lunch hour presentations
- Scholarship information for women
- HOME (Helping Ourselves Means Education), a networking program for low income, nontraditional student parents
- A comfortable place to meet
- A library of books focusing on women and gender issues



## INTERNATIONAL EDUCATION AND EDUCATIONAL OUTREACH

### Division for International and Educational Outreach

300 Senior Hall	509.359.7380	<a href="http://www.ewu.edu/dieo">www.ewu.edu/dieo</a>
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Providing a variety of innovative lifelong learning opportunities, Eastern's Division for International and Educational Outreach serves students, working professionals and the community with programs that include:

- Continuing Education [www.ewu.edu/ce](http://www.ewu.edu/ce)
- Eastern @ Bellevue Community College [www.ewu.edu/bcc](http://www.ewu.edu/bcc)
- Eastern Online [www.ewu.edu/online](http://www.ewu.edu/online)
- Eastern Washington University Press [www.ewu.edu/ewupress](http://www.ewu.edu/ewupress)
- Interdisciplinary Studies [www.ewu.edu/itds](http://www.ewu.edu/itds)
- International Education [www.ewu.edu/international](http://www.ewu.edu/international)
- International Field Studies [www.ewu.edu/ifs](http://www.ewu.edu/ifs)
- International Projects [www.ewu.edu/intlprojects](http://www.ewu.edu/intlprojects)
- Professional Advancement [www.ewu.edu/ce](http://www.ewu.edu/ce)
- Study Abroad [www.ewu.edu/studyabroad](http://www.ewu.edu/studyabroad)

### Continuing Education and Professional Advancement

300 Senior Hall	509.359.7380 or toll free 800.331.9959	<a href="http://www.ewu.edu/ce">www.ewu.edu/ce</a>
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#### Professional Advancement

The Office of Professional Development has a proven track record on delivering learning opportunities for working professionals. Experienced practitioners collaborate and present education strategies in line with client companies' corporate objectives. Courses are available for employees at all levels and are delivered on-site, or at Eastern's training facilities, day or evening. Training program topics include Advanced Project Management, Customer Service, Leadership, Suicide Prevention and Supervisory Skill training.

#### Credit Option and Continuing Education Unit courses

Credit Option courses provide expanded educational opportunities to individuals seeking specialized courses in a condensed, flexible and affordable forum. Credit Option courses are designed to address the needs of professionals seeking career change, advancement and specialized certification or endorsement(s). Popular course emphasis includes:

- Behavior Sciences
- Educational Strategies and Management
- Recreation and Leisure Studies
- Computers and Technology
- Languages
- Physical and Health Education

Continuing Education Units (CEUs) are recorded by EWU and certificates of completion are awarded to participants. CEUs are available with application and transcript recording fees.

#### Online Training

The Office of Continuing Education and Professional Advancement provides access to a variety of online and courses delivered through Eastern Washington University as well as national partners. Visit [www.ewu.edu/ce](http://www.ewu.edu/ce) for course listings.

### Eastern Washington University (EWU) @ Bellevue Community College (BCC)

3000 Landerholm Circle SE, Mailstop House 101 Bellevue, WA 98007	425.564.5100	<a href="http://www.ewu.edu/bcc">www.ewu.edu/bcc</a>
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EWU and BCC are collaborating to serve the BCC student body and regional population with career advancement opportunities through high-quality baccalaureate degree completion programs. Eastern offers upper division courses on the BCC campus that lead to five of EWU's baccalaureate degrees:

- BA in Business Administration
- BA in Interdisciplinary Studies
- BS in Applied Technology
- BA in Children's Studies
- BA in Psychology

### Eastern Online (formerly Independent Learning)

300 Senior Hall	509.359.2268 or Toll free 800.924.6606	<a href="http://www.ewu.edu/online">www.ewu.edu/online</a>
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#### Independent Learning/Online Courses

Providing a flexible and convenient alternative to the traditional classroom, Eastern Online offers more than 70 courses in 25 academic areas. Online courses are offered either quarter-based or self-paced. Self-paced courses are available in an open enrollment system, which allows students to enroll at any time. Quarter-based courses follow the established EWU academic calendar and start and end at the same time as campus courses. New online courses are being developed on a regular basis. Visit the Eastern Online website at [www.ewu.edu/online](http://www.ewu.edu/online) for complete information.

### The EWU Press

534 E. Spokane Falls Blvd. Suite 203 Spokane, WA 99202	509.368-6574	<a href="http://www.ewu.edu/ewupress">www.ewu.edu/ewupress</a>
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The Eastern Washington University Press publishes innovative works that possess freshness in language and theme. It supports and extends the intellectual, educational and public roles of the University through publications for academic and public audiences, the sponsorship of literary festivals, the presentation of literary prizes, student internships and outreach to schools and civic groups. A central aspect of the EWU Press' mission is the publication of works that address the history, culture, literature and public policy of the Inland Northwest and Northern Rocky Mountain regions. Other fields of emphasis include environmental issues, Southeast Asia, literary criticism, poetry and fiction.

### Interdisciplinary Studies

300 Senior Hall	509.359.2402	<a href="http://www.ewu.edu/itds">www.ewu.edu/itds</a>
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The Interdisciplinary Studies program offers a baccalaureate degree for students seeking a broad background applicable to numerous career fields. The program has the following options: Liberal Arts (Option A), Prior Learning (Option B), Interdisciplinary Studies (Option C) and Interdisciplinary Studies (Option C: Occupational Therapy Track or Philosophical Studies Track).

In addition, Interdisciplinary Studies provides venues for obtaining university-level credit that include prior learning assessment and challenging courses for credit and contracted learning.

## International Education Office

127 Showalter Hall	509.359.2331 or +001.509.359.2331	<a href="http://www.ewu.edu/international">www.ewu.edu/ international</a>
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The International Education Office consists of two areas, International Student Services and Study Abroad that together promote a culturally diverse learning environment on the campus and in the community.

The International Student Services staff provides an array of essential services and programs—academic, immigration, as well as social and cultural – to assist international students, faculty, scholars and their families, in achieving their educational, professional and personal objectives. The office supports faculty exchange opportunities and can help in bringing international faculty and scholars to the EWU campus.

EWU students can enhance their education by studying at an accredited university or completing directed/independent study courses while overseas. Credits earned through the Study Abroad Program can be applied toward a degree at Eastern Washington University. Students may choose from programs in almost every country of the world. The most popular destinations for Eastern students are Australia, New Zealand, Spain, Mexico, Japan, Great Britain and Costa Rica.

## International Field Studies

345 Senior Hall	509.359.6275 or toll free 800.541.2125	<a href="http://www.ewu.edu/ifs">www.ewu.edu/ifs</a>
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Since 1980, students participating in educational travel have earned valuable academic credit through Eastern Washington University's International Field Studies program. The program offers a variety of courses designed to:

- Enhance student understanding of foreign people and places.
- Teach students to develop confidence in themselves as world observers.
- Encourage students to gain an appreciation of higher education as an important partner in achieving future goals.
- Provide students with an academic transcript containing college-level courses to help set themselves apart in today's highly competitive university admissions process.

Courses are also open to current Eastern students who travel on short-term programs. International Field Studies offers post baccalaureate credit for teachers and adult professionals who travel.

## LIBRARIES

### John F. Kennedy Library

100 LIB	816 F Street Cheney, WA 99004	509.359.2264 Fx. 509.3594840
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The Eastern Washington University Libraries consist of the John F. Kennedy Library, which is the main library on the Cheney campus and the Riverpoint Campus Library in Spokane. The library provides global information resources, maintains a book collection of over 760,000 books and 8500 print and electronic journals and serves as a selective depository for the state and federal government documents.

The EWU Libraries' online catalog provides access to these resources, as well as to a combined catalog of 33 college and university libraries in Washington and Oregon. Library users may obtain materials not owned by EWU Libraries by submitting an interlibrary loan request on line or in person. The library's Web page can be accessed at [www.ewu.edu/library](http://www.ewu.edu/library)

Library faculty at both JFK Library and Riverpoint Campus Library provide assistance with library resources. They are also available for class instruction to help students learn the research process.

### Riverpoint Campus Library

600 N. Riverpoint Blvd. Spokane, WA 99210-1495	509.358.7930 Fx. 509.358.7928	<a href="mailto:riverlibrary@ewu.edu">riverlibrary@ewu.edu</a>
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The Riverpoint Campus Library, located in the Academic Center at the Riverpoint Campus in Spokane, supports the Spokane-based programs of Eastern Washington University and Washington State University. It offers a full range of library services, including reference and instruction, interlibrary loan and document delivery, and access to full-text periodical databases and other electronic resources.

## STUDENT LIFE

### Associated Students of Eastern Washington University (ASEWU)

303 PUB	509.359.2514	<a href="http://studentweb.ewu.edu/asewu">http://studentweb.ewu.edu/asewu</a>
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The Associated Students of Eastern Washington University (ASEWU) are a body of elected student representatives who work to promote and encourage the pursuit of higher education and student life on the main campus and branch campuses of EWU. In addition, the ASEWU promotes the expression of student opinion through formal and informal means in accordance with the EWU Student Conduct Code.

The ASEWU Council is a liaison between state, local and University officials, which includes faculty, staff, administration and the students of EWU. The ASEWU commits itself to the students of Eastern Washington University to act as a resource for student activism, to provide students with leadership opportunities and to send a legislative liaison to lobby the Washington State Legislature and the Washington Student Lobby (WSL).

Twelve students are elected to their respective positions—president, executive vice president, finance vice president and nine Council representatives that addresses specific departmental area.

#### These elected officials are charged with:

- Representing the issues and concerns of EWU students throughout the campus community, the city of Cheney and at the state level including such avenues as WSL and in the state legislature.
- Receiving and identifying issues, concerns and questions from the general student body. When a problem has been identified, seeking a solution and/or a resolution in a proactive manner with the appropriate university personnel and/or community personnel.
- Funding of various programs on campus. In addition, providing funding for many ASEWU recognized student clubs and organizations and providing funding for a variety of student services.
- Maintaining interaction and communication with the Office of Student Activities to ensure that the activities, programs and events provided for students meet the needs of Eastern's diverse student population.

The ASEWU office is located in 303 PUB, or by calling 509.359.2514. Elected members hold regular office hours during the quarter and encourage students to get involved. Students are invited to visit the ASEWU web site at [www.ewu.edu/asewu](http://www.ewu.edu/asewu) for current information and activities.

#### ASEWU Elections

Election of student body officers takes place during spring quarter. Candidates begin filing for their position on the first Friday of the quarter. The primary election is held the fourth Tuesday of the quarter. The general election takes place on the Tuesday of the sixth week. A complete description of ASEWU election governance is found in the ASEWU constitution and bylaws, which can be reviewed in the ASEWU office, at the library or online at [www.ewu.edu/asewu](http://www.ewu.edu/asewu). Elected ASEWU officers and Council representatives earn professional experience and are paid during their tenure in office.

#### ASEWU Superior Court

The ASEWU Superior Court is a judicial body of five appointed student justices (a chief justice and four associate justices) who work to ensure that all policies adopted by the student government adhere to the ASEWU constitution, bylaws and the EWU Student Conduct Code. The Court conducts weekly meetings. These meetings are open to all students and they encourage the general student population to be aware of the Court's activities. Justices maintain weekly office hours to allow students, faculty, student government officers and staff access to them to address concerns or problems. Vacancies on the Superior Court are filled as they occur by the ASEWU president with the advice and consent of the current ASEWU Council. Members of the Court receive monetary compensation for their services.

### Associate Vice President for Student Life/ Dean of Students

Al S. Thompson, Jr., EdD	320 PUB	509.359.2292
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The Dean of Students works in support of a campus community that promotes student learning and engagement in and out of the classroom. The dean oversees Student Life which is comprised of the Office of Student Activities (Campus Programs, Clubs and Organizations, Greek Life), Campus Recreation (Outdoor Programs, Intramurals and Club Sports), the Office of Student Rights and Responsibilities (Judicial Programs, Sexual Assault and Violence Prevention Advocacy), Health, Wellness and Prevention Services, Counseling and Psychological Services and Student Life Accounting. The Dean of Student Life also oversees the Associate Dean of Student Life and his areas including Residential Life and Disability Support Services. The Dean of Students and Associate Dean of Students are both advocates for students promoting student success. The dean serves as the primary administrative liaison with the Associated Students of Eastern Washington University. The dean and staff work closely with the university community to maintain a safe environment for students.

### Athletics at Eastern

207 PEHR Classroom Building	509.359.2463 800.648.7697	<a href="http://goeags.cstv.com">http://goeags.cstv.com</a>
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Eastern's athletic program is a vital part of campus life, with six intercollegiate sports for men and eight for women. Eastern's Division I program provides training and competition for athletically talented students and gives entertainment for students, campus community and the local area. Many of the Eagle sports teams rank in the top 20 in NCAA attendance figures. Student groups provide some of the most energetic and entertaining fans in the conference.

Exciting intercollegiate spectator sports are provided through Eastern's participation in Division I NCAA Big Sky Conference competition pitting Eastern teams against institutions such as the Montana, Montana State, Sacramento State, Northern Colorado, Northern Arizona, Idaho State and Weber State in conference and Gonzaga, Idaho, Washington and Washington State in non-conference.

Division I sports include:

Men	Women	Men & Women
<ul style="list-style-type: none"> <li>• Football—Football Championship Subdivision (FCS)</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> <li>• Soccer</li> <li>• Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Cross country</li> <li>• Tennis</li> <li>• Track and Field-Indoor/Outdoor</li> </ul>

Home football games are played at Woodward Field on the Cheney campus, while basketball and volleyball games are held in Reese Court, the 5,000-seat centerpiece of Eastern's Sports and Recreation Center. Indoor track meets are staged in the Thorpe Fieldhouse and outdoor track meets are held at the Woodward Field track. Tennis competes indoors in the Thorpe Fieldhouse and outdoors on their new eight court complex. Soccer competes on the Sports and Recreation Soccer Complex. No admission is charged to Eastern Washington University students to attend all pre-season and regular season competitions. See you at a game this year

## Career Services

114 Showalter Hall	509.359.6365 or 509.359.4637	www.ewu.edu/careerservices
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Career Services provides resources for every stage of career development including how to:

- Explore career options
- Arrange an internship
- Search for employment
- Polish a resume
- Interview with prospective employers.

Career Services includes Career Planning, Internship Programs and Placement File Services.

### Career Planning

Career Planning offers a variety of services and resources to help students make well informed academic and career related decisions. Career Planning services include:

- Individualized career advising
- Deciding on a major,
- Researching career options
- Job-market preparation
- Two credit Career Development course

Contact our office for career advising or assistance with any of the services listed above.

### Internship Programs

Students may receive academic credit by working in positions related to their major field of study and career interest. Internships assist students to transition from graduation into a career. An internship provides the opportunity to:

- Explore specific career interests, evaluate, confirm or reshape career goals
- Apply classroom learning to real-life projects and assignments
- Establish professional networks
- Develop marketable skills

Search for an internship through EagleAXIS at [www.ewu.edu/careerservices](http://www.ewu.edu/careerservices)

### Students Offering Service

Students Offering Service can help students find meaningful volunteer positions serving the community. There are countless benefits to volunteering such as:

- Increasing awareness of important social issues
- Gaining exposure to diverse perspectives
- Building a valuable network of community contacts

Search for volunteer positions through EagleAXIS at [www.ewu.edu/careerservices](http://www.ewu.edu/careerservices)

### Placement File Services

A placement file is a student portfolio created to send to prospective employers. It contains basic personal information such as:

- Unofficial Transcript
- Resume, Cover Letters
- Professional Letters of Recommendation

## Clubs and Organizations

218 Tawanka	509.359.4711
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Join a campus club or organization for a great learning experience. Today's job market demands more than just good grades. Employers are looking for students who have been actively involved in their campus community.

With an average of more than 100 student organizations on campus each school year, Eastern offers something of interest to everyone. Choose from cultural/ethnic groups, academic major-related clubs, academic fraternities, social fraternities and sororities, political/social action organizations, recreation groups, religious/spiritual organizations, service/philanthropic clubs and sports teams.

Besides the many clubs and organizations already in existence, students

are welcome to form a new organization. Stop by the office of Student Activities and see the Assistant Director for Student Activities to learn how. Our student organizations also offer leadership opportunities that will enrich your campus experience. The benefits of being a recognized group include:

- Access to meeting rooms
- Mailboxes
- Event funding
- Access to Associated Students of Eastern Washington University (ASEWU) poster-making supplies
- Free class and club accounts
- A free organization e-mail account
- Access to advertising
- External web page linked to the University Home Page
- Supplemental funding from the ASEWU
- Regular ASEWU funding

For more information, contact the Assistant Director for Student Activities in 218 Tawanka. Call 509.359.4711 or 509.359.7924.

## EPIC Adventures

University Recreation Center 150	509.359.4014	www.epic.ewu.edu
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Nestled in the beautiful Inland Northwest, EWU is located a short drive from numerous world-class outdoor recreation destinations. Get involved with EPIC Adventures to try a new sport like rock climbing, kayaking, rafting, hiking, skiing and others. We pursue these activities in some beautiful areas of the Inland Northwest and beyond.

EPIC Adventures is part of Campus Recreation and is sponsored by the Associated Students of EWU. The staff of EPIC is committed to providing outdoor recreation opportunities that are fun and educational for the students, staff and faculty of EWU. Some of the opportunities EPIC Adventures offers the Eastern community include:

- Trips oriented to all skill levels in activities like rock climbing, white water rafting and kayaking, canoeing, backpacking, mountaineering, alpine skiing, snowboarding and snowshoeing, ice climbing, snow camping and more.
- Beginner through advanced instructional courses in rock climbing, whitewater kayaking, whitewater raft guiding, backpacking and outdoor leadership.
- International trips
- Quality outdoor equipment rentals at affordable prices.
- Outdoor Resource Center, complete with a database and library to assist in planning activities.
- Employment and internship opportunities that include hands-on leadership training and skill development.

EPIC Adventures is located on the first floor of the new Student Recreation Center and is open Monday through Friday. Call 509.359.4014 or check our website at [www.epic.ewu.edu](http://www.epic.ewu.edu)

## Greek Life (Fraternity/Sorority System)

218 Tawanka	509.359.4711
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Eastern is the only regional university in the state of Washington to host a Greek community. Nine fraternities and ten sororities surround the campus, providing students with excellent opportunities to develop leadership skills, school pride and social and community involvement.

Three councils govern the Greek community. The Diversified Greek Council (DGC), Interfraternity Council (IFC) and the Panhellenic Council (PHC) serve as communication centers for the exchange of ideas and information and are responsible for keeping fraternity and sorority chapters in compliance with national standards.

The most common way to get involved with the Greek community is through recruitment. Traditionally held the 1<sup>st</sup> week of fall quarter, formal recruitment week allows potential new members, and fraternities and sororities to get to know one another as all fraternity and sorority houses host special events. At these special events, each fraternity and sorority explains their goals, campus and community involvement and ideals as well as other opportunities unique to the chapter.

An informal recruitment continues throughout the year, with each fraternity and sorority setting up special events for potential members. More information is available from the Assistant Director for Student Activities in Tawanka 218. Call 509.359.4711. Eastern also is home to many professional, honorary and business fraternities. Listed below are established, and in the process of being established, social fraternities and sororities.

## FRATERNITIES

Alpha Phi Alpha (NPHC)  
Beta Theta Pi (NIC)  
Delta Chi (NIC)  
Omega Psi Phi (NPHC)  
Phi Delta Theta (NIC)  
Pi Lambda Phi (NIC)  
Sigma Lambda Beta (NALFO)  
Sigma Nu (NIC)  
Sigma Phi Epsilon (NIC)

## SORORITIES

Alpha Phi (NPC)  
Alpha Nu Theta (local group)  
Alpha Omicron Pi (NPC)  
Alpha Xi Delta (NPC)  
Delta Xi Omega (local group)  
Gamma Phi Beta (NPC)  
Kappa Delta Chi (NALFO)  
Lambda Theta Alpha (interest group)  
Sigma Lambda Gamma (NALFO)  
Zeta Phi Beta (NPHC)

## Intramural and Club Sports

<b>Intramural Sports Office—120 Physical Education Activities Building (OEA)</b>	<b>509.359.4836</b>	<b>www.ewu.edu/IMsports</b>
<b>Club Sport Federation Office 201 University Recreation Center</b>	<b>509.359.4013</b>	

One of the largest student activity programs on campus, the Intramural Sports (IM) program has over 4,500 active participants annually. The program provides the EWU community with a wide variety of team and individual sports each quarter. Opportunities for improved physical fitness, social and group interaction, leadership/individual/team skills improvement and most importantly, the chance to have fun are all part of the IM program. Cost is minimal, each team pays a \$20 team entry fee and activities are held right on campus. Regular leagues generally play twice a week so the time commitment is low. Many leagues offer three levels of play so students of all skill levels may take part. The IM program is a program in the Department of Student Life, Division of Student Affairs, with primary funding provided by the ASEWU.

One of the fastest growing programs of campus life is the EWU Club Sport Federation (CSF). Clubs are offered based on student interest and may be competitive or practice/workout based, depending on the wishes of the club. The CSF is committed to providing EWU students with the opportunity to participate in the sport of their choice while representing EWU either on or off campus in club competitions. Currently, there are over 20 active clubs with new clubs added as interest warrants. For more information on the EWU Intramural Sports program or Club Sport Federation, please contact the IM or CSF Office listed under the title above.

## Office of Student Rights and Responsibilities (OSRR)

<b>320 PUB</b>	<b>509.359.6889</b>
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The Office of Student Rights and Responsibilities serves as the judicial affairs office at Eastern Washington University and is primarily responsible for enforcement of the EWU Student Conduct Code. The OSRR also provides mediation and alternative dispute resolution services for EWU students who are seeking to resolve conflicts with other students and/or members of the EWU community.

Additionally, the OSRR provides students with advice and guidance related to university policies and procedures. The OSRR also serves as the storehouse for academic integrity policy records.

## Residential Life

<b>121 Tawanka</b>	<b>509.359.2451 or 800.583.3345</b>
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The Office of Residential Life is located within the Housing Office in 121 Tawanka. The main responsibility of this office and its staff is to work with the students who live in the residence halls. The staff provides activities, leadership, resources and various other essential elements to help students grow academically as well as socially.

Residential Life ascribes to the Community Standards Model that provides a set of guidelines for residents to live by. The standards model works in conjunction with university/housing policies to help residents create a positive living-learning environment. Residents are asked to become involved in setting up standards. Generally, the students are able to govern their living environment without violating state, federal, local laws and university/housing policies.

The Residential Life staff consists of Residential Life Coordinators (full time live-in professional staff) or, in some halls, a part time Graduate Community Director, Community Advisors (full time student staff who live on the floor) and Office/Night Desk (security) workers. In addition, there are various leadership opportunities for students. These include being an executive officer or floor representative to Hall Government, executive officer or hall representative to the Residence Hall Association (RHA) and Students Educating About Life (SEAL). Each year the staff nominates the halls' top leaders to the National Residence Hall Honorary (NRHH). NRHH represents 1% of the residence halls leaders.

## Washington Student Lobby

<b>320 PUB</b>	<b>509.359.2514</b>
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Washington Student Lobby (WSL) is a professional statewide non-profit student organization that lobbies for, represents, serves and protects the collective interests of students in post-secondary education in Washington State. As a united body, WSL will:

- Preserve and enhance the quality of education in the state of Washington
- Represent the collective interests of students through communication with state and federal governments and other interested groups.
- Serve as a conduit for communication between universities regarding statewide issues and policies.
- Develop positive relationships with other student advocacy groups in the state as well as statewide and national student associations.
- Aid in the appointment of students to statewide committees and task forces.

Additionally, the organization introduces students to the legislative process and offers students the opportunity to gain valuable organizational experience and create a valuable network with higher education leaders and state legislators. Currently, the WSL is composed of nine member institutions that include baccalaureate institutions, branch campuses, graduate and professional associations and community colleges.

The ASEWU works in partnership with the Board of Directors and General Assembly of the WSL and to advocate:

- Affordable and predictable tuition.
- Increased financial aid.
- Increased access and completion for all to higher education.
- Equal student representation on all policy impacting students in higher education.

Students who donate two dollars (\$2) each quarter they register are supporting WSL's lobbying efforts in Olympia. For more information, contact the ASEWU legislative affairs representative in 303 PUB, by calling 509.359.2514, or by visiting <http://wastudents.org>.

## STUDENT PUBLICATIONS

### Campus Planners

320 PUB	509.359.2292
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Published yearly by the dean of students, the *Campus Planner* is designed as a resource manual relevant to student life at Eastern Washington University. It contains university addresses and telephone numbers, and information on services, activities and programs available at the University. In addition, the planner includes current policies, rules and regulations directly affecting a student's tenure at Eastern. An online version of the handbook is available on the Campus Life website at [www.ewu.edu](http://www.ewu.edu) and hard copies are distributed to all new freshman and new graduate students.

### The Easterner

102 Isle Hall	509.359.6270
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Published weekly, *The Easterner* covers campus news, issues in education and student life. Call the office for information on how to get involved.

### The Focus

303 PUB	509.359.2514
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*The Focus* is a daily newsletter published by the Associated Students of Eastern Washington University during the academic year. It is distributed in many campus buildings as well as at EWU Spokane, Riverpoint Campus. This widely read publication contains information of campus events and activities, job opportunities, housing, meetings, general announcements and the popular "swap shop" section.

Individuals wishing to submit an announcement or advertisement will find submission forms on the first floor of the PUB next to the Eagle Shop, online at [www.ewu.edu/asewu](http://www.ewu.edu/asewu) or outside the ASEWU office (303 PUB). Return signed forms to either the box outside the Eagle Shop or the ASEWU office, 303 PUB. Forms may also be returned via fax to 509.359.4737 or mailed to the ASEWU office, 303 Pence Union Building, Cheney, WA 99004-2463.

## STUDENT SERVICES

### Dining Services

120 Tawanka Commons	509.359.2540	<a href="http://www.ewu.edu/dining">www.ewu.edu/dining</a>
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Dining Services is a valuable partner in the daily life of the University community. We demonstrate through our operations the University's commitment to a high quality, student-centered learning environment focusing on product quality and service, by providing freshly prepared, nutritious food that offers good value in convenient locations.

#### 2009-2010 Meal Plan Enhancements:

- Increased number of meal counts with more meal count use options, i.e. the Everyday Meal Count Values
- Flex dollars are now included with every meal plan
- Realigned dining operational hours for better student access

EWU Dining Meal plans offer the flexibility that every college student seeks including a variety of tasty choices and economic options. Our combination of residential and retail services supply a well-rounded selection whether students are on the move, gathering with friends around a dining table or late night studying.

#### Dining Services maintains eight campus locations for food and beverage services.

- **Baldy's Food Court (PUB)**  
A wide variety of breakfast, lunch and dinner options at times convenient to your schedule, meal counts accepted.
- **Tawanka Main Street (Tawanka)**  
Tawanka Main Street is the campus "All You Care to Eat" location, offering great value, convenience and variety. Home to the infamous Sunday Brunch one of the can't miss meals on campus. With multiple service styles and an ever changing menu, something for everyone is offered at this location.
- **The Roost (University Recreation Center)**  
The Roost, a venue with a state-of-the-art display cooking, an open-air kitchen located in the new University Recreation Center, on the second floor overlooking center ice. The Roost features northwest fresh cuisine with a flair and bistro-style classics. The Roost offers a restaurant dining experience on campus.
- **Morris Street Market (Morrison & Streeter Hall)**  
The answer for late night groceries; and everyday value meal counts accepted.
- **Eagle Shop (PUB)**  
A campus convenience store, with a variety of food, beverage selections and other C Store options, everyday value meal counts are accepted.
- **Eagle Espresso & Smoothie Bar (PUB)**  
Starbucks espresso and Freshens fruit smoothie beverages, made to order.
- **Beverage Bakery and Bistro (Tawanka)**  
Located on the corner of Central Mall, this bistro offers Seattle's Best espresso beverages, fresh bakery products and Freshens, custom-blended fruit smoothies and ice cream treats.
- **Thirsty Minds Café (JFK Library)**  
Open September through June, Thirsty Minds offers fresh coffee while you study!

Dining Services is focusing on our environment by using earth friendly disposables, increasing our use of organic and all natural products, reducing or eliminating products that contain trans-fat from our menus, as well as adopting other current trends in the food service industry. Dining Services currently offers three meal plan options for students living in a residential hall and one off-campus meal plan for students who commute or live in the community. Or an EagleFlex account is a great option for faculty, staff and students that live off-campus, for advantage and convenience when visiting dining locations without carrying cash. For additional information on EagleFlex or to open an EagleFlex account stop by the Tawanka Business Office. Dining meal plans are prepaid at the beginning of each quarter, with a preset number of points to spend on food throughout the quarter. Our Blackboard Transaction System scans the EagleCard and subtracts the point value for each purchase. A log recall of where and when dining points were spent may be requested Monday-Friday, between 8am-5pm at the Tawanka Business Office. For additional information on Dining Services and to view weekly menus please visit our website.

## Financial Aid and Scholarships

102 Sutton Hall Cheney, WA 99004-2447	509.359.2314 Fax: 509.359.4330	finaid@ewu.edu www.ewu.edu/financialaid
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Eastern Washington University provides financial assistance to eligible students in the form of scholarships, tuition waivers, grants, work study and loans. Nearly 72 percent of Eastern students receive some form of financial aid. General information for all students is provided below, followed by separate, detailed information for undergraduate and graduate students. Within each section, information is organized alphabetically.

### Additional information is available from the following sources:

- The EWU Financial Aid and Scholarship website at [www.ewu.edu/financialaid](http://www.ewu.edu/financialaid)
- The Student Guide, available from the Federal Student Aid Programs by calling 800.433.3243

### Application Process—All Students

Completion of the following forms is required to receive financial aid:

Apply for admission to Eastern using the undergraduate, former student returning, or graduate application forms or apply online at [www.ewu.edu](http://www.ewu.edu) and click on “EagleNET.”

Apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). For an electronic application, please access FAFSA on the Web at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). You will need to sign your electronic FAFSA using your Personal Identification Number (PIN). You may apply for a PIN number at [www.pin.ed.gov](http://www.pin.ed.gov)

### Eligibility Information—All Students

The following conditions must be met to be eligible for financial aid:

- Formal admission to Eastern
- United States citizenship or permanent residency
- Enrollment in an eligible degree or certificate program
- Must not be in default on any federal education loan or owe a repayment of a federal grant or loan received at any college or university
- Register with the Selective Service, if required by law to do so
- Possess a valid Social Security number
- Complete and submit a promissory note to accept any offer of a student loan (Perkins, Stafford, PLUS)

### Student Employment

103 Sutton	509.359.2525 or 509.359.4716	<a href="http://www.ewu.edu/x38842.xml">www.ewu.edu/x38842.xml</a>
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Many students supplement their income and gain valuable work experience with part-time employment. Student Employment assists students interested in finding part-time or full-time jobs to assist in paying for their college and living expenses:

• On campus	• Off campus	• Summer positions
• Work Study (awarded by Financial Aid as part of a student’s financial aid package)		

Search for student employment through EagleAXIS at <https://ewu-csm.symplicity.com/students>

### Undergraduate Students Application Dates

Official admission to Eastern is required prior to an evaluation for financial aid eligibility. However, applications for admission and financial aid can be made at the same time.

- February 15: Postmark date for the Eastern Washington University scholarship application. Apply online at [www.ewu.edu/financialaid](http://www.ewu.edu/financialaid), click “EWU Scholarships.” Late application are not considered.
- February 15: FAFSA must be at the federal processor to receive priority consideration for financial aid besides scholarships. Late applications are considered, but you may not receive all the aid for which you would otherwise qualify.
- February 15: Deadline for admission or re-admission to Eastern to be considered for priority financial aid funding.

### Financial Aid Programs

**Grants**—Grants are based on financial need and do not have to be repaid. EWU offers the following grant programs:

- Federal Pell Grant
- Academic Competitiveness Grant (ACG)
- National Science and Mathematics Access to Retain Talent Grant (SMART)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Challenge Grant
- State Need Grant (SNG)
- Educational Opportunity Grant (EOG)
- EWU Grant

**Loans**—The Federal Perkins Loan, Federal Stafford Loan and Federal PLUS Loan programs are available at EWU. Interested and eligible students may also apply for alternative loan and/or Alaska Loan funds.

- The Federal Perkins Loan is available to students who demonstrate financial need and are enrolled at least half-time. The interest rate is five percent and repayment begins nine months after leaving school or dropping below half time status.
- The Federal Stafford Loan provides two types of loan assistance, subsidized and unsubsidized. Students must enroll at least half time to qualify for either loan. Subsidized loans are awarded based on financial need and have deferred interest while the student is enrolled at least half time. Unsubsidized loans are not based on financial need and interest accrual begins at time of disbursement. The interest rate for either loan varies, but cannot exceed 8.25%. Repayment for either loan begins six months after leaving school or dropping below half time status.
- The Federal PLUS Loan is for the parent(s) of dependent students and is not based on financial need. However, parents must have favorable credit to qualify. The interest rate is fixed at 8.5% for the duration of the loan and repayment begins once the loan is fully disbursed, regardless if the student is still in school. There is no grace period.
- An alternative loan may be an option for students who reach their annual Federal Stafford loan limits. Contact the Financial Aid and Scholarship Office for more details.
- Alaska Loans are available for Alaska residents. To be considered, contact the Alaska Commission on Postsecondary Education, 800.441.2962

**Work Study**—Federal and State Work Study is awarded to qualified students who demonstrate financial need and request employment on the FAFSA. Work study recipients can work up to 19 hours per week and are paid at least minimum wage.

### Miscellaneous Financial Aid Programs

- Short Term Loans Short term loans are available in the amount of \$400 for up to 60 days the first through seventh week of the quarter (fall, winter and spring) and the first through the fourth week of the eight-week summer session. The program may close earlier if funds are depleted. Students must be enrolled at least half time to qualify. Applications are available in the Financial Aid and Scholarship Office or at [www.ewu.edu/financialaid](http://www.ewu.edu/financialaid), click “Forms and Policies”.
- Special Residency—Native American students and active duty military personnel (and dependents) may qualify to pay Washington resident tuition rates. To be considered for Native American Residency, contact the Office of Records and Registration, 509.359.2321; active duty personnel contact the Office of Admissions, 509.359.2397.
- Tuition Waivers—Tuition waivers may be available to qualified non-resident students. To be considered for these awards, contact the Financial Aid and Scholarship Office. For the Western Undergraduate Exchange Program, please contact the Office of Admissions, 509.359.2397.
- Veteran’s Benefits and ROTC—Students who served in the Armed Forces may be eligible for veteran’s benefits. Contact the Veteran’s Services Office, 509.359.7040 or visit [www.gibill.va.gov](http://www.gibill.va.gov) for details. Funding is also available through ROTC for students interested in military science. Contact ROTC, 509.359.2386, for details.

### Scholarships—Undergraduate Students

#### EWU Scholarships

EWU scholarships are awarded to students who have demonstrated academic and community service excellence. To be considered for a scholarship, complete the EWU Scholarship Application form on or before February 15 for the following academic year. Apply online at

[www.ewu.edu/financialaid](http://www.ewu.edu/financialaid), click “EWU Scholarships”. Supplemental materials are also required.

A list of separate departmental scholarships and private, non-EWU scholarships are also available on our website.

## International Student Waiver Scholarships

A limited number of tuition awards may be available on a merit basis to international students. For more information, contact the International Education Office, 127 Showalter Hall, 509.359.2331.

## Scholarships for Disadvantaged Students (SDS)

The Scholarship for Disadvantaged Students is available to high financial need students in specialized programs. For more information, students should contact their department or the Financial Aid and Scholarships Office. Interested students should complete the FAFSA process and contact their program for application information.

## Graduate Students Application Dates

Official admission to a graduate program is required prior to an evaluation for financial aid eligibility. However, applications for admission and financial aid can be made at the same time. Students taking prerequisite courses for entry into a program may also be eligible for federal loans for one consecutive period of 12 months.

- February 15: Postmark date for the Eastern Washington University scholarship application. Apply online at [www.ewu.edu/financialaid](http://www.ewu.edu/financialaid), click “EWU Scholarships.”
- February 15: FAFSA must be at the Federal Processor to receive priority consideration for financial aid besides scholarships.
- March 1: Deadline for Graduate Service Appointment (GSA) applications (see below).
- April 1: Deadline for graduate admission to Eastern to be considered for priority financial aid funding.

Applications, except for scholarships and GSA awards, received after these deadlines will be considered; however, since awards are made on a funds available basis, late applicants may not receive all the aid for which they might otherwise qualify.

## Financial Aid Programs

**Loans**—The Federal Perkins Loan and Federal Stafford Loan programs are available at EWU. Interested and eligible students may also apply for Alternative Loan and/or Alaska Loan funds.

- The Federal Perkins Loan is available to students who demonstrate financial need and enroll at least half time. The interest rate is five percent and repayment begins nine months after leaving school and dropping below half time status.
- The Federal Stafford Loan program provides two types of loan assistance, subsidized and unsubsidized. Students must enroll at least half time to qualify for either loan. Subsidized loans are awarded based on financial need and have deferred interest while the student is enrolled at least half time. Unsubsidized loans are not based on financial need and interest accrual begins at time of disbursement. The interest rate for either loan varies, but cannot exceed 8.25%. Repayment for either loan begins six months after leaving school or dropping below half time status.
- The Federal Graduate PLUS Loan is not based on financial need. However, students must have favorable credit to qualify. The interest rate is fixed at 8.5% for the duration of the loan. Repayment begins once the loan is fully disbursed; however, students may be eligible for an in-school deferment and should contact their lender for information.
- An alternative loan may be a funding option for those students who reach their annual Federal Stafford loan limits. Visit the Financial Aid and Scholarship Office for more details.
- Alaska Loans are available for Alaska residents. To be considered, contact the Alaska Commission on Postsecondary Education, 800.441.2962.

**Work Study**—Federal and State Work Study is awarded to qualified students who demonstrate financial need and request employment on the FAFSA. Work study recipients may work up to 19 hours per week and are paid at least minimum wage. These resources may be used as a portion of a Graduate Service Appointment stipend.

## Miscellaneous Financial Aid Programs

- **Short Term Loans** are available in the amount of \$400 for up to 60 days the first through seventh week of the quarter (fall, winter and spring) and the first through the fourth week of the eight-week summer session. The program may close earlier if funds are depleted. Students must be enrolled at least half-time to qualify. Applications are available in the Financial Aid and Scholarship Office or at [www.ewu.edu/financialaid](http://www.ewu.edu/financialaid), click “Online Forms.”
- **Special Residency**—Native American students and active duty military personnel (and dependents) may qualify to pay Washington resident tuition rates. To be considered for Native American residency, contact the Office of Records and Registration, 509.359.2321; active duty personnel contact the Office of Admissions, 509.359.2397.
- **Veterans’ Benefits and ROTC**—Students who served in the Armed Forces may be eligible for veterans’ benefits. Contact the Veterans’ Services Office, 509.359.7040 or visit [www.gibill.va.gov](http://www.gibill.va.gov) for details. Funding is also available through ROTC for students interested in military science. Contact ROTC, 509.359.2386, for details.
- **WICHE**—EWU is a participant in the Western Interstate Commission for Higher Education (WICHE) program. Qualifying students are eligible to pay resident tuition in one of four EWU programs—Social Work or Creative Writing (the Western Regional Graduate Program states), and Occupational Therapy or Physical Therapy (Professional Student Exchange Program participating states only). Contact these programs directly for more information on WICHE tuition waivers. No service to the University is required of WICHE recipients.

## Graduate Service Appointments

Graduate service appointments are offered by an academic or administrative unit on a competitive basis to students of outstanding promise pursuing their first graduate degree from EWU. Terms of these awards vary but usually include a waiver of tuition and a stipend. These appointments are intended to support students toward degree completion in a timely manner. Graduate service appointments are offered for at most one academic year at a time and will normally not be offered to any student for more than a total of two academic years or the equivalent number of terms. Apply directly to the appropriate department by March 1 or by the deadline specified by the department for fall term. Early application is encouraged. The form is available at: [www.ewu.edu/x12976.xml](http://www.ewu.edu/x12976.xml).

There are three categories of Graduate Service Appointments. Graduate assistants teach or support teaching. Graduate associates provide various forms of administrative support consistent with their academic program. Students in both categories are required to complete at least 10 credits per quarter. Graduate instructors teach two classes per quarter and are required to complete at least 8 credits per quarter. All GSAs work 20 hours per week and may not accept any other employment or compensation from the University. GSA tuition waivers do not cover quarterly building and facilities fees, health fees, technology fees, course fees or other mandatory fees.

A portion of the funding for GSAs comes from need-based tuition waivers. Only Washington state residents are eligible. To be considered for a need-based waiver, students must have completed the FAFSA.

Recipients of a GSA are eligible for medical coverage during the term of their appointment. Information on this coverage and coordination of premium payment is provided by the Graduate Studies Office.

## Scholarships—Graduate Students

### EWU Scholarships

EWU scholarships are awarded to students who have demonstrated academic and community service excellence. To be considered for a scholarship complete the EWU Scholarship Application form on or before February 15 for the following academic year. Apply online at [www.ewu.edu/financialaid](http://www.ewu.edu/financialaid) click “EWU Scholarships”. Supplemental materials are also required.

A list of separate departmental scholarships and private, non-EWU scholarships are also available on our website.



## Graduate Nonresident Scholarship Waivers

EWU graduate tuition scholarship waivers are available to high-achieving students of merit who are nominated by their academic department or program. These awards, currently limited to nonresidents of Washington State, waive a portion of nonresident tuition, resulting in a net charge of approximately 150% of resident tuition. No service to the University is required for recipients of this scholarship. Interested students must contact the program to which they are applying for more information.

## International Student Tuition Waiver Scholarships

A limited number of tuition awards may be available on a merit basis to international students. For more information, contact the International Education Office, 127 Showalter Hall, 509.359.2331. Outstanding international applicants are also encouraged to apply for Graduate Service Appointments as outlined above.

## Scholarship for Disadvantaged Students (SDS)

The Scholarship for Disadvantaged Students is available to students demonstrating high financial need and participating in Clinical Psychology, Social Work and Physical Therapy programs. Interested students should complete the FAFSA process and contact their program for details and application information.

## Housing and Residential Life

121 Tawanka	509.359.2451 or 800.583.3345	www.ewu.edu/reslife
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Choosing where to live is one of the most important decisions any student will make after deciding to attend Eastern. It is important to consider cost, convenience, commute time, study requirements and social interaction. With seven residence halls, three apartment complexes, and a variety of dining options, Eastern offers something for everyone at a value price.

Living on campus provides learning opportunities that go beyond the classroom. The experience of living in a residence hall is a great way to become better acquainted with diverse lifestyles and ethnic backgrounds. Residents can get involved in hall government, have quick, convenient access to the entire campus and best of all, can share problems, successes, frustrations, joys, insights and questions with roommates and neighbors. There's no isolation that one can feel when living alone because there is always someone to relate to when living on campus.

## Residence Halls

Seven residence halls—Anderson, Brewster, Dressler, Dryden, Morrison, Pearce and Streeter—are available for single students without dependents. We offer a variety of living arrangements including all female/all male floors, floors with extended quiet hours and Living Learning Communities where students with similar interests live together and share these interests on a daily basis. Students, staff and faculty collaborate in environments outside the classroom. All rooms have Internet access, voice mail and cable television. A meal plan is required.

## Application Procedures

Visit [www.ewu.edu/reslife](http://www.ewu.edu/reslife) to apply online for campus residence halls. Applications received before July 15 will receive a room assignment by early August. Applications received after July 15 can look for their room assignment information in early September. Please include the \$250 deposit when applying for residence hall accommodations (This deposit is not applied to housing fees). Room assignments will include each roommate's name, phone number, e-mail and assigned roommates are encouraged to get acquainted before fall term. In most cases, students can see a similar room to theirs during summer FirstSTEP programs. Move-in begins the Friday before classes begin (9 a.m.–5 p.m. daily).

## Contract and Rate Information

Fees for residence hall accommodations and meal plans for the academic year are payable quarterly along with tuition and fees. The housing contract is an academic year contract, meaning students are committing to live on campus fall, winter, and spring quarters. Sign Up Bonuses are available for those signing up by May 1. Please visit [www.ewu.edu/reslife](http://www.ewu.edu/reslife) for specific room and board rate information.

## Graduate Student and Family Housing

Single graduate students can live in the residence halls. The north wing of Dryden Hall is popular with some graduate students because it has single rooms for those 21 and over. Anna Maria Apartments, Holter House and Townhouse Apartments are available to our married students and students with children. Additionally, Holter House and Anna Maria apartments are available to single graduate students. These are all unfurnished apartments and no meal plan is required. Application for apartments should be made at least six months in advance since wait lists are common. For complete information and either a residence hall or apartment application, visit [www.ewu.edu/reslife](http://www.ewu.edu/reslife), contact us via e-mail at [housing@ewu.edu](mailto:housing@ewu.edu) or call 509.359.2451.

## New Student Programs & Transitions (NSPT)

117 Showalter Hall	509.359.6843	nspt@ewu.edu
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The Office of New Student Programs & Transitions (NSPT) serves freshmen, transfer, non-traditional and international students in transition. It is the goal of NSPT to help students prepare to transition both academically and socially. This goal is met through several of the programming initiatives supported by NSPT: Eastern FirstSTEP, New Student Orientation and Welcome Week, Orientation Leadership Development, EWU Transitions Center, and New Student Seminar Transition Courses.

## FirstSTEP Academic Orientation Undergraduate

FirstSTEP is a summer academic orientation program for all new students—freshmen, transfer, non-traditional and international—that highlights various areas such as understanding the mission of EWU and the University's expectations; meeting with academic advisors for advising and registration; providing information concerning academic policies, procedures, requirements and programs; helping students and their families develop positive relationships with faculty, staff, administration and peers in the campus and surrounding community; and engaging with faculty and staff through the Eastern Spotlight event held during FirstSTEP. For more information call, write or visit the Office of New Student Programs & Transitions, 117 Showalter Hall, Cheney WA 99004, 509.359.6843, [www.ewu.edu/nspt](http://www.ewu.edu/nspt).

## New Student Orientation and Welcome Week

The mission of New Student Orientation is to provide new incoming students to Eastern Washington University with guidance, positive role models, knowledge and understanding of what EWU has to offer. Students will transition and participate in orientation activities as a global and diverse community. For more information call, write or visit the Office of New Student Programs & Transitions, 117 Showalter Hall, Cheney WA 99004, 509.359.6843, [www.ewu.edu/orientation](http://www.ewu.edu/orientation).

## Graduate Orientation

Graduate Studies Office 206 Showalter	509.359.6297	gradprograms@ewu.edu
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The Graduate Studies Office sponsors an orientation event in the fall immediately before classes begin. The program includes presentations and information on a range of student services. Information on orientation is provided to all new graduate students during the summer.

## Records and Registration

201 Sutton Hall	509.359.2321	regonline@ewu.edu
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### Enrollment and Registration Process

Eastern Washington University has a web based registration system through EagleNET at [www.ewu.edu](http://www.ewu.edu). Confirmation of classes occurs at the time of registration. Registration priority is given to students continuing their enrollment from the current quarter to the next; registration is by scheduled appointment, based on class standing. This information is published on the Web. Continuing students may register during or after their appointed time but not before. Priority registration for fall is held during spring term. Otherwise, registration for continuing students is scheduled late in each term.

New freshman students are strongly encouraged to attend FirstSTEP programs. Undergraduate transfer students with fewer than 15 credits are encouraged to attend a FirstSTEP program, which includes academic advising, registration, campus tours and information seminars. Information about FirstSTEP program dates and schedules are included with the admission acceptance notification. Confirmation of acceptance is required to participate in a FirstSTEP program.

Undergraduate transfer students with more than 90 credits are not required to attend a FirstSTEP program and they may register during the open registration period that follows priority registration each quarter. However, advising is required prior to initial registration.

### To be eligible to register a student must:

1. Be either a continuing student or accepted for admission or re-admission for the next quarter
2. Obtain advisor authorization whenever required, as follows:
  - New students (first quarter of enrollment at Eastern, undergraduate and graduate) registering for 10 or more credits
  - All freshmen
  - All athletes
  - Any undergraduate student on academic probation
  - Any returning students on academic probation or after dismissal
  - Any undergraduate requesting more than 18 credits
  - Any graduate students requesting more than 18 credits.
3. Clear any registration holds.
  - Continuing students should check on EagleNET or with the Records and Registration Office to determine if there are registration holds and the action required to remove the hold.
  - New students will be advised of any holds at registration or during their advising session.
  - Holds are placed on registration for incomplete transcripts, overdue financial obligations, incomplete Financial Aid forms, academic probation and dismissal, pre-university basic skills and disciplinary action.
4. Register at the appointed time.
  - New undergraduate students may registered during their FirstSTEP orientation.
  - Continuing graduate and undergraduate students will have an appointment time based on class standing. See the Classification of Students defined on the next page. Check the Records and Registration website for updated information on registration.

All students are advised to have alternate courses selected in case of cancellations. All new students should obtain an EagleCard (ID card). New undergraduate students will receive a student ID card during their FirstSTEP program.

### 5. Determine whether to restrict student information.

- Limited general information on registered students such as name, addresses, dates of attendance and degrees earned can be legally provided to third parties; however, release of this information may be restricted anytime at the Records and Registration Office. Grades, class schedule and transcript information are not released to third parties unless authorized in writing by the student. No information on students is released for commercial purposes.
- A directory restriction may be placed in person at the Records and Registration Office.
- For detailed information, speak with staff in Records and Registration, 201 Sutton Hall, or call 509.359.2321 and see the policy information in the back of this catalog under Access to Academic Records and the Family Educational Rights and Privacy Act (FERPA) of 1974.

### Changes to Registration

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

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

### Dropping Courses:

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

### Overloading Courses:

Undergraduates who wish to enroll in more than 18 credit hours during a quarter must obtain overload permission. Undergraduates who have not yet declared a major must get overload permission from an advisor in General Undergraduate Academic Advising. Declared majors must obtain permission from their department chair. Requests for 19 or more credit hours are generally approved only for those with a GPA of at least 3.0. See EagleNET for required authorizations. Additional per credit fees are assessed for students enrolled in more than 18 credits per quarter.

### Repeating Courses:

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

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

Effective for new students beginning on or after Fall Quarter 2007, undergraduate students will be allowed to repeat any single course twice for a total of three enrollments per course. In addition, you are limited to a total of ten repeats. A course may be repeated regardless of its delivery mode (traditional classroom or independent learning). The last grade assigned will be the grade included in the GPA (grade point average) and all grades assigned will remain on the transcript.

**Exception:**

If a student is showing progress over time, then he or she may be allowed to take the course additional times. Any repetitions beyond the two allowed by this policy will only be permitted at the discretion of the department chair where the course resides. This would show on a grade roster as “register with permit” for the appropriate quarter. The total number of repeats still may not exceed ten.

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

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

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

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

- Receiving a pass (P) grade with the Pass/Fail or Pass/No Credit option
- To improve an undergraduate GPA after receiving a baccalaureate degree
- Repeating a transferred course for which Eastern offers no equivalent
- Effective Spring Quarter 2010, courses transferred to Eastern from another institution may not be counted as repeats for the purposes of credit and/or GPA calculation.

**Withdrawing from Courses:**

Withdrawals result in a “W” grade on the student record and are accepted in the Records and Registration Office or at EWU Spokane from the eleventh day of the quarter until the end of the seventh week. Schedule change fees apply. Students who enroll but do not attend class must officially withdraw or they will receive a grade of 0.0 and be held financially responsible for all tuition and fees.

If there are any questions about course withdrawal, please call the Records and Registration Office at 509.359.6591.

**Undergraduate Course Withdrawal Policy:**

This policy became effective Fall Quarter 2007 for new students. EWU students are allowed a total of 10 course withdrawals in their undergraduate work. (Withdrawals occur after the normal drop/add period.) Withdrawal from all courses for a quarter for special reasons (for example, extended illness, accident or military service) as documented and approved by Records and Registration would not be included in the apportionment of course withdrawals.

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

Course withdrawal beyond the tenth will only be permitted at the discretion of the departmental or program advisor. If a withdrawal is not granted, the assigned grade will be transcribed.

If there are any questions about course withdrawal, please call the Records and Registration Office at 509.359.6591.

**Withdrawing From the University:**

Complete withdrawal from the University must be done through the Records and Registration Office or EWU Spokane. Complete withdrawal may be done by phoning the Records and Registration Office at 509.359.2321 or coming in-person to complete the Withdrawal Clearance form. There is no schedule change fee to completely withdraw. Refunds are calculated according to the refund schedule. Any student who stops attending and does not officially withdraw from the University will receive grades of 0.0 and be held financially responsible for all tuition and fee charges as well as any applicable financial aid obligations.

Complete withdrawals may be completed any time during the quarter prior to one week before finals. Instructor’s permission may be required after the seventh week of the quarter. Documentation may also be required in certain cases.

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

**Classification of Students:**

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

<b>Undergraduate: Cumulative Credit Hours Earned Classification</b>			
<b>0-44</b> <b>Freshman</b>	<b>45-89</b> <b>Sophomore</b>	<b>90-134</b> <b>Junior</b>	<b>135+</b> <b>Senior</b>

**Post-baccalaureate (PB):**

Post-baccalaureate students are those who hold at least one earned undergraduate degree as documented with official university transcripts. Effective Fall 2006, credits earned in this status are recorded on a post-baccalaureate transcript.

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

**Fifth-Year (5Y):**

Students who hold at least an earned undergraduate degree, as documented with official university transcripts and enrolled in courses to complete certification requirements. Effective Fall 2006, credits earned in this status are recorded on a post-baccalaureate transcript.

**Graduate:**

Full admission to a graduate degree or graduate certificate program requires official transcripts documenting at least an undergraduate degree. See the Graduate Admission Requirements in the front of this catalog for more information.

**Course Load:**

To complete a 180 quarter credit baccalaureate program in four years of study, a student must average 15 university level credit hours per quarter, or 45 credit hours for the academic year. Undergraduate students who are enrolled for at least 10 credit hours a quarter are considered full-time students for tuition purposes. Twelve credits are the minimum required for financial aid eligibility for full-time undergraduates.

Graduate students enrolled in 10 credits per quarter are considered full-time and are eligible for financial aid.

## Course Numbers:

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

<b>Lower Division</b>	
100–199 <i>primarily for freshmen;</i> may not be taken for graduate-level credit	200–299 <i>primarily for sophomores;</i> may not be taken for graduate-level credit
<b>Upper Division</b>	
300–399 <i>primarily for juniors and seniors;</i> may be used for graduate-level credit only with permission of the graduate dean	400–499 <i>primarily for seniors;</i> graduate students may count a limited number of credits from graded courses, only with program approval
<b>Graduate Division</b>	
500–599 <i>graduate level;</i> senior undergraduates may enroll only with permission of both department chair and graduate dean	600–699 <i>graduate level only</i> 700–799 <i>doctoral level only</i>
At all levels, course numbers ending in 95 through 99 indicate special courses, with the particular subject matter varying from quarter to quarter:	
95	internships
96	experimental
97	workshops, short courses, conferences
98	seminars
99	independent and directed study
All departments may offer these types of courses, but not all may be listed in this catalog. Check with the individual department for the availability of special courses.	

## Enrollment Verification

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

Full-time Enrollment		
Undergraduate	Graduate	International Student
10 credits— full-time student	10 credits— full-time student	12 credits— undergraduate full-time student
12 credits—full-time student receiving financial aid or veteran's benefits	10 credits—full-time student receiving financial aid or veteran's benefits	10 credits—graduate full-time student
Part-time Enrollment		
Undergraduate and Graduate		International Student
2–9 credits, except summer term only when registration may be for one credit		2–9 credits, except summer term only when registration may be for one credit
<small>Note: check with the International Student Advisor to verify eligibility for part-time enrollment, otherwise, full-time enrollment is required of all international students, except for vacation quarters.</small>		

## Grading and Transcripts:

See "Policies" that follow this section of the catalog below for general information that applies to all students. For grading policies specific to undergraduate and graduate degree requirements, including academic probation, see the appropriate section in the front of this catalog.

### Reporting Grades

At the end of each quarter, grades are available through EagleNET at [eaglenet.ewu.edu](http://eaglenet.ewu.edu) beginning the Wednesday after final exams.

### Transcript Requests

Official copies of Eastern transcripts may be required for a job, a scholarship, graduate school applications or for other purposes. Requests for official Eastern transcripts must be submitted in writing for each transcript to the Records and Registration Office and must include: (1) student's full name and maiden name if applicable, (2) dates of attendance, (3) birth date, (4) social security number/EWU ID number, (5) address where the record is to be sent, (6) transcript fee and (7) the student's signature. It normally takes three to five (3-5) working days to process a request for a transcript. Instant transcripts are available at the Records and Registration Office, 201 Sutton Hall, for an additional fee along with a processing wait time. Eastern Washington University does not fax official transcripts. Graduating students will be issued two free transcripts, upon request, after the degree has been confirmed and posted to the Eastern record and all financial obligations to the University have been met.

Unofficial transcripts can be printed from the EagleNET website: [eaglenet.ewu.edu](http://eaglenet.ewu.edu). Current transcript fees are posted at [www.ewu.edu/transcripts](http://www.ewu.edu/transcripts)

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

## Student Financial Services (SFS)

202 Sutton Hall	509.359.6372
Riverpoint Phase One Building, Room 101	509.368.6506

SFS provides billing, refunding, financial aid disbursement and direct deposit processing on the Cheney and Riverpoint campus in Spokane. For a summary of tuition, fees and refund information, please see this heading in the front of this catalog or [www.ewu.edu/sfs](http://www.ewu.edu/sfs)

## T.O.Y.

120 Tawanka	509.359.2836	<a href="http://www.ewu.edu/x15907.xml">www.ewu.edu/x15907.xml</a>
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**Thinking of You Gift Program**—EWU's Thinking of You Program is a great on campus gift delivery program. It's easy to use, reasonably priced and offers free delivery service to EWU residence halls and campus offices. There are several gift packages, balloons, gift mugs and fresh bakery items. View our seasonal gift selection in 120 Tawanka Commons or read about each gift in the Thinking of You brochure or online. Orders should be established two days before desired delivery date. Office hours are 8 a.m. –5p.m., Monday–Friday. We offer daily deliveries in fall, winter and spring quarter, Monday–Friday (with the exception of school holidays). For more information or to request a printed brochure, call 509.359.2836 or visit our website.

## UNIVERSITY FACILITIES

### EWU Spokane, Riverpoint Campus

#### Student Support Center

N. 668 Riverpoint Blvd. Room 101 Spokane, WA 99202	509.368.6506
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The Student Support Center provides a wide range of services for students enrolled at any Eastern Washington University campus or those considering admission to EWU. Academic and programmatic offerings provide educational and cultural opportunities open to the Spokane Community and beyond.

#### Fine Arts and Music

119 Music Building	509.359.2241
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Eastern's fine and performing arts facilities are important resources for students in art, music, theater and electronic media programs as well as for students in other disciplines and even community members who want to experience the arts.

- Changing exhibitions of local, regional and national artists are featured in Art Department galleries on the Cheney campus — the Gallery of Art and the Photography and Print Gallery. Student work is shown in the Student Gallery in the Art Department.
- Musicals, plays and other dramatic productions are presented regularly at the University Theatre and in Showalter Auditorium.
- The renovated Showalter Hall and the Music Department's Recital Hall are the venues for concerts, recitals and other music productions as well as master classes and performances by visiting artists.
- The Electronic Music Studio provides up-to-date resources in music synthesis, MIDI-assisted recording and printing as well as computer-aided instructional tools for students in composition, performance and music education.
- The Fine Arts Digital Lab offers state-of-the-art hardware and software for digital, visual, filmic and musical composition and editing.

#### George Stahl Planetarium

239 Science Building	509.359.6755 or 359.2334	<a href="http://www.ewu.edu/planetarium">www.ewu.edu/planetarium</a>
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This facility provides university instruction as well as astronomy programs to visiting public schools and the general public.

### The Pence Union Building

212 PUB	509.359.7921
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The Pence Union Building, or PUB, provides a variety of services, conveniences and amenities, including:

• Personal check cashing	• Writers' Center
• A complete travel agency	• A hair styling salon
• A cash machine	• Computer Lab
• A pool table and video games	• A cyber-cafe and Rendezvous room for computer work stations and gaming
• Bookstore for textbooks, trade books, general books, craft supplies, general supplies, EWU clothing, gifts, cards, and computer sales	• The Eagle Shop for hot soup, fresh milk, microwavable foods, snacks, candy, school supplies, personal items and seasonal gifts
• Free telephones for Cheney and Spokane calls	• Food services, including Baldy's, Smoothie Bar, Thomas Hammer Coffee and other unique concession stands

### University Recreation Center

336 Special Events Pavilion	509.359.2206 or 509.359.6207
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Eastern Washington University's campus has another amazing facility—the new student-funded University Recreation Center. Designed for use by students, faculty, staff and the community, this multi-purpose center serves as the premier hub for student life and community health and wellness activities. Opened in spring of 2008, the new center features:

• Multi-purpose sports surface that can be transitioned into an ice rink	• Gymnasium with basketball and volleyball courts
• Indoor climbing wall	• 200 meter running track
• EPIC Adventures for all of your outdoor adventures	• 17,000 sq. ft. of fitness space for cardio and strength training
• 44 covered and metered parking spaces	• Health and Wellness programs
• "The Roost" featuring food and beverages from University Dining Services	• Campus Recreation Programs Office



## UNIVERSITY SERVICES

### Bookstore

152 PUB 509.359.2542	Customer Service 509.359.2826	www.bookstore.ewu.edu
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The University Bookstore sells textbooks, general interest and reference books, computer hardware and software, emblematic clothing and gifts, school and art supplies, greeting cards and gifts, health and beauty aids and snack foods. The customer service department located inside the bookstore provides personal check cashing and sells tickets for Eagle Entertainment. Customer service can also provides locker and table rentals in the PUB.

Spokane Bookstore	28 E Spokane Falls Blvd Schade Towers lower level Spokane WA, 992025	509.456.2800
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The Spokane Bookstore is located in the Schade Towers across the street from the Riverpoint campus. While classes are in session, Spokane Bookstore business hours are Monday–Thursday, 10 a.m.–6 p.m. and Friday, 10 a.m.–5 p.m. Hours may be reduced during breaks and summer quarter. The Spokane Bookstore sells new and used textbooks for all classes taught in Spokane. The store also sells school supplies, emblematic clothing and gifts, calculators, general books, greeting cards and computer software and accessories.

### Childcare at the EWU Children’s Center

923 Washington St.	509.359.2025 or 359.2023 Fax: 359.2027
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Eastern Washington University is committed to and proud to have an on-campus childcare program serving the childcare needs of the University Community.

EWU Children’s Center offers a developmentally appropriate educational program for the children of students, faculty and staff from ages six weeks to ten years. Part-time and full-time care is available. Rates are reasonable. EWU students can inquire about assistance with the cost of care. The beautiful, modern facility is licensed to serve 194 children and the program is managed through a contract with the YMCA of the Inland Northwest.

### Comprehensive Health & Wellness Program

201 URC	509.359.4279 or 509.359.2366	www.ewu.edu/goodchoices
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The Comprehensive Health & Wellness Program is an all-inclusive approach to physical and psychological well-being for Eastern students. This approach brings together the student health clinic services, health & wellness education, and counseling and psychological services.

The Comprehensive Health & Wellness Program is an all-inclusive approach to physical and psychological well-being for Eastern students. This approach brings together the student health clinic services, health & wellness education, and counseling and psychological services.

**PLEASE NOTE:** Students taking less than six credits can request voluntary participation in the program in order to have access to these services. Students have until the tenth day of the quarter to request and pay for the services. Continuing students who are not enrolled during the summer months may also request participation in the program and submit their payment at any student financial services office. Summer participation fees must be paid during the summer open enrollment dates.

**SUMMER STUDENTS:** Summer students do not automatically participate in this program! These services are not included as part of summer tuition and fees, therefore the services are not automatically charged in the summer. Students requesting services must either be registered for classes or be a continuing student. Summer students must voluntarily pay the fee to use the health services. The health fee must be paid during the summer open enrollment dates.

Please contact Health, Wellness & Prevention Services at 509.359.4279 or Counseling and Psychological Services at 509.359.2366 for additional information.

### Counseling and Psychological Services (CAPS)

225 Martin Hall	509.359.2366
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An important feature of Eastern’s student support services, CAPS is designed to help students cope with some of the common frustrations and stresses of college life. CAPS offers individual and group counseling for enrolled EWU students. Walk-in counseling, referrals and consultation services are offered free of charge to the University community. Our staff of psychologists, counselors and graduate trainees is prepared to help with such concerns as anxiety, depression, family problems, relationship difficulties, sexual questions and uncertainties about personal values and beliefs.

CAPS is not a place that hands out pat answers or ready made solutions. Rather, it is a place where a student can discuss concerns in a comfortable and confidential setting. New understandings and insights may then be translated into a plan for action and change.

## Disability Support Services

124 Tawanka	509.359.6871
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Providing equal opportunities for students with disabilities at Eastern Washington University is a campus-wide responsibility and commitment. The University is continually working toward this goal by modifying campus facilities and programs to meet individual needs.

In accordance with Section 504 of the 1973 Rehabilitation Act, the Washington State Law Against Discrimination and the Americans with Disabilities Act, the Disability Support Services Office (DSS) facilitates reasonable accommodative needs of all self-identified students with documented disabilities.

To qualify for service through the DSS Office, students must self-identify, provide documentation of disability and complete an intake interview with DSS personnel. DSS staff will then assist with determining individual needs and provide timely and effective accommodations.

## EagleCard (EWU ID Card)

120 Tawanka Commons	509.359.6184	<a href="http://www.ewu.edu/eaglecard">www.ewu.edu/eaglecard</a>
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New students are entitled to an Eagle ID Card when they are registered for a class through EWU. A photo ID and proof of enrollment must be provided before an Eagle Card can be issued. The first card is free of charge. A \$15 replacement fee is applied for lost, stolen or user-damaged card. The card is electronically updated each quarter. Students do not need to revisit the business office once the card is obtained.

Students who do not re-enroll are advised to retain their ID card, or they will be assessed the \$15 fee for a new card upon return to EWU.

Students are personally liable for all obligations incurred by the use of their Eagle Card. Report lost, stolen, or found cards immediately to the Tawanka Business Office, Monday–Friday, 8 a.m.–5 p.m.

## HOME (Helping Ourselves Means Education)

207 C Monroe Hall	509.359.4237
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HOME is a networking program for low-income, non-traditional student parents. Their family event group “Eagles & Eaglets” organizes one event each month for students and their children. Their office also maintains a resource referral database on housing, childcare, scholarships and community services, as well as campus resources. They also offer childcare and textbook scholarships. The HOME program sponsors the Giving Tree, a holiday resource for low-income EWU students and a book drive for Better World Books.

## Parking

131 Tawanka Commons	509.359.PARK (7275)
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Permits for on-campus parking are obtained at 131 Tawanka Commons. Parking permits are required to park in any on-campus lot. Space is limited so apply early. Metered parking is also available. Please call the parking office for specific information on the availability of visitor or handicapped parking space. The P-12 lot located behind Woodward Stadium is a free parking lot except for special events days.

### Parking at Riverpoint

Permits available through WSU Bookie – 314 South Campus Facility Parking Services, 509.368.6999.

## University Police

101 Red Barn	509.359.6300
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The University Police Department is located at 7<sup>th</sup> and Washington in the Red Barn. Officers are on duty 24 hours a day seven days a week. The University Police Officers are commissioned and have the authority to enforce all local, state or federal laws. The administration office for the University Police Department is open to the public during regular business hours, Monday through Friday. You can call 509.359.6310 to speak to someone in police administration. University police officers can be contacted 24 hours per day by calling 509.498.9233; a police dispatcher will answer. For emergencies call 911.

Some of the services provided by the University Police are:

- Vehicle jumps
- Vehicle unlocks
- Lost and found
- Fingerprinting
- Weapons storage (for students that live on campus)
- Crime prevention awareness training
- Alcohol/drug awareness training

## Veteran Services

201 Sutton Hall	509.359.7040
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The Eastern Washington University Veteran Services Office assists veterans and their dependants in claiming education assistance through the Department of Veterans Affairs. EWU’s academic programs are approved by the Higher Education Coordinating Board’s State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. Eastern is a Servicemember’s Opportunity College (SOC), responding to the needs to graduate students who are also military personnel. The office is located in 201 Sutton Hall and can be reached at 509.359.7040.

## POLICIES

These include general university policies that apply to all students and programs as well as relevant state and federal policies.

### Academic Integrity Policy

EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The University supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review.

#### Definitions

Violations of academic integrity involve the use or attempted use of any method or technique enabling a student to misrepresent the quality or integrity of any of his or her work in the University and the program of study.

Violations of academic integrity with respect to examinations include but are not limited to copying from the work of another, allowing another student to copy from one's own work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination.

Violations of academic integrity with respect to written or other types of assignments include but are not limited to failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by faculty members; fabrication or alteration of data; or knowingly facilitating the violation of academic integrity by another.

Violations of academic integrity with respect to intellectual property include but are not limited to theft, alteration or destruction of the academic work of other members of the community or of the educational resources, materials or official documents of the University.

Arbitrator: An individual holding or having held faculty rank, appointed by the dean of graduate and undergraduate studies for the purpose of reviewing charges of academic dishonesty against a student within a prescribed time frame as either a first level reviewer or a second level reviewer.

#### Instructor(s): The instructor of record

Resolution/Appeal Form: A set of forms to be utilized to document and communicate charges of a violation of academic integrity, instructor recommendations, student responses, process options and decisions reached.

Sanctions: Penalties that may be applied in the event that a violation of academic integrity is found to have occurred. Sanctions may be combined and may include but are not limited to:

- verbal or written reprimand
- educational opportunity, such as an assignment, research or taking a course or tutorial on academic integrity
- grade penalty in a specific academic exercise
- course grade penalty
- course grade penalty of a failing course grade. A course grade penalty of a failing course grade is recorded on the transcript as an XF and counted as a 0.0 for purposes of GPA calculation. In this case the 0.0 would be a permanent part of the GPA calculation. A student may petition to have the XF on the transcript changed to a 0.0 two years after the date it is entered. A student may have the XF converted to a 0.0 prior to the end of this two-year period if the student successfully completes a course or tutorial on academic integrity. If, after completing this course, a student again receives a sanction for a violation of academic integrity, that sanction shall be a permanent part of the student's transcript.
- suspension for a definite period of time
- dismissal from the University

Sanctions involving grades in an academic exercise or a course final grade may be imposed by the instructor following the procedures outlined in this policy.

Sanctions of suspension or dismissal from the University may only be imposed by the President or the President's designated disciplinary officer who will review recommendations for suspension or dismissal prior to imposing such sanctions.

Privacy: Student privacy rights are to be strictly observed throughout these procedures. A final finding that a student has violated the Academic Integrity Policy is placed in the student's confidential academic record. Each step of the process to determine whether a violation has occurred is to remain confidential. Only those parties identified in these procedures are considered to have a "need to know" information regarding an individual student's actions.

#### Initiation of Violation of Academic Integrity/ Misconduct Hearing Process

An instructor may initiate the process to review charges of a violation of academic integrity by notifying the allegedly offending student of the charges and of the sanction proposed by the instructor. This notification shall occur within five (5) university instruction days of establishing that grounds exist that an infraction of the academic integrity code exists. Notification may be oral but must always be supported by written notification. Notification shall include a description of the alleged violation of academic integrity including appropriate dates, specification of assignment/test/exercise and any relevant evidence. The notification shall also include the specific remedy proposed by the faculty member for the misconduct. The notification shall also indicate to the student whether the instructor elects to offer resolution through Direct Instructor-Student Resolution or through External Resolution. These processes are described separately below.

#### Direct Instructor-Student Resolution

If the instructor elects Direct Resolution, the finding and proposed sanction of the instructor is considered a first level review that can be appealed to an appointed arbitrator at a second level review.

The instructor may elect to attempt resolution through direct interaction with the student. The student would so indicate that notification had been received by signing the appropriate line of the Resolution/Appeal Form.

Upon notification, the student has five (5) university instruction days to respond to the instructor.

The student may accept responsibility for the alleged action and waive the right to appeal by accepting the charges and the sanction proposed by the faculty member or a sanction mutually agreed upon. If the student agrees to Direct Resolution, the student and faculty member will sign a "Resolution/Appeal Form" and forward the completed waiver (including the sanction imposed) to the Student Judicial Officer for recording in the confidential disciplinary file of the student. The instructor will then implement the sanction.

If the student fails to respond within five (5) university instruction days, the instructor will send another copy of the written notification to the student by certified mail, return receipt requested to the most current address the student has on file with the Records and Registration Office. Failure of the student to respond within five (5) days following receipt of the written notification by certified mail, shall be interpreted as an admission of responsibility and acceptance of the instructor's proposed sanctions. If a student fails to respond within five (5) university instruction days after receipt of the written notification by certified mail the instructor shall impose the sanctions and forward a copy of the appropriately completed Resolution/Appeal form to the Student Judicial Officer.

The student may exercise the right to appeal. In the event of student appeal, the instructor and the student complete and sign the "Resolution/Appeal Form" and forward a copy to the dean of Graduate and Undergraduate Studies or designee who then appoints an arbitrator to review the charges as in the External Resolution process and the process will follow the External Resolution hearing steps.



## External Resolution

The instructor may elect to pursue charges of a violation of academic integrity against a student through the External Resolution process. This process provides an arbitrator, appointed from the University at-large, to review the relevant facts and to take statements from the instructor and the student. By referring charges for External Resolution, the instructor implicitly agrees to accept the findings of the arbitrator and the sanction determined by the arbitrator. Where possible the arbitrator shall be guided by sanctions as detailed in the instructor's syllabus.

**Initial Notification:** The instructor informs the student in initiating a violation of academic integrity charge as outlined above that the charge will be heard through External Resolution process. This notification is forwarded to the dean of Graduate and Undergraduate Studies as appropriate within five (5) university instruction days of establishing that grounds exist that an infraction of the academic integrity code exists.

**Appointment of Arbitrator:** Within five (5) university instruction days of receipt of the notification from the instructor, the dean of Graduate and Undergraduate Studies appoints an arbitrator from among qualified candidates (see definition of arbitrator) and notifies the student of an initial hearing in writing.

**Initial Hearing:** Within five (5) university instruction days of receipt of the notification from the instructor, the dean of Graduate and Undergraduate Studies or designee informs the student of the process as outlined in this policy, reviews the charges in the initial notification, informs the student of the sanction recommended by the instructor and of the range of sanctions that could be imposed by the arbitrator, apprises the student of the right to appeal and potential consequences of appeal. The dean of Graduate and Undergraduate Studies or designee ascertains that the student understands the process and the charges and documents the initial hearing.

**Student failure to respond to notice of initial hearing:** If the student fails to respond within five (5) university instruction days, the dean of Graduate and Undergraduate Studies will send another copy of the written notification to the student by certified mail, return receipt requested to the most current address the student has on file with the Records and Registration Office. Failure of the student to respond within five (5) days following receipt of the written notification by certified mail, shall be interpreted as an admission of responsibility and acceptance of the instructor's original proposed sanctions. If a student fails to respond within five (5) university instruction days after receipt of the written notification by certified mail, the dean of Graduate and Undergraduate Studies informs the instructor of this failure to respond so that the instructor may impose the sanction proposed initially.

**Arbitrator Review:** After the appointment of the arbitrator, the student may respond to the charges in a written statement submitted to the arbitrator. The student may also include any relevant written documentation, third party statements, or evidence deemed relevant to the student's interests. The arbitrator primarily reviews written evidence. The arbitrator may consult with the instructor, the student or others as the arbitrator deems appropriate to discovering the facts of the matter or to determining the nature of the alleged violation of academic integrity. The arbitrator shall conclude the review and issue a decision within ten (10) university instruction days after his/her appointment unless the faculty member and student both agree to extend the time line. All evidence collected in this process must be made available to the student and/or faculty member upon request.

**Arbitrator Decision:** After completing a review of the charges and relevant evidence, the arbitrator notifies the dean of Graduate and Undergraduate Studies or designee who in turn notifies the instructor, student and Student Judicial Officer of the arbitrator's decision and of the sanctions, if any, to be imposed.

## Appeal Rights

If the arbitrator hears the case after the student declined Direct Resolution, the arbitrator's decision constitutes an appeal of the instructor's initial sanction. This appeal is unqualifiedly available to any student dissatisfied with the instructor's proposed sanction under Direct Resolution. In this situation the first level arbitrator's decision is final and no further appeal is available. The first level arbitrator's decision is communicated to the Student Judicial Officer for implementation and recording in the student's confidential disciplinary record.

If the first level arbitrator hears the case as the result of the instructor's selection of External Resolution, the first level arbitrator's decision is considered an initial decision and may be appealed. An appeal of that decision will be heard only if at least one of the following criteria is met: 1. evidence is provided that the penalty imposed by the first level arbitrator is disproportionate to the offense; 2. evidence is provided that the first level arbitrator's decision was arrived at through a violation or misapplication of specified procedures; 3. substantial evidence is provided that the first level arbitrator's decision was unreasonable or arbitrary; and/or 4. new evidence has emerged that, had it been available at the time of the first level arbitrator's decision, might reasonably be expected to have affected that decision.

The student may request an appeal of the decision of the first level arbitrator by submitting a request for an appeal to the dean of Graduate and Undergraduate Studies or designee within three (3) university instruction days of receipt of the notification of the arbitrator's decision. Upon receipt of the student's request for an appeal, the dean of Graduate and Undergraduate Studies or designee makes an initial determination whether at least one of the four (4) criteria listed in the paragraph above may have been met. If the dean of Graduate and Undergraduate Studies or designee determines that an appeal is justified, he or she appoints a second level arbitrator within five (5) university instruction days of the receipt of the request for an appeal. The second level arbitrator reviews the written record and any additional or new documentation submitted by the student in requesting the appeal. The decision of the second level arbitrator is to be made within ten (10) university instruction days of his/her appointment and is a final ruling. It is transmitted to the dean of Graduate and Undergraduate Studies who then forwards the decision to the instructor, the student and the Student Judicial Officer for implementation and recording.

All evidence collected in this process must be made available to the student and/or instructor upon request.

## Repeat Violations

The purpose of recording charges and sanctions in the student's disciplinary record is to determine patterns of behavior. Repeat violations of academic integrity may result in more severe sanctions imposed by the instructor or arbitrator. The dean of Graduate and Undergraduate Studies or designee is considered to have a need to know of prior academic integrity violations and may request such information from the Student Judicial Officer prior to making or transmitting a decision on a pending charge.

Three sanctioned instances of a violation of academic integrity during a student's enrollment at Eastern Washington University will constitute grounds for an immediate sanction of dismissal from the University. Such action will be taken by the President or the President's designated disciplinary officer upon notification of three sanctions by the Student Judicial Officer.

## Course Withdrawal Suspended During Hearings

A student officially notified of charges of a violation of academic integrity may not withdraw from the course until the determination of responsibility is made and any sanctions are imposed. A sanction for a violation of academic integrity that affects the course grade will be applied. The student may not avoid the imposition of a sanction by withdrawing from a course. If the student is found not responsible for actions violating the Academic Integrity Policy, the student will be permitted to withdraw from the course with a grade of "W" and with no financial penalty, regardless of the deadline for official withdrawal.

### Continuation in Course Pending Final Decision

A student may continue to attend and perform all expected functions within a course (take tests, submit papers, participate in discussions and labs, etc.) while a charge of a violation of academic integrity is under review, even if the instructor recommendation is a failing grade in the course, suspension or dismissal. Full status as an enrollee in a course may continue until a sanction is imposed. Final imposition of a sanction of a failing grade in a course will result in the immediate suspension of attendance in that class by the student.

## Access to Academic Records

### Student Directory Information

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

All other information regarding a student’s record or attendance is restricted and may not be released to a third party without the student’s written permission except as allowed under the Family Educational Rights and Privacy Act of 1974. Examples of restricted information are a student’s course enrollment, the number of credits earned and any grade-related information. This policy is in compliance with federal rules and regulations and is intended to protect each student’s privacy and security. See WAC 172-190 in the appendices in the back of this catalog.

Specific details of the Family Educational Rights and Privacy Act of 1974 are available in the Records and Registration Office, 201 Sutton Hall. Also see Appendix B of this catalog.

**SPECIAL NOTE:** Students may request that directory information not be released to the public. A directory restriction can be requested in person at the Records and Registration office, 201 Sutton Hall. Students who request a directory restriction will not be sent general non-educational information from the University. University notice of Dean’s List to local papers and to the National Dean’s List will not be made for students with restrictions. For more information on the directory restriction, see the information in WAC 172-190 below and check with Records and Registration, 201 Sutton Hall, 509.359.2321.

## Credits

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

- Lecture/discussion: one hour in the classroom per week for each credit hour (two hours outside preparation expected).
- Studio (art classes): minimum two hours in the classroom per week for each credit hour (one hour of outside preparation expected per credit hour).
- Laboratory: minimum two hours in the lab per week for each credit hour (one hour of outside preparation expected per credit hour).
- Ensemble (music classes): minimum two hours per week for each credit hour (one hour of outside preparation expected per credit hour).
- Independent study: minimum three hours of work per week for each credit hour.

The proportion of time in each course assigned to lecture, studio, laboratory, independent study or ensemble is recommended by faculty of the department offering the course.

The term “quarter hour” corresponds with “credit,” “hour” or “credit hour.”

## Final Exams

Final examinations are scheduled at the end of each quarter, with the exam schedule appearing in the University’s Quarterly Announcement and on <http://eaglenet.ewu.edu> Exams must be taken during the hours and dates stated in the examination schedule.

## Grade Appeals

Except for “X” and “Y,” all grades are final and can be changed only in the case of university (instructor, clerical or administrative) error. Such corrections must be submitted by the instructor and approved by the department chair and college dean. Requests for grade corrections must be submitted to the Records and Registration Office within two quarters of the initial grade assignment.

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

The order of appeal is as follows:

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

Three people will constitute the grade appeals board. The student petitioner shall first nominate a member and then the faculty shall nominate a member. A third member mutually agreeable to both parties will then be selected. At least one of the three members must be a student. The appeal board must be held at a mutually agreeable time.

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

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

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

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

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

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

[http://cfweb.ewu.edu/policy/PolicyFiles/UGS\\_800\\_040.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/UGS_800_040.pdf)

## Grading System

### Grade Reports

At the end of each quarter, grades are available through EagleNET at [eaglenet.ewu.edu](http://eaglenet.ewu.edu), starting the Wednesday after finals. The report includes current institutional, transfer and all college cumulative GPA.

### Letter Grades

Letter grade symbols in use at Eastern are:

<b>NC</b> (No Credit)	no credit granted, no grade points assigned
<b>NR</b>	not recorded, for work in progress
<b>P</b> (Passing)	credit granted, but no grade point assigned (not used when computing GPA).
<b>W</b> (Withdrawal)	withdrawal from a course or the University (not used when computing GPA).
<b>X</b> (Incomplete)	temporary grade; special circumstances prevent the student from completing the course (not used when computing GPA).
<b>Y</b>	for thesis, research, practicum and other activities requiring more than one quarter for completion; grade assigned at completion.

Letter grades are described in detail below:

### Undergraduate Pass/No Credit (P/NC) Grade Option (Department or Program Designated)

Departments or programs may choose to designate certain courses for pass/no credit grading. Regulations for pass/no credit grading are as follows:

- The only courses which may be designated by the department as pass/no credit are non-college credit pre-university basic skills.
- A 2.0 must be earned to receive a passing grade.
- The “P” or “NC” grade will be entered on the transcript. Students receiving the “P” grade will not receive credits toward graduation. Neither the “P” nor the “NC” grade will be included in computing grade averages.

### Undergraduate Pass/Fail Grade Option (Department or Program Designated)

Departments or programs may choose to designate only certain types of courses for pass/fail grading. Regulations for pass/fail grading are as follows:

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

<ul style="list-style-type: none"> <li>Major and minor requirements except as approved by the Undergraduate Affairs Council</li> </ul>	<ul style="list-style-type: none"> <li>Required supporting courses (courses required for the major or minor but not taught by the major or minor department) except as approved by the Undergraduate Affairs Council</li> </ul>
<ul style="list-style-type: none"> <li>Professional education requirements</li> </ul>	<ul style="list-style-type: none"> <li>Writing, mathematics and computer competency and proficiency requirements</li> </ul>
<ul style="list-style-type: none"> <li>General education core requirements</li> </ul>	<ul style="list-style-type: none"> <li>University graduation requirements</li> </ul>

- The types of courses which may be designated as pass/fail are:

• Directed Studies	• Seminars	• Internships	• Workshops	• Practica
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- A 2.0 must be earned to receive a passing grade.
- A “P” grade will not be calculated in the GPA, but will serve as credits toward graduation, except for non-college credit courses. A fail (0.0) grade will be calculated in the GPA.

### Undergraduate Pass/No Credit Grade Option (Student Designated)

Students may choose the pass/no credit grading option in certain courses during the registration process. Regulations for pass/no credit grading are as follows:

- At the time of registration, students must designate the courses for which they wish to receive a pass/no credit grade. They may change this designation by the regular change of registration procedure through the seventh week of the quarter.
- Courses required for the following categories may not be taken pass/no credit:

<ul style="list-style-type: none"> <li>Major and minor requirements (except as approved by the Undergraduate Affairs Council), including courses substituted for major courses.</li> </ul>	<ul style="list-style-type: none"> <li>Required supporting courses (courses required for the major or minor but not taught by the major or minor department)</li> </ul>
<ul style="list-style-type: none"> <li>Professional education requirements</li> </ul>	<ul style="list-style-type: none"> <li>Writing, mathematics and computer competency and proficiency requirements</li> </ul>
<ul style="list-style-type: none"> <li>General education core requirements</li> </ul>	<ul style="list-style-type: none"> <li>University Graduation requirements</li> </ul>

- The minimum level of performance required to receive a grade of “P” is a 2.0. Students should be aware that performance equal to a grade between 0.7 and 1.9 will not result in a passing mark.
- The “P” or “NC” grade will be entered on the transcript. Students receiving the “P” grade will receive credits toward graduation. Neither the “P” nor the “NC” grade will be included in computing GPAs.

### Incomplete (X)

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

Faculty assignment of an “X” grade requires submission of an Incomplete Conversion Form specifying:

- The work to be completed.
- The grade to be recorded if the student does not complete the work (may be 0.0).
- The amount of time given to complete the work (e.g., one quarter, two quarters, etc.).

### Ongoing Thesis or Research Work (Y)

Students engaged in lengthy research projects or other courses that may extend for more than one quarter can be given a grade of “Y” until the project is complete and a final grade is assigned. Normally these courses are graduate research projects, theses, or internships.

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

## Numerical Grades:

Most courses at Eastern are graded numerically to the nearest tenth. A guide for equivalents are: Numeric Grade-Letter Grade Equivalent.

4.0 <b>A</b>	3.3 <b>B+</b>	2.3 <b>C+</b>	1.3 <b>D+</b>
3.9	3.2	2.2	1.2
3.8	3.1	2.1	1.1
3.7 <b>A-</b>	3.0 <b>B</b>	2.0 <b>C</b>	1.0 <b>D</b>
3.6	2.9	1.9	0.9
3.5	2.8	1.8	0.8
3.4	2.7 <b>B-</b>	1.7 <b>C-</b>	0.7 <b>D-</b>
	2.6	1.6	0.0 <b>F</b>
	2.5	1.5	
	2.4	1.4	

## Numerical Grades and Cumulative GPA

### To compute cumulative GPA:

1. Multiply numerical grade by the number of credits assigned for each course to determine the quality points for each course. Add the total number of quality points (QP). (Pass/No Credit grades are not computed in the GPA.)
2. Add the total number of numerically graded credits, for the total number of quality hours (QH).
3. Divide the total number of quality points by the total number of quality hours for the cumulative GPA.

Example:			
Grades	x	Credits (QH)	= Quality Points (QP)
3.0	x	4	= 12
2.3	x	5	= 11.5
4.0	x	2	= 8
<b>Total Credits (QH)=11</b>		<b>Total Quality Points (QP)= 31.5</b>	
<b>31.5 (QP)</b>	<b>/</b>	<b>11 (QH)</b>	<b>= Cum. GPA= 2.863</b>

## Residency

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

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

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

For more information see Appendix C of this catalog, go to the EWU Residency website at [www.ewu.edu/residency](http://www.ewu.edu/residency) or call the Residency Officer for the University at: 509.359.6586.

## Washington State Address Confidentiality Program

PO Box 257 Olympia, WA 98507-0257

360.753.2972

This program, administered by the Office of the Secretary of State, provides address confidentiality to relocated victims of domestic violence. If you qualify as a participant, the program allows you to use a substitute mailing address with mail forwarding and service assistance.

## Withdrawal from the University:

Please see the information on Schedule Changes under Records and Registration in the Student Services section of this catalog.

## FACULTY DIRECTORY

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#### Board Of Trustees

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#### The Six Colleges/School of Eastern Washington University

College of Arts and Letters  
 College of Business and Public Administration  
 College of Education and Human Development  
 College of Science, Health and Engineering  
 College of Social and Behavioral Sciences  
 School of Social Work and Human Services

#### Academic Deans

Lynn Briggs, PhD	Dean of the College of Arts and Letters
Judd A. Case, PhD	Dean of the College of Science, Health and Engineering
Alan Coelho, EdD	Dean of the College of Education and Human Development
S. James Perez, PhD	Interim Dean of the School of Social Work and Human Services
Rex D. Fuller, PhD,	Dean of the College of Business and Public Administration
Patricia M. Kelley, MLS,	Dean of Libraries
Vickie R. Shields, PhD	Dean of the College of Social and Behavioral Sciences

### Full-Time Faculty

The following list reflects the status of the Eastern Washington University faculty as of June, 2009. The date following each name is the academic year the faculty member was first hired by the university and does not necessarily imply continuous service since that time.

- \*Aamodt, Patricia — 1989 Senior Instructor of Nursing — BSN, Moorehead State University; MSN, University of North Dakota
- \*Adams, Joseph — 2001, Instructor — Nursing — BSN, Montana State University; MSN, Gonzaga University
- Adler, Diane — 1993, Senior Lecturer in English as a Second Language — BS, Bowling Green State University; MA, Western Washington University; MA, Eastern Washington University
- Adolphson, Keith V. — 2002, Associate Professor of Mathematics — BA, Gustavus Adolphus College; MA, MS, Naval Postgraduate School; PhD, University of Oklahoma
- Aiken, Kirk Damon — 2006, Assistant Professor of Marketing — BA, MBA, California State University, Northridge; PhD, University of Oregon
- Alden, Janine — 1992, Senior Lecturer in English as a Second Language — BS, Georgetown University; MA, California State University
- Aleccia, Vincent A. — 2006, Assistant Professor of Education — BA, MA, California State University, Fullerton; MA, University of San Francisco; EdD, George Fox University
- \*Allen, Carol — 1996, Clinical Associate Professor of Nursing — BS, University of California at Los Angeles; MS, University of Portland
- Almeida, Deidre A. — 2001, Director of American Indian Studies and Associate Professor of American Indian Studies — BA, PhD, University of Massachusetts; MA, Stanford University
- Alvin, Barbara — 1983, Professor of Mathematics — BA, MS, Miami University; PhD, University of Washington
- Alvy, Harvey B. — 2000, Professor of Education — BA, Yankton College; MS, City University of New York; EdD, University of Montana
- Anderson, Dennis W. — 2004, Lecturer in Psychology — BA, Gonzaga University; MS, Eastern Washington University
- Anderson, Jonathan W. — 2006, Assistant Professor of Psychology — BA, PhD, Seattle Pacific University
- Anderson, Susan K. — 2001, Librarian III, Acquisitions/Electronic Resources Librarian — BA, University of Washington; MA, University of Arizona
- Andrews, Marge E. — 2000, Senior Lecturer in Spanish — BA, University of Connecticut; MA, Southern Methodist University-
- Anton, Daniel C.—2007, Assistant Professor of Physical Therapy — BS, Northwestern University; MS, Samuel Merritt College; PhD, University of Iowa
- \*Armstrong, Merry — 1995, Associate Professor of Nursing — BSN, San Diego State University; MSN, D.N.Sc., University of San Diego
- Askman, Tom K. — 1972, Professor of Art — BAEd., B.F.A., California College of Arts and Crafts; MFA, University of Colorado

- Asthana, Vandana — 2006, Assistant Professor of Government —BA, MA, PhD, University of Kanpur, India
- Avery, Lisa — 2000, Interim Associate Dean, School of Social Work and Human Services and Professor of Social Work—BS, Ball State University; MSW, PhD, University of Illinois, Chicago
- Babcock, Garth — 1998, Associate Professor of Physical Education, Health and Recreation — BS, MS, Brigham Young University; PhD, Texas Women's University
- Babiyak, SFC Brandon D.—2008, Lecturer in Military Science
- \*Banasik, Jacquelyn — 1983, Associate Professor of Nursing — BSN, PhD, Washington State University; M.N., University of Washington
- Barnes, Bruce C. — 2006, Assistant Professor of Engineering and Design — BS, MS, University of Illinois, Urbana-Champaign; PhD, University of Idaho
- Barnes, Pamela J. — 1999, Senior Lecturer in Psychology — BA, University of San Diego; MS, Eastern Washington University
- Bartlett, Robert L. — Visiting Assistant Professor in the Africana Education Program — BA Mesa State College, Grand Junction, CO; MA, Washington State University; PhD, Gonzaga University
- Basham, D. Alan — 1995, Senior Lecturer in Counseling, Educational and Developmental Psychology — BA, MA, Biola University
- \*Bayne, M. Christina — 1974, Assistant Dean, Undergraduate Programs and Associate Professor of Nursing — BSN, College of St. Teresa; MS, University of Colorado
- Bazemore, Georgia B. — 2004, Assistant Professor of History — BA, Emory University; MA, PhD, University of Chicago
- Beecher, Blake—2008, Assistant Professor of Social Work—BSW, Weber State University; MSW, PhD, University of Utah Bermudez,
- Bhuta, Prakash H. — 1983, Professor of Biology — B.Sc., University of Bombay, Bombay, India; Dpl. Pharm. Bombay College of Pharmacy; M.Sc., University of Baroda, Baroda, India; PhD, University of Southwestern Louisiana
- Bickerstaff, Douglas D., Jr. — 1986, Associate Professor of Computer Science — BA, Phillips University; MS, University of Arkansas; MS, University of Missouri-Rolla; PhD, Kansas State University
- Bilich, Lisa A. — 2004, Assistant Professor of Dental Hygiene — BS, Eastern Washington University; MEd, University of Idaho
- Bilous, Peter T. — 2004, Associate Professor of Chemistry/Biochemistry — B.Sc., M.Sc., University of Manitoba; PhD, McGill University
- \*Bindler, Ruth C. — 1974, Director of PhD Program & Professor of Nursing — BS, Cornell University; MS, University of Wisconsin; PhD, Washington State University
- Binney, Matthew W. — 2006, Assistant Professor of English — BA, MA, University of Alabama, Birmingham; PhD, Auburn University
- Birch, Nancy J. — 1988, Professor of Decision Science — BS, University of Arizona; MBA, PhD, Arizona State University

## FACULTY DIRECTORY

- Bittrick, Irene — 1998, Director, Alcohol and Drug Studies Program and Senior Lecturer in Alcohol and Drug Studies and Director — BA, MA, Eastern Washington University
- Black, A. Ross — 1993, Professor of Biology — BS, University of Washington; MS, PhD, University of Wisconsin-Madison
- Blair, Louis F.—2007, Lecturer in Mathematics— BA, Massachusetts Institute of Technology; MS, University of Illinois; PhD, Carnegie Mellon University
- Bolte, Linda A. — 1993, Professor of Mathematics — BA, Webster College; MA, University of Northern Colorado; MS, University of Iowa; PhD, University of Missouri
- Bownds, Lynne M. — 1999, Associate Professor of Economics — BA, MA, PhD, University of Tennessee
- Bradley, Darcy H. — 2007, Assistant Professor of Education — BFA, California College of Arts and Crafts; MEd, Colorado State University, Fort Collins; PhD, Ohio State University
- Braukmann, James R. — 1984, Professor of Engineering and Design — BA/ED, MEd, Eastern Washington University; PhD, University of Idaho
- Breen, Melinda E. — 2000, Associate Professor of Engineering and Design — BA, University of Notre Dame; MA, Eastern Washington University; MFA, University of Idaho
- Briand, Geneviève — 2001, Associate Professor of Economics — BS, MS, Ecole Supérieure D'Agriculture, Angers, France; MS, University of Wyoming; PhD, Washington State University
- Briggs, Lynn — 1994, Dean, College of Arts and Letters and Professor of English — BA, MA, St. Bonaventure University; PhD, Syracuse University
- \*Brinker, Debra — Instructor in Nursing — BSN, University of Washington; MSN, University of California, San Francisco
- Brock, Barbara J. — 1987, Professor of Physical Education, Health and Recreation — BS, Graceland College; MA, University of Iowa; EdD, Indiana University
- Brown, Lu Ann — 2002, Senior Lecturer in Social Work — BA, University of Northern Iowa; MSW, Eastern Washington University
- Brown, Rebecca L. — 2004, Associate Professor of Biology — BS, George Washington University; PhD, University of North Carolina
- Brzoska, Michael — 1983, Associate Dean, School of Computing and Engineering Sciences and Professor of Engineering and Design — BS, MS in M.E., PhD, Washington State University
- Buchanan, John P. — 1984, Professor of Geology — BS, Southern Illinois University; MS, PhD, Colorado State University
- Buckingham, Polly — 2001, Senior Lecturer in English — BA, Eckerd College; MFA, Eastern Washington University
- Bunting, David C. — 1971, Professor of Economics — BS, MA, Ohio State University; MS, University of Wisconsin; PhD, University of Oregon
- Burgis, Nicholas E.—2007 Assistant Professor of Chemistry/Biochemistry — B.S., Wayne State University; Ph.D., State University of New York, Albany
- Buxton, Jeffrey W. — 2004, Lecturer in Marketing — BA, Drake University; MBA, DePaul University
- Byrnes, Edward C. — 2003, Associate Professor of Social Work — BS, MSW, PhD, University of Utah
- Cameron, Alexander B. — 1981, Professor of Accounting — BA, MBA, Eastern Washington University; PhD, University of Utah; C.P.A., C.MA
- Camp, Bernard L. — 2005, Lecturer in Alcohol Drug Studies — BS, MS, University of Wisconsin, Oshkosh
- Canada, Daniel L. — 2003, Associate Professor of Mathematics — BS, Biola University; MS, Western Washington University; PhD, Portland State University
- Capaul, Thomas B. — 2000, Senior Lecturer in Computer Science — BA, MS, Eastern Washington University
- Capetillo, Daniel — 2002, Lecturer in Social Work — BA, Central Washington University; MSW, Eastern Washington University
- \*Cardell, Becky — 1991, Clinical Associate Professor of Nursing — BSN, State University of New York-Albany; M.N., Washington State University; PhD, Rush University
- Carlberg, Karen A. — 1983, Professor of Biology — BS, University of Washington; MS, PhD, University of New Mexico
- Carnegie, Teena A. M. — 2003, Associate Professor of English — BA, University of British Columbia; MA, PhD, University of Waterloo
- Carpenter, Marilyn G. — 1997, Professor of Education — BA, California State University, L.A.; MA, Claremont Graduate School; PhD, University of Arizona, Tucson
- Case, Judd A. — 2006, Dean, College of Science, Health and Engineering and Professor of Biology — BS, MS, Humboldt State University; PhD, University of California, Riverside
- Castillo, Andrea R — 2008, Assistant Professor of Biology — BS, Albertson College of Idaho; PhD, University of Colorado
- Cebula, Larry—2008, Associate Professor of History—BA, University of Chicago; MA, Eastern Washington University; PhD, College of William and Mary
- Chantrill, Patricia — 1999, Associate Professor of Communication Studies — BA, MA, Idaho State University; PhD, Washington State University
- Chapman, Susan M. — 2004, Lecturer in Counseling, Educational and Developmental Psychology — BS, Valdosta State University; MEd, Eastern Washington University
- Chase, Matthew R. — 2000, Professor of Physical Education, Health and Recreation — BS, Oregon State University; MS, University of Oregon; PhD, Gonzaga University
- Christensen, Sandra L. — 1990, Professor of Management — BA, MBA, University of California-Berkeley; MBA, Golden Gate University; PhD, University of Washington
- \*Choppala, Sheela — 2004, Assistant Professor of Nursing — BSN, Southern College of Seventh-Day Adventists; MS, Oregon Health Science University
- Cindric, Christopher P. — 2006, Lecturer in Physical Education, Health and Recreation — BA, Radford University; MA, University of Colorado, Denver
- Clark, Christine — 1998, Lecturer in Social Work — BA, Whitworth; MSW, Boston University
- Clark, R. William — 1987, Professor of Computer Science — BS, Marietta College; MS, Washington State University; PhD, University of Washington
- Cleantous, Charalambos C. — 2007, Associate Professor of Counseling, Educational and Developmental Psychology—BA, Sterling College; MS, Fort Hays State University; PhD, University of Kansas
- Cleary, Kimberly K. — 2006, Associate Professor of Physical Therapy — BA, University of California, Santa Barbara; MPT, Chapman University; PhD, Idaho State University
- Cleveland, Lesli H. — 2007, Assistant Professor of Communication Disorders — BA, Emory University; MA, PhD, Louisiana State University
- Clute, Mary Ann — 2000, Assistant Professor of Social Work — BA, Washington State University; BA, MSW, Eastern Washington University; PhD, Case Western Reserve University
- Coelho, Alan J. — 1992, Dean, College of Education and Human Development and Professor of Physical Education, Health and Recreation — BA, MA, California State University, Fresno; EdD, University of Northern Colorado
- Cogley, John P. — 1978, Professor of Physical Education, Health and Recreation — BA, Iowa State University; MA, University of Iowa; EdD, University of Northern Colorado
- Colvin, Karen A. — Lecturer in Physical Education, Health and Recreation — BS, MS, Eastern Washington University
- Conlin, Michael F. — 2000, Associate Professor of History — BA, Miami University; MA, PhD, University of Illinois, Urbana-Champaign
- Coogan, Kelly — 2009, Lecturer in Women's and Gender Studies, B.A. Duke University, 2002, Ph.D. Candidate at Rutgers University
- Coomes, Jacqueline R. — 2005, Assistant Professor of Mathematics — BS, University of California, Davis; MS, Eastern Washington University; PhD, Washington State University
- Cooney, Vance — 1999, Associate Professor of Management Information Systems — BA, Eastern Washington University; PhD, University of Arizona
- \*Corbett, Cynthia — 1996, Associate Professor of Nursing — BA, Carroll College; M.N., Whitworth College; PhD, Loyola University
- Corkill, Jeffrey A. — 1981, Professor of Chemistry/Biochemistry — BA, MA, University of Cambridge, Churchill College; MS, University of Washington; PhD, Exeter University
- Cote, Kathleen — 2007, Lecturer in Social Work — BA, University of Washington
- Couraud, Thomas K. — 2005, Lecturer in Engineering and Design — BA, MS, Eastern Washington University
- Coy, Jimmie L. — 2000, Senior Lecturer in English — BAE, MA, Eastern Washington University

FACULTY DIRECTORY

- Crews, S. Dean — 2006, Assistant Professor of Counseling, Educational and Developmental Psychology — BA, University of Alaska, Anchorage; MA, University of California, Riverside
- Crofoot, Thomas L. — 2004, Associate Professor of Social Work — BA, The Evergreen State College; MSW, Portland State University; PhD, University of Washington
- Cullen, Kelley L.—Assistant Professor of Economics—BS, MS, MA, Eastern Michigan University
- Cutler, Cynthia M. — 1981, Professor of Integrative Studies — BS, Eastern Washington University; MS, University of Washington; PhD, Gonzaga University
- Dachyshyn, Darcey M. — Assistant Professor of Education — BA, University of Alberta; MA, Taylor Seminary; PhD, University of Alberta
- Dalla, Ronald H. — 1970, Vice Provost Graduate Education, Research, Academic Planning and Evaluation, Professor of Mathematics — BA, Fort Lewis College; MEd, Washington State University; MS, PhD, University of Wyoming
- Dalley, Mahlon B. — 1996, Associate Professor of Psychology — BS, MS, Utah State University; PhD, University of Northern Colorado
- \*Daratha, Kenneth B. — 2007, Assistant Professor of Nursing — BA, MBA, Eastern Washington University; PhD, Washington State University
- Davis, Diane R. — 1992, Professor of Social Work — BA, University of Oregon; MSS.W., University of Texas at Austin; PhD, University of Texas at Austin
- \*Dawson, Lorrie — 2004, Assistant Professor of Nursing— BSN, MS, Brigham Young University; PhD, University of Utah
- Dean, Robert D. — 2001, Associate Professor of History — BA, University of Colorado; MA, PhD, University of Arizona
- Decker, Kevin S. — 2005, Assistant Professor of Philosophy — BA, McKendree College; PhD, St. Louis University
- DeHaas, Jocelyn H. — 2008, Lecturer in Anthropology — BS, Montana State University; MA, PhD, University of New Mexico
- DelGiudice, Todd T. — 2005, Assistant Professor of Music — BM, University of Miami; MM, University of Oregon
- Denton, Travis T.— 2007, Assistant Professor of Chemistry/Biochemistry—BS, Central Washington University; PhD, University of Montana
- DeVuono, Lanny — 1991, Professor of Art — BA, Antioch University; MFA, Mills College
- DiMarco, Arthur C. — 2002, Director, RIDE Program, Associate Professor of Dental Hygiene — BS, Dickinson College; D.M.D., Medical University of South Carolina
- Djatej, Arsen M. — 2007, Assistant Professor of Accounting — BA, MA, Moscow State University of International Relations, Russia; MBA, MS, Boise State University; PhD, Ohio University
- Donnerberg, Jeffrey L. — 1990, Associate Professor of Engineering and Design — BS, Bowling Green State University; MA, EdD., University of Minnesota
- Doron, Michael E. — 2009, Assistant Professor of Accounting and Information Systems — BA, Miami University; MAcc, Case Western Reserve University
- Dorwin, John T. — 2003, Lecturer in Anthropology — A.B., MA, PhD, Indiana University
- \*Doutrich, Dawn — 1998, Associate Professor of Nursing — BSN, ICN/Washington State University College of Nursing; MS, PhD, Oregon Health Sciences University
- Dowd, Diane S. — 1995, Professor of Mathematics — BA, Asbury College; MA, California State University; PhD, Washington State University
- Dowd, Joe E. — 1999, Associate Professor of Accounting — BS, Central Washington University; MBA, University of Georgia; PhD, University of Texas, Austin
- Duman, Carl J. — 2004, Lecturer in Social Work — BA, Mount Angel Seminary College; Bachelor of Theology, Universitas de San Tommaso in Urbe (Angelicum University) in Rome, Italy; Master of Theology, Universitas Gregoriana (Gregorian University), Rome; MSW, Portland State University
- DuMonthier, Greg T. — 2006, Assistant Professor of Art — BA, Milwaukee Institute of Art and Design; MA, Alfred University
- \*Dupler, Alice — 2001, Clinical Associate Professor of Nursing — BSN, Eastern Washington University; MSN, University of Portland
- Durfee, Jason K. — 2004, Associate Professor of Engineering and Design — BS, MS, Brigham Young University
- Eager, Wendy M. — 1998, Senior Lecturer in Management — BA, State University of Potsdam; MS, State University of New York, Binghamton; PhD, Pennsylvania State University
- Eagle, David M. — 1989, Associate Professor of Finance — BA, University of Montana; MA, PhD, University of Minnesota
- \*Eddy, Linda — 2004, Assistant Professor of Nursing — BSN, Oregon Institute of Technology; MSN, California State University; PhD, Oregon State University
- Edquist, Kristin — 2003, Associate Professor of Government — BA, University of Puget Sound; MA, PhD, University of Washington
- Ehrmin, Mary C. — 2005, Lecturer in Social Work — BM, University of Southern California; MSW, University of Washington
- Eisele, Rita L. — 2006, Assistant Professor of Mathematics — BS, MS, PhD, Indiana State University
- \*Eide, Phyllis J. — 2002, Associate Professor of Nursing — BSN, Pacific Lutheran University; MS, University of Hawaii; PhD, University of Colorado
- El-Alayli, Amani — 2003, Associate Professor of Psychology — BA, University of Michigan; MA, PhD, Michigan State University
- Elder, Dana C. — 1984, Director, University Honors Program and Professor of English — BA, MA, University of Washington; PhD, Washington State University.
- Ellsworth, Jane E. — 2006, Assistant Professor of Music — BM, MM, Cleveland Institute of Music; DMA, PhD, The Ohio State University
- \*Emerson, Roberta — 1981, Associate Professor of Nursing — BSN, M.N., University of Washington; PhD, Gonzaga University
- Erikson, Nancy — 1994, Senior Associate in Physical Therapy — BS, Kansas State University; Certificate of Physical Therapy, Mayo Foundation School of Physical Therapy; MS, University of North Dakota
- Feeney, Kendall — 1995, Senior Lecturer in Music — BM, MM, University of Southern California
- Fillmore, Bradley J. — 2008, Lecturer in Biology — BS, Brigham Young University; MS, Idaho State University
- Finnie, Scott M. — 2002, Associate Professor of Africana Education Program — BA, MA, PhD, Gonzaga University
- Fisher, CPT Alexander R. — 2008, Lecturer in Military Science — BS, University of Wyoming
- \*Fitzgerald, Cynthia E. — 2008, Assistant Professor of Nursing — BSN, Washington State University; College of Nursing; MSN, Gonzaga University; PhD, University of Wisconsin-Milwaukee
- Flaherty, Laurie J. — 2005, Visiting Assistant Professor of Biology — BS, MS, PhD, Washington State University
- Flinn, Anthony M. — 1991, Professor of English — BA, Grinnell College; MA, PhD, University of Washington
- Folsom, Michael M. — 1970, Professor of Geography — BS, Portland State University; MA, PhD, Michigan State University
- Forsyth, Grant D. — 1999, Professor of Economics — BA, Central Washington University; MBA, University of Oregon; PhD, Washington State University
- Foster, Erin M. — 2001, Lecturer in Music — BMus, University of Idaho 1984; MA, Eastern Washington University
- \*Franck, Debra — 2004, Instructor in Nursing — BSN, Washington State University Intercollegiate College of Nursing; MSN, Gonzaga University
- Frankenfield, Kathryn P. — 2004, Lecturer in Occupational Therapy — BS, University of Washington
- Fuller, Donald R. — 2004, Professor of Communication Disorders — BSE, MSP, Arkansas State University; PhD, Purdue University
- Fuller, Rex D. — 2006, Dean, College of Business and Public Administration and Professor of Urban Planning, Public and Health Administration — BA, California State University, Chico; PhD, University of Utah
- \*Fulton, Anna — 1996, Instructor in Nursing — BSN, Washington State University Intercollegiate College of Nursing; MSN, Gonzaga University
- Gady, Steven M. — 2008, Lecturer in Accounting & Information Systems — BA, MBA, Eastern Washington University; MIM, Whitworth University
- Gallimore, Courtney L. — 2005, Visiting Assistant Professor of Economics — BA, Florida International University; MS, University of Illinois, Urbana-Champaign; PhD, Iowa State University
- Galm, Jerry R. — 1991, Professor of Anthropology — BA, Michigan State University; MA, PhD, Washington State University
- Gambill, Jack H. — 2006, Lecturer in Accounting — BA, MBA Washington State University

## FACULTY DIRECTORY

- Garcia, Armando — 2007, Assistant Professor of History — BA, Boston University; MA, Florida Atlantic University; PhD, Washington State University
- Garcia, Martin M.—2007, Visiting Assistant Professor of Government — BA, Eastern Washington University; MA, PhD, Washington State University
- Garcia-Sanchez, Jose Maria — 1998, Professor of Spanish — Licenciado, University of Salamanca; MA, PhD, Arizona State University
- Garraway, W. Dale — 2003, Associate Professor of Mathematics — BS, Simon Fraser University; MS, PhD, Dalhousie University
- Gentle, Ronald S. — 1990, Professor of Mathematics — BS, University of Toronto; MS, PhD, University of British Columbia
- Gersh, Meryl R. — 1986, Professor of Physical Therapy — BS, State University of New York at Buffalo; M.MS, Emory University
- Geyer, Terence L.D. — 2008, Lecturer in Engineering and Design — BS, MEd Eastern Washington University
- Gibson, Flash — 1971, Professor of Biology — BA, Eastern Washington University; MA, PhD, Oregon State University
- Gilliland, Merle D. — 2008, Lecturer in Engineering and Design — BS, California Polytechnic State University
- Gilmour, Ernest H. — 1967, Professor of Geology — BS, University of Southern California; MS, PhD, University of Montana
- Goering, David K. — 1990, Senior Lecturer in Mathematics — BA, University of Kansas; MS, Eastern Washington University
- Goff, Sara E.—2007, Assistant Professor of Theatre — BS, Central Washington University; MFA, Western Illinois University
- Goldman, John A. — 2008, Lecturer in Justice Studies — BA, Eastern Washington University; MA, Washington State University
- Gomez Giraldo, N. Julian — 2008, Assistant Professor of Music — BA, Universidad Pedagogica Nacional; MMus, Texas Christian University
- Gorton, M. David — 1999, Senior Lecturer in Accounting — BA, Western Washington University; MBA, Eastern Washington University
- Graham, Michael C. — 2000, Senior Lecturer in Mathematics — BA, MS, Eastern Washington University
- Graves, Jody C. — 2003, Associate Professor of Music/Piano — BM, Eastern Washington University; MM, Catholic University of America; D.M., Eastman School of Music
- Green, Paul J. — 1981, Professor of Physical Education, Health and Recreation — BA, Eastern Washington University; MA, University of Northern Colorado; EdD, University of Oregon
- Greene, Logan D. — 2004, Assistant Professor of English — BA, University of California, Berkeley; MA, University of Oregon; PhD, University of New Mexico
- Grinder, Brian E. — 1992, Associate Professor of Finance — BA, Big Sky Bible College; MA, MBA, Fort Hays State University; PhD, Washington State University
- \*Guido, Ginny—2007, Assistant Dean/Regional Director of Nursing Programs-Van — BSN, Incarnate Word College, San Antonio; MSN, Catholic University of America; JD, South Texas College of Law
- Guillory, Raphael M. — 2002, Associate Professor of Counseling, Educational and Developmental Psychology — BA, Eastern Washington University; MEd, PhD, Washington State University
- Haberman, Mel — 1998, Professor — BSN, Washington State University; M.N., PhD, University of Washington
- \*Hahn, Laura — 1991, Clinical Assistant Professor of Nursing — BSN, Washington State University; MSN, University of Portland
- Hake, Eric R.—2008, Assistant Professor of Economics — BA, PhD, The University of Tennessee, Knoxville
- Hamel, Ray O. — 1970, Professor of Computer Science — BS, MS, University of Wisconsin, Madison; PhD, University of Oregon
- Hammermeister, Jon J. — 1999, Professor of Physical Education, Health and Recreation — BA, University of California, San Diego; MS, PhD, University of Idaho
- Hammond, Daniel J. — 2008, Lecturer in Dental Hygiene — BS, Black Hills State University; MS, Northern State University, Aberdeen; DMD, Oregon Health Sciences University, School of Dentistry
- Hancock, Thomas V. — 2004, Associate Professor of Biology — BS, Willamette University; BS, MS, Portland State University; PhD, University of Colorado, Boulder
- Hansen, Christian K. — 1993, Professor of Mathematics — MS, PhD, The Technical University of Denmark
- Hasan, Syed M. Jameel — 1969, Professor of Management — BCommerce, MCommerce, University of Karachi; MBA, University of Southern California
- Haskins, Tara L. — 2002, Lecturer in Education — BA, Northwestern College; MEd, Eastern Washington University; PhD, Washington State University
- Hathaway, Nancy — 2001, Assistant Professor of Art — BA, Eastern Washington University; MFA, University of Idaho
- Hauge, Rodger C. — 2001, Senior Lecturer in Education — BA, University of California, Santa Barbara; BS, Central Washington University; MS, Eastern Washington University
- Hawley, Thomas M. — 2003, Associate Professor of Government — BA, Whitman College; MA, PhD, University of Hawaii, Manoa
- Hazelbaker, Chadron B. — 2006, Assistant Professor of Physical Education, Health and Recreation —BA, Whitworth College; MA, Idaho State University; PhD, Gonzaga University
- Headley, James E. — 1999, Professor of Government — BA, University of Washington; J.D., Gonzaga University School of Law
- Heady, Margaret L. — 1999, Associate Professor of French — BA, MA, University of Colorado, Boulder; PhD, University of Massachusetts, Amherst
- Hechtman, Todd A. — 1999, Associate Professor of Sociology — BA, Northwestern University; MA, PhD, University of California, Santa Barbara
- Heckler, Jennifer — 2008, Visiting Assistant Professor in English — BA, MA, Eastern Washington University; MA, University of Arizona
- Hering, Seville— 2004 Lecturer in Communication Studies — BA, MS, Eastern Washington University
- Hermes, Jenifer — Assistant Professor of Modern Languages and Literatures (English Language Institute) — BA, Vassar College; MA, University of Washington; MEd, Temple University; PhD, University of Washington
- Hernández, José L. — 2007, Lecturer in Chicano Studies — MDiv, St. Thomas University
- Hernandez-Peck, Maria C. — 1981, Associate Professor of Social Work — BA, Barry College; MSS.W., University of Louisville; PhD, University of Denver
- Herr, Charles M. — 1994, Associate Professor of Biology — BS, University of Wyoming; PhD, Washington State University
- Heyen, Neil — 1995, Senior Lecturer in English as a Second Language — BA, Shimer College; MA, University of Illinois
- Hicks, Gail F. — 1974, Professor of Psychology — BS, Michigan State University; MS, PhD, Washington State University
- Hindley, Helen E.—2006, Lecturer in Education — BAE, Washington State University; MEd, Whitworth College
- \*Hirsch, Anne — 1998, Professor of Nursing and Senior Associate Dean for Academic Affairs — BSN, Washington State University; MSN, University of Washington; D.N.S., University of Indiana
- \*Hoeksel, Renee — 1990, Assistant Dean RN-BSN Program/Professor of Nursing — BSN, Southern Oregon State College; M.N., PhD, Oregon Health Sciences University
- Holmes, Jeffrey — 2003, Senior Lecturer in English — BA, MA, Eastern Washington University
- Holmes, Wendy M. — 1999, Associate Professor of Occupational Therapy — BS, University of North Dakota; MS, University of Colorado Health Sciences Center; PhD, Gonzaga University
- Horner, William C. — 1976, Professor of Social Work — BS, University of Oregon; MSW, California State University-San Diego; D.S.W., University of California, Berkeley
- Hossain, N.M. Awwad — 2008, Assistant Professor of Engineering and Design — BS, Bangladesh University of Engineering and Technology; MS, PhD, South Dakota School of Mines and Technology
- Houndonougho, Yao A. — 2008, Assistant Professor of Chemistry and Biochemistry — BS, MS, University of Abidjan; PhD, University of Kansas, Lawrence
- Houser, Brian D. — 1990, Professor of Physics — BS, University of Michigan; MS, PhD, University of Washington
- Howell, Christopher — 1996, Professor of English/Creative Writing — BS, Oregon State University; MA, Portland State University; MFA, University of Massachusetts
- Hoyt, Stephen V. — 2008, Assistant Professor of English — BA, Post College of Long Island University; MA, PhD, State University of New York, Stony Brook



## FACULTY DIRECTORY

- Hudnall, Carolyn — 2000, Lecturer in Social Work — BA, Whitworth College; MSW, University of British Columbia
- Hurand, Fred A. — 1977, Professor of Urban and Regional Planning — B. Arch., Ohio State University; M.U.R.P., University of Washington; PhD, Pennsylvania State University
- Huttenmaier, Kathleen — 1993, Senior Associate in History and Women's Studies — BA, MA, Eastern Washington University
- Hwang, H.J. Kristine — 2008, Assistant Professor of Engineering and Design — BA, San Diego State University; Med, Hanyang University; MFA, Rochester Institute of Technology
- Hyde, Jenny L.—2007, Assistant Professor of Art. BFA, Cornish College of the Arts, Seattle; MFA; Alfred University, New York
- Imamura, Kosuke — 2003, Associate Professor of Computer Science — BS, Christopher Newport College; MS, Western Washington University; PhD, University of Idaho
- Inoue, Atsushi — 2002, Associate Professor of Computer Science — BS, MS, Eastern Washington University; PhD, University of Cincinnati
- Islam-Zwart, Kayleen A. — 2001, Associate Professor of Psychology — BS, Mankato State University; MS, Idaho State University; PhD, University of Idaho
- Jackson, Nick — 1996, Professor of Counseling, Educational and Developmental Psychology — BA, MA, PhD, University of Kansas
- Jackson, Roberta A. — 1999, Senior Lecturer in Communication Disorders — BA, MA, University of California, Santa Barbara
- Jackson, Sarah C. — 2007, Assistant Professor in Dental Hygiene — BS, Eastern Washington University; MS, Idaho State University
- Jansen, G. Goliada — 1992, Professor of Social Work — BA, C.I.C.S.A., School of Social Work and Human Services, Amsterdam; MSW, Eastern Washington University; PhD, University of Illinois, Urbana-Champaign
- \*Johns, Carol — 1996, Director of Professional Development - Nursing — BSN, Pennsylvania State University; MSN, University of Maryland
- Johnson, Jonathan L. — 1999, Associate Professor of English/Creative Writing — BS, MA, Northern Michigan University; PhD, Western Michigan University
- \*Johnson, Mary Jayne — 2006, Assistant Professor of Nursing — BS, MS, Brigham Young University; PhD, University of Utah
- Johnson, Molly K. — 2008, Assistant Professor of English — BA, University of St. Thomas; MA, PhD, Texas A & M University
- Johnston, Martha Ann — 2006, Assistant Professor of Health Services Administration — BS, Neumann College; MS, MBA, Widener University; PhD, Pennsylvania State University
- \*Jones, Margaret — 1998, Instructor in Nursing — BSN, M.N., Washington State University Intercollegiate College of Nursing
- Kamp, Brian A. — 2002, Lecturer in Computer Science — BA, MS, Eastern Washington University
- \*Kaplan, Louise — 2001, Associate Professor of Nursing — BA, Simmons College Boston; MN, University of Washington; PhD, Brandeis University
- \*Kardong-Edgren, Suzan — 2006, Assistant Professor of Nursing — BSN, University of Nevada MS, PhD, Texas Woman's University
- Karier, Thomas M. — 1981, Director of the Center for Natural Resources and Professor of Economics — BS, University of Illinois, Urbana-Champaign; MA, PhD, University of California, Berkeley
- Kasuga, Sidney K. — 1970, Professor of Biology — BA, Lewis and Clark College; MS, PhD, University of Montana
- \*Katz, Janet — 1999, Associate Professor of Nursing — BSN, Intercollegiate College of Nursing; MSN, PhD, Gonzaga University
- Kawaguchi, Jeffrey K. — 2003, Assistant Professor of Physical Education, Health and Recreation — BS, Washington State University; BS, Northwestern University; MEd, PhD, University of Virginia
- Keller, Sarah A.C. — 1966, Professor of Anthropology — A.B., Lawrence College; PhD, Harvard University
- Kelley, Patricia M. — 1994, Dean of Libraries and Chief Information Officer and Librarian IV — BA, University of Colorado; M.L.S., University of Maryland; MA, George Washington University
- Kelley, William J. — 1978, Professor of Urban and Regional Planning — BA, Pan American University; M.U.R.P., Texas A and M University
- Kenney, Garrett C. — Associate Professor of English/Religious Studies — R.BA, Whitworth College; B.D., Spokane Bible College; MA, PhD, Gonzaga University
- Keogh-Hoss, Mary Ann — 2002, Associate Professor of Health Services Administration — BA, Creighton University; MS, Eastern Washington University; PhD, Gonzaga University
- Kiefer, Dean B., Jr. — 2001, Associate Professor of Finance — BE, Stevens Institute of Technology; MA, University of Toledo; MBA, University of Akron; PhD, University of New Orleans; C.F.A.
- Kieffer, Linda M. — 1989, Interim Provost for Academic Administration and Professor of Computer Science — BA, MS, Eastern Washington University; PhD, University of Idaho
- Kieswetter, James K. — 1968, Professor of History — BM, MA, PhD, University of Colorado
- Kirby, Christopher C. — 2008, Assistant Professor of Philosophy — MA, University of South Florida; BA, PhD, University of North Florida
- Kissling, Elizabeth A. — 1993, Professor of Communication Studies — AB, AM, PhD, University of Illinois-Urbana
- Klyukanov, Igor E. — 1999, Professor of Communication Studies — BA, MA, Tver State University, Russia; PhD, Saratov State University, Russia
- Koh, Min-Sung — 2002, Associate Professor of Engineering and Design — BE, MS, Ulsan University, Ulsan, South Korea; PhD, Washington State University
- Kohler, Elizabeth S. — 1999, Associate Professor of Occupational Therapy — BA, Ohio University; MS, University of Puget Sound; Ed.D., University of Montana
- Kolts, Russell L. — 1999, Professor of Psychology — BS, Oklahoma State University; MA, PhD, University of Mississippi
- Kraft, Wayne B. — 1968, Professor of German — BA, Washington State University; MA, University of Washington; PhD, University of Illinois, Urbana-Champaign
- Kreider, Carri—2008, Lecturer in Physical Education, Health and Recreation—BEd, Gonzaga University; MA, Emporia State University
- Krkovich, Christine L. — 2005, Assistant Professor of Communication Disorders — BA, MA, Washington State University, PhD, Gonzaga University
- Krug, Gary J. — 2002, Associate Professor of Communication Studies — BA, University of Southern Mississippi; MA, PhD, University of Illinois, Urbana-Champaign
- Kusz, Natalie — 2001, Associate Professor of English/Creative Writing — BA, MFA, University of Alaska, Fairbanks
- Lake, Hayley N.—2008, Lecturer in Alcohol and Drug Studies — BS, MS, Eastern Washington University
- Lam, Pui-Yan — 2001, Associate Professor of Sociology — BA, San Jose State University; MA, PhD, Washington State University
- Lane, Jane M. — 2005, Lecturer in Mathematics — BA, University of Washington; MS, Montana State University, PhD, Washington State University
- Lange, David J. — 2008, Lecturer in English — BA, Washington State University; MA, Eastern Washington University
- LaPier, Tanya L. Kinney — 2003, Associate Professor of Physical Therapy and Distinguished Professor of Physical Therapy — BS, Ithaca College; MS, State University of New York, Buffalo; PhD, Idaho State University
- Lattimore, Sheryl — 2001, Senior Lecturer in English as a Second Language — BA, Gonzaga University; MA, Eastern Washington University
- LeBar, Ann — 1991, Associate Professor of History — BA, University of Montana; MA, PhD, University of Washington
- Lee, Hyung Sook — 2008, Assistant Professor of Mathematics — BS, Seoul National University; MS, Korea Advanced Institute of Science and Technology; PhD, University of Georgia
- Lee, Theresa L. — 2006, Lecturer in Social Work — BSW, Lewis Clark State College; MSW, Eastern Washington University
- Lemelin, Robert J., Jr. — 1999, Lecturer in Computer Science — BAE, MEd, Eastern Washington University
- Leonard, Bethany A. — 2002, Senior Lecturer in Counseling, Educational and Developmental Psychology — BA, Whitworth College; MEd, Eastern Washington University
- Ligon, Samuel W. — 2004, Assistant Professor of English/Creative Writing — BA, University of Illinois, Urbana-Champaign; MA, University of New Hampshire; MFA, New School University, New York
- Limpaphayom, Wanhanee — 2005, Assistant Professor of Management — B.BA, Chulalongkorn University, Bangkok, Thailand; MBA, University of Wisconsin, Whitewater; PhD, University of Mississippi

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- Lindeskugel, Dale M. — 1987, Professor of Sociology — BSEd, Minot State College; MA, University of North Dakota; PhD, University of Montana
- Lindholdt, Paul — 1994, Professor of English — BA, MA, Western Washington University; PhD, Pennsylvania State University
- Liu, Jing-Qiu — 1998, Professor of Education — BA, Shanxi University; MS, PhD, Iowa State University
- Loendorf, William R. — 2002, Associate Professor of Engineering and Design — BS, University of Wisconsin-Parkside; MS, Colorado State University; MBA, Lake Forest Graduate School of Management; PhD, Walden University
- Logan, Judy K. — 1996, Associate Professor of English — BA, Whitworth College; MA, Eastern Washington University; PhD, University of North Carolina, Chapel Hill
- \*Lohan, Janet — 1997, Clinical Associate Professor of Nursing — BSN, Georgia State University; MS, PhD, University of Washington
- Loke, Vernon — 2009, Assistant Professor in Social Work — BA, BSocSc, MSocSc, National University of Singapore
- Loste, Barbara M. — 2007, Lecturer in Spanish — BA, Immaculate Heart College; BS, Endicott Jr. College; MA Universidad Nacional Autonoma de Mexico; PhD, Gonzaga University
- Love, Daniel E. — 2004, Lecturer in Chemistry/Biochemistry — BS, Grove City College; PhD, University of Pittsburgh
- \*Lungstrom, Naomi — 1998, Clinical Assistant Professor of Nursing — BSN, Pacific Lutheran University; M.N., University of Washington
- Luton, Lawrence (Larry) S. — 1984, Professor of Public Administration — BS, University of Tennessee; MA, PhD, Claremont Graduate School
- Mackelprang, Romel W. — 1987, Professor of Social Work — BS, MSW, D.S.W., University of Utah
- MacMullan, Terrance — 2002, Associate Professor of Philosophy — BA, Hamilton College; MA, PhD, University of Oregon
- Mager, John — 1987, Professor of Marketing — BS, California State University, Northridge; MS, PhD, University of Oregon
- Maldonado, Rachel L. — 1999, Associate Professor of Marketing — BA, MBA, Eastern Washington University; PhD, Washington State University
- Manson, Jamie L. — 2003, Associate Professor of Chemistry/Biochemistry — BS, Eastern Washington University; PhD, University of Utah
- Marchand-Martella, Nancy E. — 1995, Professor of Counseling, Educational and Developmental Psychology — BA, Purdue University; MS, Southern Illinois University; PhD, Utah State University
- Marinucci, Mary Ellen — 2000, Associate Professor of Women's and Gender Studies and Philosophy — BA, University of Delaware; PhD, Temple University
- Marrison, Lori A. — 2006, Lecturer in Social Work — BA, Columbia College; MSW, Eastern Washington University
- Marshall, John — 1994, Professor of Music — BM, Indiana University; MM, Yale University
- Martella, Ronald C. — 1995, Professor of Counseling, Educational and Developmental Psychology — BA, Fort Lewis College; MS, Southern Illinois University; MBA, PhD, Utah State University
- Martin, Dolores Tremewan — 2001, Professor of Public Administration — BS, MA, University of Nevada; PhD, Virginia Polytechnic Institute and State University
- Martin, Theresa J. — 1991, Professor of Psychology — BS, MS, PhD, Iowa State University
- \*Mason, Anne — 2005, Instructor in Nursing — BSN, MSN, Washington State University Intercollegiate College of Nursing
- Mason, John B. — 2007, Vice President for Academic Affairs and Provost and Professor of English — BA, University of Northern Colorado; MA, DA, PhD, University of Oregon
- Matthews, John D. — 2005, Associate Professor of Social Work — BSW, North Carolina; MSW, Radford University; PhD, Virginia Commonwealth University
- Matos, Joanna J. — 2008, Assistant Professor of Biology — BS, University of Utah; MS, Washington State University; PhD, University of Florida
- May, David A. — 1999, Professor of Government — BA, Whitman College; MA, PhD, Washington State University
- McCollum, Linda B. — 1983, Professor of Geology — BS, MS, University of California, Davis; PhD, State University of New York, Binghamton
- McDermid, Melissa E. — 2004, Lecturer in Mathematics — BA, MS, Eastern Washington University
- McGinty, Robert L. — 1980, Professor of Management — BS, MS, University of Idaho; PhD, University of Denver
- McGonigle, William J. — 1978, Associate Professor of Accounting — BA, BS, MA, University of Arizona; J.D., Gonzaga University; C.P.A., State of Washington
- McGoran, Ernest C. — 1966, Professor of Chemistry/Biochemistry — BS, University of Oregon; PhD, University of California, Berkeley
- McHenry, Tracey A. — 2000, Associate Professor of English — BA, University of Portland; MA, PhD, Purdue University
- McKean, Heather R. — 1988, Senior Associate in Biology — BS, BAE, MS, Eastern Washington University
- McLaughlin, Donald R. — Lecturer in Theatre — BA, Eastern Washington University; MA, University of South Carolina
- McNeal, Jeni R. — 2000, Professor of Physical Education, Health and Recreation — BS, Eastern Washington University; MS, PhD, University of Utah
- McNeely, Camille C. — 2006, Assistant Professor of Biology — BS, University of Texas, Austin; PhD, University of California, Berkeley
- McRae, Robin P. — 1992, Professor of Chemistry/Biochemistry — BS, University of Puget Sound; PhD, University of California, Berkeley
- Megaard, Susan L. — 1984, Professor of Accounting — BA, College of the Pacific; J.D., University of Washington; L.L.M., Georgetown University Law Center
- Mehlert, Virginia L. — 2004, Lecturer in Counseling, Educational and Developmental Psychology — BS, MS, Eastern Washington University
- Melville, D. Scott — 1981, Professor of Physical Education, Health and Recreation — BS, MS, Slippery Rock State College; PhD, University of Iowa
- Meyer, Nadean J. — 2006, Librarian II — BA, Washington State University, BA, Eastern Washington University; MLS, University of Oregon
- Middleton, Jonathan N. — 1999, Associate Professor of Music — BA, Hampshire College; MA, University of California, Santa Barbara; D.M.A, Columbia University
- Miller, Barbara S. — 1972, Professor of Art — A.B., MA, PhD, University of Missouri
- Miller, Ielleen R. — 2006, Librarian II — BA, University of Washington; MLS, Rutgers University
- \*Miller, Kris — 1988, Associate Professor of Nursing — BSN, University of Utah; MSN, University of Kentucky; D.N.S, Indiana University
- Millet, LTC M. David — 2005, Professor of Military Science — BS, Seattle University; MS, Troy State University
- Milton, Suzanne — 1992, Librarian III and Head of Reference and Instruction — BA, California State University, Long Beach; M.L.S., North Texas State University
- Mizner, Ryan L. — 2004, Assistant Professor of Physical Therapy — BS, Montana State University; M.P.T., PhD, University of Delaware
- Monroe, Sarah L. — 2007, Assistant professor of Electronic Media and Film — BA, The Evergreen State College; MFA, Temple University
- Moore, Marion E. — 1998, Associate Professor of Counseling, Educational and Developmental Psychology — BA, Scripps College; MEd, PhD, Utah State University
- Morgan, Debra D. — 2000, Senior Lecturer in Management Information Systems — BAE, MEd, Eastern Washington University
- Morley, Lauren V. — 2000, Associate Dean, College of Education and Human Development and Professor of Physical Education, Health and Recreation — BS, California State University, Sacramento; MS, Washington State University; EdD, University of Northern Colorado
- Morris, DeAnne M. — 2008, Lecturer in Mathematics — BS, MS, PhD Washington State University
- Morris, Lynne Clemmons — 1983, Associate Professor of Social Work — BA, Oberlin College; MSW, PhD, University of Michigan
- Mortier, Patricia A. — 2000, Lecturer in Music — BM, Eastman School of Music, Rochester, N.Y.
- Moulton, Francis A. — 2006, Library Associate — BA, Charter Oak State College; MLS, Southern Connecticut State University
- Mullasseril, Paul M. — 2008, Assistant Professor of Dental Hygiene — BDS, MDS, Bombay University; MS, DDS, University of Oklahoma
- Mullin, Thomas W. — 1991, Professor of Electronic Media and Film — BS, MA, University of Wyoming
- Mulvany, Megan N. — 1985, Senior Lecturer in English as a Second Language — BAE, MEd, Eastern Washington University

## FACULTY DIRECTORY

- Munson, Doris — 2003, Librarian II, Systems/Reference Librarian — BS, Oregon State University; MLS, University of Washington
- Munson, Dorothy E. — 2007, Assistant Professor of Counseling, Educational and Developmental Psychology — BS, Virginia Polytechnic Institute and State University; MA, Ball State University; PhD, University of Nebraska, Lincoln
- Murff, Elizabeth J. Tipton — 2001, Associate Professor of Decision Science — BS, University of Texas, Dallas; PhD, University of Texas, Austin
- Murney, Shelly — 2004, Lecturer in Art — BA, University of California, Santa Cruz; MA, University of Iowa; MFA, University of Montana
- Mutschler, Charles V. — 2001, Librarian III — BA, MA, Eastern Washington University; MA, Western Washington University; PhD, Washington State University
- Myall, Carolynne — 1989, Librarian IV and Head of Collection Services Division — BA, University of Illinois/Chicago Circle; MLS, CAS, University of Illinois, Urbana-Champaign
- Nappa, Elisa E. — 1999, Associate Professor of Art — BFA, New York College of Ceramics, Alfred University; MFA, Louisiana State University
- Navar, Nancy H. — 2009, Visiting Professor of Physical Education, Health and Recreation — BS, University of Dayton; MS, DRec, Indiana University
- Neely, Jamie T. — 2007, Assistant Professor of Journalism — BA, University of Wyoming; MA, Gonzaga University; MFA, Eastern Washington University
- Nelson, Michael B. — 1998, Senior Library Associate — BA, Saint Olaf College; MA, University of Notre Dame; MA, Colorado State University; MLS, Indiana University
- Nelson, Patricia R. — 2008, Lecturer in Physical Therapy — BS, University of Minnesota; BS, University of Minnesota, Program in Physical Therapy; ScD, Texas Tech University Health Science Center
- Nemetz-Mills, Patricia L. — 1989, Professor of Management — BS, Pennsylvania State University; MBA, Gonzaga University; PhD, University of Washington
- Nezat, Carmen A. — 2007, Assistant Professor of Geology — BS, University of Southwestern Louisiana; MS, University of Alabama; PhD, University of Michigan
- Nicholas, Doreen A. — 2006, Senior Lecturer in Communication Disorders — BA, University of Montana; MS, University of Texas, Dallas
- Nickerson, Ardean R. — 1984, Professor of Dental Hygiene — BS, Idaho State University; MEd, Eastern Washington University
- Nievergelt, Yves — 1985, Professor of Mathematics — Mathematics Diploma, Federal Institute of Technology; MA, MS, PhD, University of Washington
- Noble, Karen L. — 1973, Professor of Music — BA, San Diego State University; MM, D.M.A., University of Washington; J.D., Gonzaga University
- Nord, Janet M. — 2007, Senior Lecturer in Dental Hygiene — BS, University of Washington; MEd, Eastern Washington University
- Norell, Diane — Lecturer in Occupational Therapy — BS, University of North Dakota; MSW, Eastern Washington University
- Novak, Terry L. — 1991, Professor of Public Administration — BS, South Dakota State University; MS, PhD, University of Colorado
- \*O'Brien, Randi — 2001, Instructor in Nursing — BSN, MN, Intercollegiate College of Nursing
- O'Connell, Margaret A. — 1991, Professor of Biology — BA, Prescott College; MS, PhD, Texas Tech University
- Odom-Maryon, Tamara L. — 2007, Research Professor — BA, Occidental College; MS, PhD, University of Southern California
- O'Quinn, Robin L. — 2007, Assistant Professor of Biology — BS, University of California, Davis; PhD, Washington State University
- Orndorff, Richard L. — 2003, Professor of Geology — BS, Virginia Polytechnic Institute and State University; MS, Ohio State University; PhD, Kent State University
- Orndorff, Sharen K. — 2008, Lecturer in Geology — BS, Leicester University; MS, Kent State University
- Orr, Douglas V. — 1991, Professor of Economics — BA, Columbia University; MA, PhD, University of Colorado
- Otto, Devin T. — 2003, Lecturer in Music/Assistant Director of Bands — BM, University of Idaho., MA Eastern Washington University.
- Otto, Justin L. — 2007, Librarian II — BA, MA, Washington State University; MLS, University of Washington
- Otto, Theophil M. — 1985, Librarian IV and Collection Management Librarian — BM, University of Wisconsin; MSM., School of Sacred Music, Union Theological Seminary; MLS, Indiana University; PhD, Southern Illinois University
- Parise, Lisa C. — 2006, Senior Lecturer in Social Work BA, Western Washington University; MSW, University of Washington
- Pariset, Susan M. — 2007, Lecturer in Physical Therapy — BS, University of Maryland, College Park; BS, University of Maryland, Baltimore; DPT, Rocky Mountain University of Health Professions
- Pascal, Vincent J. — 2001, Associate Professor of Marketing — BS, United States Military Academy; MBA, Gonzaga University; PhD, Washington State University
- Patterson, Diana C. — 2006, Lecturer in Social Work — BS, City University, Bellevue; MSW, University of Washington
- Peregoy, Barbara M. — 2001, Senior Lecturer in Communication Disorders — BA, Eastern Washington University; MA, Western Washington University; AuD, Arizona School of Health Sciences
- \*Perkins, Susan — 1996, Instructor in Nursing — BSN, MSN, Washington State University Intercollegiate College of Nursing
- Peters, Chris F. — 2007, Lecturer in Computer Science — BS, MS, Eastern Washington University
- Peterson, Elizabeth — 2005, Senior Lecturer in Economics — BS, Westminster College, Salt Lake City; M. Phil., University of Utah
- Petrie, Gina M. — 2005, Associate Dean, College of Arts and Letters and Assistant Professor of English as a Second Language — BA, Valparaiso University; MA Indiana University; PhD, Washington State University
- Pew, Henrietta — 1997, Senior Library Associate — BA, Muskingum College; BA, University of Idaho; MS, Case Western Reserve University School of Library Science
- Phillips, Laura L. — 1993, Professor of History — BA, University of Wisconsin-Milwaukee; MA, PhD, University of Illinois, Urbana
- Phillips, Richard D. — 1995, Associate Professor of Education — BA, MA, University of Helsinki, Finland; PhD, University of Washington
- Pickering, Robin K. — 2005, Assistant Professor of Physical Education, Health and Recreation — BS, MS, Eastern Washington University; PhD, University of Idaho
- Pickett, Rickie L. — 2000, Lecturer in Computer Science — BAE, MEd, Eastern Washington University
- Pimentel, Jane T. — 1998, Associate Professor of Communication Disorders — BS, MS, Idaho State University; PhD, University of Washington
- Pippard, James L. — 1977, Associate Professor of Social Work — BA, University of Montana; MSW, University of California, Sacramento; D.S.W., University of Denver
- Pirch, Kevin A. — 2007, Assistant Professor of Government — BS, University of Colorado, Boulder; MS, PhD, University of Oregon
- Plamondon, Andrew A. — 2001, Senior Lecturer in Music — BM, Boise State University
- Ploeger, Kristina M. — 2006, Assistant Professor of Music — BM, Central Washington University; MA, Eastern Washington University
- Porter, Peter S. — 2004, Assistant Professor of Electronic Media and Film — BA, Grand Valley State University; MA, Indiana State University; PhD, Wayne State University
- \*Postma, Julie M. — 2009, Assistant Professor of Nursing — BS, University of Michigan; PhD, University of Washington
- Potter, Jonathan D. — 2003, Librarian II, — BA, Whitman College; MA, M.L., University of Washington
- Preisig, Florian — 2003, Associate Professor of French — BA, University of Geneva; PhD, Johns Hopkins University
- \*Pringle, Robert — 1980, Director of Library Services, Intercollegiate College of Nursing — BA, University of Nebraska; MLS, University of Washington
- \*Proctor, Cecile — 2005, Instructor in Nursing — BSN, California State University; MSN, University of Nebraska
- Przychodzin-Havis, Angela — 2002, Senior Lecturer in Counseling, Educational and Developmental Psychology — BA, MEd, Eastern Washington University
- \*Purath, Janet — 2004, Assistant Professor of Nursing — BSN, Jamestown College; MSN, Indiana University; PhD, University of Illinois
- Putnam, Jeffrey B. — 2003, Assistant Professor of Computer Science — BS, University of New Hampshire; MLS, State University of New York, Albany; PhD, Rensselaer Polytechnic Institute
- Pyatt, Kevin A. — 2007, Assistant Professor of Education — BS, Fort Lewis College; MS, Regis University; PhD, Capella University
- Quinn, Louise — 2004, Lecturer in Geography — BA, Cambridge University, Cambridge England; MS, PhD, Memorial University, Saint John's, Newfoundland

## FACULTY DIRECTORY

- Quinn, Robert R. — 1967, Professor of Geography — BS, MS, PhD, Oregon State University
- Rahn, Jeffrey A. — 1990, Professor of Chemistry/Biochemistry — BS, Whitworth College; PhD, University of Nevada, Reno
- Rainwater, Terry I. — 2007, Assistant Professor of Counseling, Educational and Developmental Psychology — BS, Eastern Montana College, MS, Oregon State University; PhD, University of New Mexico
- \*Rasmor, Melody — 1998, Clinical Assistant Professor of Nursing — BSN, Pacific Lutheran University; MSN, University of Portland
- Ratliff, Jeanne — 1999, Senior Lecturer in Communication Studies — BA, Eastern Washington University; MA, Washington State University; PhD, University of Utah
- Raymond, Kenneth W. — 1982, Professor of Chemistry/Biochemistry — BS, Central Washington University; PhD, University of Washington
- Rebar, Michael W. — 2004, Assistant Professor of Counseling, Educational and Developmental Psychology — BS, MA, PhD, University of Oregon
- Reeves, LaVona L. — 1989, Professor of English — BA, University of Nebraska; MA, Columbia University; PhD, Indiana University of Pennsylvania
- Renner, James A. — 1995, Lecturer in Social Work — BS, University of Mary; MSW, University of Denver
- Renshaw, Evelyn B. — 1990, Director, Asia University American Program and Senior Lecturer in English as a Second Language — BA, Boston University; MA, San Francisco State University
- Repovich, Wendy — 1991, Associate Professor of Physical Education, Health and Recreation — BA, University of Puget Sound; MEd, University of Cincinnati; PhD, University of Southern California
- Richter, Donald — 1998, Professor of Engineering and Design — BS, Ohio State University; MS, PhD, University of Arkansas
- \*Riebe, Christine — 2000, Instructor in Nursing — BSN, University of Washington; MSN/F.N.P., Seattle Pacific University
- Riedel, Robert H. — 2009, Lecturer in Military Science — BS, James Madison University
- Riley, Elizabeth — 2007, Lecturer in Spanish — BA, University of California, Los Angeles; MA, California State University, Northridge
- Robinson, Heather C. — 2006, Lecturer in Communication Studies — BA, MS, Eastern Washington University
- Rodriquez-Marek, Esteban — 2001, Associate Professor of Engineering and Design — BS, M.Sc., Washington State University
- Roley, Joneel R. — 2008, Lecturer in Modern Languages and Literatures — BA, University of Maryland; MA, Eastern Washington University; MAT, Whitworth University
- Rolfe, Timothy J. — 1998, Professor of Computer Science — BA, Mount Angel Seminary; BS, University of Oregon; MS, University of Minnesota; MS, PhD, University of Chicago
- \*Roll, John M. — 2008, Associate Dean for Research - College of Nursing — BA, University of Montana; MA, Saint Bonaventure University; PhD, Washington State University
- Ruby, Susan F. — 2005, Assistant Professor of Psychology — BS, Texas A & M University; MEd, College of William and Mary; PhD, University of California, Riverside
- Ruotsalainen, Robert W. — 1983, Professor of Physics — BS, University of Washington; MS, PhD, University of Hawaii
- Russell, Byron E. — 2000, Associate Dean, College of Science, Health and Engineering and Associate Professor of Physical Therapy — BS, Colorado State University; BS, Texas Tech University Health Sciences Center; MHS, University of Indianapolis; PhD, Texas Women's University
- Russell, Roberta L. — 2000, Assistant Professor of Occupational Therapy — BA, California State University, Fresno; BS, University of Texas Health Science Center; MS, Colorado State University
- Saad, Hani S. — 2008, Assistant Professor in Engineering and Design — BS, MS, Marquette University; PhD, Washington State University
- Sain, Ryan C. — 2008, Assistant Professor of Counseling, Educational and Developmental Psychology — BS, Eastern Washington University; MS, PhD, Washington State University
- \*Sanders, Allan — 2006, Instructor in Nursing — BSN, MN, Intercollegiate College of Nursing
- Sardella, Brian A. — 2009, Assistant Professor of Biology — BS, MS, California State University, Chico; PhD, University of British Columbia
- Sauders, Robert R. — 2007, Assistant Professor of Anthropology and History — BA, Gannon University; MA, George Washington University; PhD, American University
- Schaible, Lonnie M. — 2006, Assistant Professor of Justice Studies — BA, MA, University of Montana; PhD, Washington State University
- Schimpf, Paul H. — 2006, Professor of Computer Science — BS, MS, PhD, University of Washington
- Schmidt, CPT Paul J. — 2008, Lecturer in Military Science — BS, Portland State University
- Schledewitz, MSG Travis P. — 2007, Lecturer in Military Science
- Scholz, Allan T. — 1980, Professor of Biology — BS, MS, PhD, University of Wisconsin, Madison
- \*Schumann, Lorna — 1982, Associate Professor of Nursing — BSN, California State University, Sacramento; MSN, University of California, San Francisco; PhD, University of Idaho
- Schwab, Suzanne M. — 1983, Professor of Biology — BA, State University of New York, Oswego; MS, Colorado State University, Fort Collins; PhD, University of California, Riverside
- Semler, Joanna S. — 2008, Lecturer in English — BA, University of Washington; MA, University of Colorado
- Sen, Achin — 1984, Professor of Physics — BS, MS, St. Xavier's College (Calcutta University); M. Phil., PhD, Columbia University
- Severinghaus, Jack — 1991, Student Counselor — A.B., Indiana University; MS, University of Idaho; PhD, Washington State University
- \*Severtsen, Billie M. — 1975, Associate Professor of Nursing — BS, Gonzaga University; MA, Columbia University; PhD, Gonzaga University
- Sharifi, Majid K. — 2008, Assistant Professor of Government — BA, MA, Florida International University; MA, PhD, University of Florida
- Shervais, Stephen — 1999, Associate Professor of Management Information Systems — BA, MA, San Jose State College; MS, University of Denver; PhD, Portland State University
- Sherwood, Frances R. — 1998, Professor of Education — BEd, MEd, PhD, University of Alberta, Edmonton
- Shields, Karmel — 2003, Lecturer in Social Work — BS, University of Oregon; MSW, University of Washington
- Shields, Peter G. — 2005, Professor of Communication Studies — BA, MA, PhD, The Ohio State University
- Shields, Vickie R. — 2005, Dean, College of Social and Behavioral Sciences and Professor of Communication Studies — BA, Boise State University; MA, PhD, The Ohio State University
- Silvers, William M. — 2007, Assistant Professor of Physical Education Health and Recreation — BS, Washington State University; MS, University of Idaho; PhD, University of Idaho
- Simmons, Steven M. — 1969, Professor of Computer Science — BA, Reed College; MS, PhD, University of Oregon
- Simonsen, Flint L. — 2000, Associate Professor of Counseling, Educational and Developmental Psychology — BS, Eastern Washington University; MS, Northeastern University; PhD, University of Oregon
- Sinekopova, Galina — 2001, Associate Professor of Communication Studies — Graduate Honors Degree, Kuibyshev State University, Russia; MS, Eastern Washington University; PhD, Odessa State University, Ukraine
- Sircar, Parthasarathi — 1987, Professor of Physics — BS, MS, University of Calcutta; PhD, University of Paris
- Slack, Edward R., Jr. — 2002, Associate Professor of History — BA, MA, Pennsylvania State University; PhD, University of Hawaii, Manoa
- Slyter, Marlene J. — 2006, Assistant Professor of Counseling, Educational and Developmental Psychology — BA, University of Colorado, Boulder; MA, PhD, University of Northern Colorado
- Smart, Denise — 2005, Assistant Professor — BSN, University of Alaska, Anchorage; M.P.H., PhD, Loma Linda University
- Smith, Grant W. — 1968, Professor of English and Humanities — BA, Reed College; MA, University of Nevada; PhD, University of Delaware
- Smith, Julia E. — 2004, Assistant Professor of Anthropology — BA Vanderbilt University; MA, PhD, University of Pittsburgh
- Smith, Marvin E. — 1984, Professor of Electronic Media and Film — BA, Trinity University; MA, University of Texas, Austin
- \*Sobralke, Mary — 2007, Assistant Professor of Nursing — BSN, MS, University of Wisconsin; PhD, Gonzaga University

## FACULTY DIRECTORY

- Spatz, Gregory — 1998, Associate Professor of English/Creative Writing — BA, Haverford College; MA, University of New Hampshire; MFA Iowa Writers' Workshop
- \*Spuck, Janet — 1992, Senior Instructor in Nursing — BSN, Lewis and Clark College, Portland, OR; MSN, Oregon Health Sciences University
- Stafford, Jeffrey L. — 1990, Associate Dean, College of Social and Behavioral Science and Professor of Communication Studies— BS, MS, Kansas State University; PhD, University of Kansas
- Stanley-Weigand, Pamela A. — 1983, Professor of Business Communications and Administrative Office Management — BA, MEd, Eastern Washington University; EdD., Arizona State University
- Stansbury, Kim L. — 2006, Assistant Professor of Social Work — BS, University of Southern Mississippi; MSW; Southern Illinois University; PhD, University of Kentucky, Lexington
- Stearns, Susan A. — 1990, Professor of Communication Studies — BA, MA, California State University-Fresno; PhD, University of Oklahoma
- Steenhuis, Harm-Jan — 2002, Associate Professor of Management — M.Sc., PhD, University of Twente, The Netherlands
- Steigleder, Claire — 2005, Library Associate — BA, College of St. Elizabeth, Morristown, NJ; M.L.S., University of Hawaii
- Steiner, Henry-York — 1968, Professor of English — BA, Grinnell College; MA, Yale University; PhD, University of Oregon
- Steiner, Stuart G. — 2001, Senior Lecturer in Computer Science — BS, Montana State University; MS, Eastern Washington University
- Steiner, Wes E. — 2009, Assistant Professor of Chemistry and Biochemistry — BS, Southern Oregon University; MS, Arizona State University; PhD, Washington State University
- Stellwagen, Kurt K. — 2005, Assistant Professor of Psychology — BA, University of Massachusetts, Amherst; MEd, Northeastern University; PhD, University of North Carolina, Chapel Hill
- Sterling, Rayette S. — 2008, Librarian II — BA, University of California, Los Angeles; MLIS, San Jose State University
- Stern, Leonard D. — 1980, Professor of Psychology — BA, Colby College; MA, PhD, University of Oregon
- Stewart, Steven D. — 2006, Lecturer in Communication Studies — BA, Cedarville University; MS, Eastern Washington University
- Stewart-Strobel, Jody — 2002, Senior Lecturer in German — BA, Washington State University; MEd, St. Martin's College
- Stimson, William L. — 1989, Professor of Journalism — BA, Eastern Washington University; MA, PhD, Washington State University
- Stirling, Robert W. — 2002, Senior Lecturer in Social Work — BA, MSW, Eastern Washington University
- Stolberg, Rebecca G. — 1998, Associate Professor of Dental Hygiene — BS, Eastern Washington University; MS, University of Missouri, Kansas City
- Stradling, Teiko K. — 2002, Lecturer in Japanese — BA, Kyoritsu College of Pharmacy, Tokyo, Japan; BA, MS, Eastern Washington University; MA, Whitworth College
- Stucker, Jennifer R. — 1987, Professor of Social Work — BA, California State University, Long Beach; MSW, University of Hawaii; D.S.W., University of California, Berkeley
- \*Stucky, Mary — 1996, RN/BSN Program Advisor and Senior Instructor in Nursing — BSN, Creighton University; MSN, University of Nebraska College of Nursing
- Sullivan, Hugh D. — 1967, Professor of Mathematics — BA, MA, University of Montana; PhD, Washington State University
- \*Swain, Deborah — 1977, Senior Instructor in Nursing — BSN, University of Minnesota; MSN, University of Colorado
- Talarico, Claudio — 2005, Associate Professor of Engineering and Design — BS, MS, University of Genova, Italy; PhD, University of Hawaii, Manoa
- Tapper, Robert — 1998, Associate Professor of Music — BM, University of New Hampshire; MM, Eastman School of Music
- Taudin Chabot, Sean K. — 2003, Associate Professor of Sociology — BA, University of Puget Sound; MA, Boston University, Paris; PhD, University of Amsterdam
- Taylor, Carol S. — 2006, Assistant Professor of Computer Science — BS, University of California, Davis; BS, Colorado State University; MS, PhD, University of Idaho
- Teague, Bruce T. — 2006, Assistant professor of Management — BA, Western Washington University; MBA, Arizona State University; MS, PhD, University of Pennsylvania
- Tedesco, Joe — 2005, Visiting Assistant Professor of Sociology — BA, Eastern Washington University; MA, PhD, Washington State University
- Terpstra, David E. — 1999, Professor of Management — BA, Western Washington University; PhD, University of Tennessee
- Thew, Diana L.—2006, Lecturer in Physical Education, Health and Recreation — BA, Eastern Washington University
- Thomson, Jennifer A. — 1996, Professor of Geology — BS, University of New Hampshire; MS, University of Maine, Orono; PhD, University of Massachusetts
- Toneva, Elena T. — 2000, Associate Professor of Mathematics — MS, PhD, University of Sofia, Bulgaria
- Toor, Rachel — 2006, Assistant Professor of Creative Writing—AB, Yale University; MFA, University of Montana
- Torgerson, Beth E. — 2006 Assistant Professor of English — BA, Montana State University; MA, University of New Mexico; PhD, University of Nebraska, Lincoln
- \*Townsend, Ryan — 2003, Instructor in Nursing — BSN, M.N., Washington State University Intercollegiate College of Nursing
- Trulove, William T. — 1969, Professor of Economics — BS, MS, PhD, University of Oregon
- Tsegay, Goitom Tesfom — 2005, Assistant Professor of Management — BA, University of Asmara, Asmara, Eritrea; M.Sc., PhD, University of Groningen, Groningen, Netherlands
- Turbeville, Daniel E. — 1992, Professor of Geography — BS, University of South Carolina; MA, Western Washington University; PhD, Simon Fraser University
- Uhlenkott, James W. — 2003, Assistant Professor of Education — BAE, MEd, Eastern Washington University; PhD, Gonzaga University
- Valeo, Christina A. — 2003, Assistant Professor of English — BA, MAT., Brown University; MA, PhD, University of Illinois, Urbana-Champaign
- Vander Linden, Darl W.—1992, Professor of Physical Therapy—BS, Physical Therapy Certificate; Iowa State University; MS, University of North Carolina at Chapel Hill; PhD, University of Iowa; Physical Therapy Certificate
- \*Vandermause, Roxanne — 2006, Assistant Professor of Nursing — BSN, MS, PhD, University of Wisconsin
- \*Van Gemert, Freddi — 1984, Instructor in Nursing — BSN, Intercollegiate College of Nursing; MSN, University of Texas
- Victor, Paul E., Jr. — 2008, Librarian II — BA, Western Connecticut State University; MA, University of Connecticut; MLIS, University of Pittsburgh
- Wagner, Randel R. — 1998, Associate Professor of Music — BME, Walla Walla College; MA, San Diego State University; D.MA, University of Nebraska-Lincoln
- Wainwright, Nancy A. — 1984, Senior Lecturer in Business Law — BEd, BA, Professional Diploma in Education, University of Hawaii; J.D., Gonzaga University
- Waldron-Soler, Kathleen M. — 2000, Associate Professor of Counseling, Educational and Developmental Psychology — BA, Whitman College; MS, Eastern Washington University; PhD, Washington State University
- Waldrop, Michael V. — Assistant Professor of Music — BM, DMA, University of North Texas; MA, Memphis State University
- \*Ward, Linda — 2000, Instructor in Nursing — BSN, MSN, Washington State University Intercollegiate College of Nursing
- Warner, Lisa A. — 2004, Lecturer in Counseling, Educational and Developmental Psychology — BAE, MEd, Eastern Washington University
- Warren, Stacy — 1992, Professor of Geography — BA, University of Delaware; MA, Clarke University; PhD, University of British Columbia
- Watkins, Philip C. — 1990, Professor of Psychology — BS, University of Oregon; MA, Western Baptist Seminary; MA, PhD, Louisiana State University
- \*Webster, Mary — 1995, Instructor in Nursing — BS, university of Rochester; MS, Ohio State University
- Weller, Philip J. — 1969, Professor of English — BA, University of Puget Sound; MA, Washington State University; PhD, Kent State University
- Werckle, Robert C. — 1993, Senior Lecturer in English as a Second Language — BA, Holy Cross College; MA, Georgetown University
- Wichman, Nanette — 2001, Senior Lecturer in English — BA, University of Oregon; MA, PhD, University of Hawaii

## FACULTY DIRECTORY

- Williams, William C. — 1977, Professor of Psychology — BA, MS, Eastern Washington University; PhD, University of Utah
- Winchell, Richard (Dick) G. — 1986, Professor of Urban and Regional Planning — BA, Wartburg College; MURP, University of Colorado-Denver Center; PhD, Arizona State University
- Winkle, Sally A. — 1983, Professor of German and Director, Women's and Gender Studies — BA, Knox College; MA, University of Georgia; PhD, University of Wisconsin-Madison
- Winters, Patrick — 1987, Professor of Music and Director of Bands — BS, Elon College; MA, California State University, San Bernardino
- Wintz, Gregory S. — 2004, Associate Professor of Occupational Therapy — BS, South Dakota State University; MOT, Texas Women's University; PhD, University of Idaho
- \*Wood, Mary — 1991, Librarian for Nursing — BS, Iowa State University; MS, Simmons College
- Woodard, Kristi A. — 2006, Lecturer in Social Work — BA, University of California, Berkeley; MSW, University of California, Berkeley
- Wright, Sue M. — 1994, Professor of Sociology — BA, MA, PhD, University of Oregon
- Youngs, J. William T. — 1972, Professor of History — BA, Harvard; MA, PhD, University of California, Berkeley
- Zhou, Duanning — 2001, Associate Professor of Management Information Systems — BS, Jiangxi University; MEng., Zhongshan University; PhD, City University of Hong Kong
- Zhu, Liping — 1996, Professor of History — BA, East China Normal University; MA, Wichita State University; PhD, University of New Mexico
- Zinke, Robert C. — 1985, Professor of Public Administration — BA, Washington State University; MA, Drew University; PhD, New York University
- Zeisler-Vralsted, Dorothy — 2006, Vice President for Student Affairs and Professor of Government, BA, Carroll College, Helena, Montana; MA, University of Montana; PhD, Washington State University
- Zovanyi, Gabor — 1986, Professor of Urban and Regional Planning — A.B., University of California at Los Angeles; M.C.P., San Diego State University; PhD, University of Washington
- Zukosky, Michael L. — 2006, Assistant Professor of Anthropology — BA, Fort Lewis College; PhD, Temple University
- (\*Faculty at WSU College of Nursing/Intercollegiate College of Nursing)*
- Emeritus Faculty**
- James B. Albert — 1968, Professor of Music Emeritus 1997
- José A. Alonso — 1967, Professor of Spanish Emeritus 1999
- Philip Anast — 1965, Professor of Psychology Emeritus 1989
- Betty Anderson — 1968, Associate Professor of Nursing Emerita
- Philip N. Anderson — 1965, Professor of Accounting Emeritus 1999
- Robert B. Anderson — 1960, Professor of Health and Physical Education Emeritus 1986
- Armin W. Arndt — 1972, Professor of Counseling, Educational and Developmental Psychology Emeritus 2008
- Virginia Asan — 1962, Professor of Health, Physical Education and Athletics Emerita 1988
- J. Austin Andrews — 1954, Professor of Music Emeritus 1977
- Gloria Ayot — 1995, Professor of Education Emerita 2006
- Robert W. Atwood — 1967, Professor of Psychology Emeritus 1997
- Achilles Balabanis — 1969, Professor of Music Emeritus 1994
- William H. Barber — 1969, Professor of Psychology Emeritus 1999
- Donald M. Barnes — 1966, Professor of History Emeritus 1995
- Rey L. Barnes — 1979, Professor of Radio-Television Emeritus 1995
- Robert D. Barr — 1965, Professor of Physical Education, Health and Recreation Emeritus 1997
- William E. Barr — 1970, Librarian IV Emeritus 1996
- James E. Bates — 1975, Professor of Social Work Emeritus 1999
- Charles H. Baumann — 1969, University Librarian Emeritus 1991
- Bruce D. Beal — 1968, Professor of Art Emeritus 2000
- Roy K. Behm — 1963, Professor of Chemistry/Biochemistry Emeritus 1992
- David S. Bell, Jr. — 1967, Professor of Government Emeritus 1998
- Donald R. Bell — 1964, Professor of Applied Psychology Emeritus 1996
- Jack C. Benson — 1965, Associate Professor of Physical Education, Health and Recreation Emeritus 1999
- Arthur O. Biehl — 1951, Professor of Music Emeritus 1979
- Lloyd C. Billings — 1969, Professor of Finance Emeritus 1982
- Stephen D. Blewett — 1982, Professor of Journalism Emeritus 2007
- Sergio Bocaz-Moraga — 1971, Professor of Spanish Emeritus 1995
- Dona F. Boggs — 1997, Professor of Biology Emerita 2008
- Stacey L. Boles — 1968, Professor of Electronic Media, Theatre and Film Emeritus 1997
- Norman C. Boulanger — 1970, Professor of Theatre Emeritus 1986
- Dorvan H. Breitenfeldt — 1962, Professor of Communication Disorders Emeritus 1995
- Gary L. Breneman — 1971, Professor of Chemistry/Biochemistry Emeritus 2003
- Benjamin W. Brucker — 1972, Professor of Education Emeritus 2009
- Polly Bruno — 1984, Professor of Nursing Emerita 1999
- John E. Brundlett — 1967, Professor of Technology Emeritus 1997
- Edwin A. Bump — 1973, Professor of Accounting Emeritus 1999
- Kent R. Burnham — 1970, Professor of Management Information Systems Emeritus 1999
- James Busskohl — 1970, Professor of English Emeritus 1995
- Richard J. Carey — 1969, Professor of French Emeritus 1990
- M. Noreena Carr — 1980, Professor of Education Emerita 1991
- Robert L. Carr — 1969, Professor of Biology Emeritus 2001
- Gordon L. Chapman — 1979, Professor of Accounting Emeritus 2005
- Thelma L. Cleveland — 1970, Dean, Intercollegiate Center for Nursing Education Emerita 1997
- Curtis W. Coffee — 1970, Professor of Music Emeritus 1996
- Elizabeth L. Cook-Lynn — 1971, Professor of English Emerita 1990
- David L. Cornelius — 1984, Professor of Communication Studies Emeritus 2005
- Dave Daugharty — 1966, Professor of Mathematics Emeritus 1996
- Joseph C. Daugherty — 1959, Professor of Art Emeritus 1986
- Maxine M. Davis — 1970, Professor of Physical Education, Health and Recreation Emerita 1999
- Lawrence B. Denny — 1984, Professor of Technology Emeritus 1999
- Dorothy M. Detlor — 1997, Dean of Washington State University intercollegiate College of Nursing Emerita 2005
- Joan R. Dickerson — 1977, Professor of Education Emerita 2003
- Jere Donegan — 1967, Professor of History Emeritus 1993
- Richard W. Donley — 1967, Professor of History Emeritus 1997
- John E. Douglas — 1960, Professor of Chemistry/Biochemistry Emeritus 1991
- John A. Duenow — 1970, Professor of Music Emeritus 1999
- George A. Durrie — 1970, Professor of Government Emeritus 2006
- Laura Dustan — 1975, Dean and Professor of Nursing Emerita 1982
- Donna J. El-Din — 1984, Distinguished Professor of Physical Therapy Emerita 2003
- Pamela D. Elkind — 1982, Professor of Sociology Emerita 2006
- Robert H. Elton — 1970, Professor of Psychology Emeritus 1999
- Edie V. Evans — 1969, Professor of Theatre and Film Emerita 2009
- Wendell L. Exline — 1949, Professor of Music Emeritus 1979
- Kelly S. Farris — 1970, Professor of Music Emeritus 2000
- James D. Flynn — 1967, Professor of Applied Psychology Emeritus 1997
- John P. Ford — 1965, Professor of Management Information Systems Emeritus 1999
- Earl N. Forsman — 1970, Professor of Physics Emeritus 1997
- H. George Fredericksen — 1977, President Emeritus 1987
- Robert J. Garipey — 1968, Professor of English and Humanities Emeritus and Dean, University Honors Program Emeritus 1993
- C. Peggy Gazette — 1966, Professor of Health and Physical Education Emerita 1982
- John Geary — 1970, Professor of English Emeritus 1997

## FACULTY DIRECTORY

- Philip R. George — 1968, Professor of Education Emeritus 1988
- Sterling K. Gerber — 1970, Professor of Counseling, Educational and Developmental Psychology Emeritus 2003
- R. Theodore Gibbons, Jr. — 1966, Professor of Philosophy Emeritus 1985
- Robert E. Gibbs — 1970, Professor of Physics Emeritus 2003
- Reta Gilbert — 1969, Professor of Communication Studies Emerita 2002
- Ramond M. Giles — 1946, Professor of Education Emeritus 1978
- James C. Glass — 1988, Professor of Physics Emeritus and Dean of the College of Science, Health and Engineering Emeritus 1999
- William G. J. Goetter — 1970, Professor of Education Emeritus 2000
- Ernst W. Gohlert — 1970, Professor of Government Emeritus 2002
- Donald F. Goodwin — 1962, Professor of English Emeritus 1996
- William H. Gothmann — 1990, Professor of Technology Emeritus 1999
- Paul R. Graul — 1986, Professor of Accounting Emeritus 1999
- Michael K. Green — 1967, Professor of History Emeritus 2001
- William A. Greene — 1964, Professor of Psychology Emeritus 1998
- Dorothy Gustafson — 1970, Professor of Nursing Emerita 1982
- Daryl G. Hagie — 1955, Dean of Students Emeritus 1982
- Patricia A. Hahn — 1968, Professor of Communication Disorders Emerita 1994
- Alan B. Hale — 1981, Professor of Computer Science Emeritus 1996
- Wayne B. Hall — 1970, Professor of Education Emeritus 1997
- Wayne H. Hall — 1970, Professor of Mathematics and Education Emeritus 1997
- Kenneth A. Halwas — 1958, Professor of English Emeritus 1984
- James L. Hanegan — 1970, Professor of Biology Emeritus 1997
- Kit C. Hanes — 1970, Professor of Mathematics Emeritus 2000
- John E. Hanke — 1970, Professor of Quantitative Analysis Emeritus 1999
- Walter M. Hartman — 1965, Professor of Management Information Systems Emeritus 1996
- David M. Haugen — 1969, Professor of Communication Disorders Emeritus 2000
- Gregory W. Hawkins — 1973, Professor of Art Emeritus 2003
- Ursula Hegi — 1984, Professor of English/Creative Writing Emerita 2001
- Robert C. Herold — 1969, Professor of Government Emeritus 2000
- Perry C. Higman — 1971, Professor of Spanish Emeritus 2009
- James I. Hoffman — 1991, Provost Emeritus and Professor of Geology Emeritus 2002
- Jan Holloway — 1970, Professor of Nursing Emerita 1999
- Richard E. Hoover — 1965, Professor of Journalism Emeritus 1985
- Donald R. Horner — 1966, Professor of Mathematics and Computer Science Emeritus 1997
- Archie J. Hornfelt — 1961, Professor of Technology Emeritus 1988
- Neville J. Hosking — 1994, Professor of Education Emeritus 2005
- Russ Hubbard — 1979, Professor of Education Emeritus 1999
- Carolyn Hunter — 1970, Professor of Nursing Emerita 1995
- Hugh O. Hunter — 1980, Professor of Finance Emeritus 1999
- Mohammed Ikramuddin — 1976, Professor of Geology Emeritus 2003
- Shirley Jenkin — 1970, Professor of Nursing Emerita 1998
- Jerry E. Johns — 1964, Professor of Biology Emeritus 1982
- Wendall Jones — 1967, Professor of Music Emeritus 1995
- Mabel L. Kaiser — 1941, Professor of Elementary Education Emerita 1974
- John R. Keeble — 1973, Professor of English/Creative Writing Emeritus 2002
- Roland J. Keefer — 1961, Professor of Computer Science Emeritus 1998
- Larry L. Kiser — 1972, Professor of Economics Emeritus 2007
- Eugene P. Kiver — 1968, Professor of Geology Emeritus 2001
- Lawrence A. Kraft — 1966, Professor of Communication Studies Emeritus 1991
- Jerome V. Krause — 1967, Professor of Physical Education, Health and Recreation Emeritus 1999
- David D. Kuo — 1969, Professor of Philosophy Emeritus 1999
- Bruce Z. Lang — 1967, Professor of Biology Emeritus 2005
- Elwyn C. Lapoint—Professor of Anthropology Emeritus 2006
- Frederick M. Lauritsen — 1969, Professor of History Emeritus 2000
- Judith D. Leach — 1984, Professor of Education Emerita 2005
- Jack R. Leighton — 1953, Professor of Physical Education Emeritus 1981
- Mark P. Lester — 1982, Professor of English Emeritus 1999
- Donald R. Lightfoot — 1982, Professor of Biology Emeritus 2009
- Haideh N. Lightfoot—1979, Professor of Biology Emerita 2008
- Tsung-Hua (Jack) Liu — 1970, Professor of Economics Emeritus 2003
- Robert J. Lloyd — 1974, Professor of Art Emeritus 2004
- Jerry D. Logan — 1994, Associate Professor of Education Emeritus 2004
- George W. Lotzenhiser — 1960, Professor of Music Emeritus and Dean, School of Fine Arts Emeritus 1982
- Patricia L. Luse—1996, Professor of Education Emerita 2008
- Carlos S. Maldonado — Professor of Chicano Education Emeritus 2008
- James R. Marshall — 1971, Professor of Physics Emeritus 1992
- Jackson J. Martin — 1969, Professor of Education Emeritus 1995
- Gerald R. Martin — 1970, Professor of Physical Education, Health and Recreation Emeritus 1996
- W. Dean Martin — 1970, Professor of Technology Emeritus 1993
- Sonja C. Matison — 1977, Professor of Social Work Emerita 1999
- William L. Maxson — 1959, Professor of Music Emeritus 1987
- James J. McAuley — 1970, Professor of Creative Writing Emeritus 1998
- Kathryn H. McCulloch — 1954, Professor of Physical Education Emerita 1988
- Elroy C. McDermott — 1965, Professor of Marketing and Management Emeritus 1999
- Judith McElvain — 1966, Professor of Psychology Emerita 1977
- Susan L. McGinty—1982, Professor of English Emerita 2007
- Diane E. McHenry — 1970, Professor of Dental Hygiene Emerita 1998
- Helen McKinlay — 1969, Professor of Nursing Emerita 1977
- David M. McKinstry—1983, Professor of Physics Emeritus 2008
- Donald L. McManis — 1969, Professor of Applied Psychology Emeritus 1997
- Patrick F. McManus — 1959, Professor of Journalism Emeritus 1982
- Anne Mealey — 1973, Professor of Nursing Emerita 2001
- Gerald Mercer — 1954, Professor of Education Emeritus 1977
- Bruce M. Mitchell — 1968, Professor of Education Emeritus 1994
- Robert E. Morgenstern — 1970, Professor of Criminal Justice Emeritus 1998
- Robert T. Morrow — 1964, Professor of Education Emeritus 1986
- James M. Moynahan — 1966, Professor of Criminal Justice Emeritus 1999
- Allan E. Neils — 1969, Professor of Economics Emeritus 1999
- David W. Nelson — 1972, Librarian Emeritus 2006
- Frank E. Nelson—1968, Professor of Business Education Emeritus 2007
- Mary Ann Nelson — 1967, Professor of English Emerita 1995
- Robert L. Neubauer — 1974, Professor of Social Work Emeritus 2001
- Claude W. Nichols — 1961, Professor of History Emeritus 1996
- Joan E. Niemann — 1976, Professor of Applied Psychology Emerita 1996
- Janet R. Norby — 1977, Professor of Education Emerita 1994
- Donald Nowlin—1983, Professor of Mathematics Emeritus 2006
- Robert B. Olafson—1967, Professor of English Emeritus 2008
- Austin A. O'Regan—1965, Professor of English Emeritus 1982
- Gayle S. Orton — 1984, Professor of Dental Hygiene Emerita 2000

## FACULTY DIRECTORY

- O. Jerry Parker — 1968, Professor of Chemistry/  
Biochemistry Emeritus 2006
- Marguerite Parton — 1964, Professor of Education  
Emerita 1979
- Jill Pendarvis — 1972, Professor of Nursing Emerita  
1993
- Walter L. Powers — 1954, Professor of Applied  
Psychology Emeritus 1993
- Demitrios P. Prekeges — 1963, Professor of  
Mathematics Emeritus 1983
- Thomas W. Pyle — 1969, Professor of Psychology  
Emeritus 1999
- H. Keith Quincy — 1970, Professor of Government  
Emeritus 2003
- Muriel R. Radebaugh — 1982, Professor of  
Education Emerita 2003
- Adam Raley — 1970, Professor of Humanities and  
Philosophy Emeritus 1998
- JoAnn Ray — 1984, Professor of Social Work  
Emerita 1996
- Jay W. Rea — 1970, University Archivist Emeritus  
1998
- Arthur G. Reitsch — 1969, Professor of  
Management Information Systems Emeritus 1998
- Judith H. Reitsch — 1973, Professor of Education  
Emerita 1998
- Sherry L. Renga — 1986, Professor of Mathematics  
Emerita 2002
- Robert O. Rich — 1970, Professor of Social Work  
Emeritus 2003
- Robert B. Ridings—1988, Professor of English  
Emeritus 2008
- Preston O. Ritter—1970, Professor of Chemistry/  
Biochemistry Emeritus 2007
- Travis S. Rivers — 1963, Professor of Music  
Emeritus 1997
- Stanley F. Robinson — 1966, Professor of Computer  
Science Emeritus 1987
- Hilda Roberts — 1945, Professor of Nursing  
Emerita 1982
- Marie Rosenberg — 1981, Professor of Public  
Administration Emerita 1986
- Frank M. Rosekrans — 1969, Professor of  
Psychology Emeritus 1999
- John Ross — 1968, Professor of Anthropology  
Emeritus 1999
- David S. Rostkoski — 1970, Professor of Music  
Emeritus 2001
- William A. Rottmayer — 1970, Professor of  
Philosophy Emeritus 1999
- Kenneth A. Runeberg — 1967, Professor of  
Accounting Emeritus 1982
- Robert Salsbury — 1968, Professor of Education  
Emeritus 1999
- Dick T. Sampson — 1967, Professor of Applied  
Psychology Emeritus 1999
- Ray C. Sawyer — 1963, Professor of Mathematics  
Emeritus 1995
- V. Louise Saylor — 1977, Dean of Libraries and  
Librarian IV Emerita 1996
- Alexander F. Schilt — 1987, President, Professor of  
Applied Psychology Emeritus 1989
- Lula A. Schroder — 1966, Professor of Education  
Emerita 1987
- Raymond L. Schults — 1957, Professor of History  
Emeritus 1988
- Joseph F. Schuster — 1968, Professor of  
Government Emeritus 1996
- Paulette G. Scott — 1978, Professor of English  
Emerita 2005
- Stephen H. Scott—1969, Professor of Philosophy  
Emeritus 2008
- Martin F. Seedorf — 1989, Professor of History  
Emeritus 2009
- Rita G. Seedorf — 1990, Professor of Education  
Emerita 2006
- Alys S. Seifert — 1981, Professor of French Emerita  
2003
- Richard A. Sevenich — 1987, Professor of  
Computer Science Emeritus 2006
- Howard M. Shapiro — 1970, Professor of  
Accounting Emeritus 2006
- Marian Sheafor — 1983, Professor of Nursing  
Emerita 1998
- Horace R. Simms — 1966, Professor of Biology  
Emeritus 1982
- Leo R. Simpson — 1977, Professor of Management  
Emeritus 2001
- Sarah (Salli) E. Sledge — 1977, Professor of Dental  
Hygiene Emerita 2001
- Robert B. Smith — 1958, Professor of English  
Emeritus 1982
- Katherine W. Snipes — 1963, Professor of English  
Emerita 1982
- James R. Snook — 1967, Professor of Geology  
Emeritus 1993
- Raymond A. Soltero — 1971, Professor of Biology  
Emeritus and Dean of the College of Science,  
Health and Engineering Emeritus 2006
- William K. Steele — 1970, Professor of Geology  
Emeritus 1998
- Lynn M. Stephens—1981, Professor of Accounting  
Emerita 2008
- Gary A. Sterner — 1970, Professor of Psychology  
Emeritus 1997
- Vincent L. Stevens — 1959, Professor of Chemistry  
Emeritus and Dean of Health Sciences Emeritus  
1987
- Wesley C. Stone — 1970, Professor of Mathematics  
Emerita 1990
- Frederick S. Strange — 1970, Professor of  
Anthropology Emeritus 2003
- Betty L. Stratton — 1979, Professor of  
Communication Studies Emerita 1988
- Ralph P. Stredwick — 1957, Professor of Education  
Emeritus 1980
- Arnold F. Stueckle — 1968, Professor of Education  
Emeritus 1997
- Christopher Sublett — 1973, Professor of Art  
Emeritus 2002
- Jack A. Swan — 1970, Professor of Mathematics  
Emeritus 1993
- Kenneth C. Swedberg — 1962, Professor of Biology  
Emeritus 1995
- Benard H. Taylor — 1962, Professor of Psychology  
Emeritus 1991
- Joan Thiele — 1986, Professor of Nursing Emerita  
2003
- Grant R. Thomas — 1964, Professor of Marketing  
Emeritus 1988
- Duane G. Thompson — 1966, Professor of Applied  
Psychology Emeritus and Vice President for  
Academic Affairs and Provost Emeritus 1992
- Norman S. Thompson — 1954, Professor of  
Business Education Emeritus 1982
- Robert G. Thompson — 1964, Professor of  
Mathematics Emeritus 1991
- Robert B. Throckmorton — 1967, Professor of  
Sociology Emeritus 1999
- Nancy I. Todd—1988, Professor of Education  
Emerita, 2007
- Joan I. Tracy — 1967, Librarian Emerita 1990
- Keith Tracy — 1964, Professor of English Emeritus  
1987
- Ruben M. Trejo — 1973, Professor of Art Emeritus  
2003
- Nance Van Winckel — 1990, Professor of English/  
Creative Writing Emerita 2007
- Norman V. Vigfusson — 1969, Professor of Biology  
Emeritus 1986
- William L. Waddington — 1957, Professor of  
English Emeritus 1982
- Donald C. Wall — 1970, Professor of English  
Emeritus 1997
- James P. Wallace — 1967, Professor of Government  
Emeritus 1996
- Jim L. Wasem — 1981, Professor of Physical  
Education, Health and Recreation Emeritus 2000
- Helen J. Westrum — 1966, Professor of Home  
Economics Emerita 1988
- Wesley T. Westrum — 1961, Professor of Music  
Emeritus 1982
- Bartlett D. Whelton — 1974, Professor of  
Chemistry/Biochemistry Emeritus 2004
- Irl White — 1987, Professor of Theatre Emeritus  
1994
- Ronald J. White — 1965, Professor of Biology  
Emeritus 1997
- M. Patrick Whitehill — 1957, Professor of Physical  
Education Emeritus 1982
- Raymond P. Whitfield — 1949, Professor of  
Education Emeritus 1977
- Don D. Wiley — 1970, Professor of Education  
Emeritus 1996
- Robert F. Wilkens — 1968, Professor of Education  
Emeritus 1997
- William G. Williams — 1969, Professor of  
Education Emeritus 1998
- Heung T. Wong — 1968, Professor of History  
Emeritus 2002
- Lois A. Woodell — 1965, Professor of Business  
Education Emerita 1985
- Brent A. Wooten — 1963, Professor of Physical  
Education, Health and Recreation Emeritus 1999
- William R. Wynd — 1970, Professor of Marketing  
Emeritus 1998
- Edmund J. Yarwood — 1968, Professor of Russian  
and English Emeritus and Dean Emeritus,  
College of Letters, Arts, and Social Sciences 2002
- Shik C. Young — 1966, Professor of Economics  
Emeritus 1998
- Niel T. Zimmerman — 1970, Professor of Public  
Administration Emeritus 2000
- John G. Zurenko—1968, Professor of Management  
of Management Information Systems Emeritus  
1999



## APPENDICES

## APPENDIX A

## Chapter 172-121 WAC

## STUDENT CONDUCT CODE

Updated: 5-15-09

## WAC

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WAC 172-121-010 Introduction. Eastern Washington University is an academic community dedicated to providing instruction in higher education, advancing knowledge through scholarship and research, and providing related services to the community. As a public institution of higher education, the university has a special responsibility to create and maintain an academic environment that promotes freedom of inquiry and expression while protecting the rights, opportunities and welfare of students, faculty, staff and guests. To achieve this, the university establishes rules, regulations, procedures, policies, and standards of conduct. Through the student conduct code as well as other university policies and directives, the university sets forth specific behavioral expectations for students and student organizations. It is the responsibility of each student to clearly understand and comply with those expectations. The responsibility for enforcement of the student conduct code rests with the university president. The board of trustees of Eastern Washington University, acting under the authority granted by RCW 28B.35.120, has established the following regulations for student conduct and discipline.

WAC 172-121-020 Definitions. For purposes of the student conduct code, chapter 172-121 WAC, the definitions in this section apply. "Accused" refers to any student or student organization that is accused of violating the standards of conduct for students under this chapter. "Appeal authority" refers to the conduct review official presiding over an appeal under WAC 172-121-130. "Appellant" refers to any accused or complainant who appeals the decisions or sanctions of a hearing authority under WAC 172-121-130. "Business days" refers to the days and hours the university is open for business. Business days are Monday through Friday, from 8:00 a.m. to 5:00 p.m., excluding holidays as set forth in the university holiday schedule. "Complainant" means any person who files a complaint alleging that a student or student organization violated the standards of conduct for students. "Council" or "the council" refers to the student disciplinary council as described in WAC 172-121-070. "Council hearing" refers to a conduct review hearing before the student disciplinary council. "Dean of students" refers to the dean of students or a designee of the dean of students. "Director of OSRR" refers to the director of the office of student rights and responsibilities, or designated representative. "Hearing authority" refers to the university official holding a conduct review hearing. The conduct review officer is the hearing authority for a summary hearing while the student disciplinary council is the hearing authority for a council hearing. "Local or surrounding communities" refers to communities having an existing relationship with Eastern Washington University (EWU) including, but not limited to, satellite campus communities and surrounding Spokane County communities. "Off-campus" refers to any location or facility that is not owned, leased, rented, or operated by Eastern Washington University. "Officer" or "the officer" refers to the conduct review officer as described in WAC 172-121-070. "Policies" or "university policy" refers to the written regulations of the university, including the standards of conduct for students, residence life handbook, university

and graduate/undergraduate catalogs. "Recognized student organizations" refers to clubs, organizations, societies or similarly organized groups recognized by the university or the associated students of Eastern Washington University (ASEWU). "Session council" refers to the student disciplinary council members selected for a specific hearing or appeal. "Student" includes all persons taking courses through the university, both full and part time, pursuing undergraduate, graduate or professional studies. Nonmatriculated, international students attending language institutes or foreign study programs through the university, and persons, who have been notified of acceptance for admission at EWU, are also considered students. Any person who engaged in conduct in violation of the student conduct code during a period in which they had student status as previously described in this subsection, remain subject to action under this conduct code even if the person has graduated, withdrawn, or has not officially enrolled for a particular term at the university. "Summary hearing" refers to a conduct review hearing before the conduct review officer. "University" means Eastern Washington University. "University official" includes any person employed or contracted by the university, performing assigned administrative or professional responsibilities. "University premises" means buildings and/or property (including adjacent streets and sidewalks) which are owned, leased or used by the university, to include all satellite campuses affiliated with the university. "University president" refers to the university president or a designee of the university president. "Vice-president for student affairs" refers to the vice-president for student affairs or a designee of the vice-president for student affairs.

WAC 172-121-030 Rights of students. (1) Any student or student organization accused of or charged with any violation of the student conduct code has the following rights in conduct review proceedings: (a) The right to a fair and impartial conduct review hearing before the conduct review officer or the student disciplinary council; (b) The right to prior written notice to attend a preliminary conference as described in WAC 172-121-110; (c) The right to remain silent during any conduct review proceeding; (d) The right to prior written notice to attend a council hearing as described in WAC 172-121-120 if the matter is not resolved through a summary hearing process; (e) The right to waive his/her right to prior notice about a council hearing and to request that the case be heard in a summary hearing immediately following the preliminary conference; (f) The right to know who is bringing the accusation(s) against them as described in WAC 172-121-110 and 172-121-120 (2)(b); (g) The right to speak on his/her own behalf in all proceedings; (h) The right to consult an advisor as described in WAC 172-121-090; (i) The right to appeal as provided in WAC 172-121-130; and (j) The right to be subjected to university disciplinary action only one time for the same incident. (2) Any student or student organization appearing before a council hearing has the following additional rights: (a) The accused has the right to hear all information and view all material to be presented against them; (b) The accused and complainant have the right to present witnesses as described in WAC 172-121-120; (c) The accused and complainant have the right to submit questions to be asked of witnesses as described in WAC 172-121-120.

WAC 172-121-040 Jurisdiction. Eastern Washington University shall have jurisdiction over student behavior which occurs on university premises. The university may also exercise jurisdiction over student conduct which occurs at off-campus locations if the behavior adversely affects the university and/or the pursuit of its objectives and the university determines that a significant university interest is affected. The university has sole discretion in determining what conduct adversely impacts the university and/or the pursuit of its objectives. Similarly, the student conduct code shall apply to conduct without regard to a student's academic status at the time the conduct took place. This includes all periods from the time of application for admission through the actual awarding of a degree, including times between academic periods or outside of normal business hours. The student conduct code shall also apply to former students if the accused was in a student status as defined in WAC 172-121-020 when the misconduct took place. This is true even if the alleged misconduct is discovered after the student was awarded a degree or if the student withdrew from school while a disciplinary matter was pending. These provisions are not intended to protect any person or class of persons from injury or harm, or to deny students their legally and/or constitutionally protected rights.

WAC 172-121-050 External authorities. Many offenses under this code are also violations of federal, state or local laws. A student or student organization may face criminal and civil prosecution as well as university disciplinary action for violation of these laws. The university reserves the right to initiate action for offenses that have an impact on the educational or administrative functions or the general well-being of the university and its surrounding communities. Proceedings under this code may be carried out prior to, simultaneously with, or following civil or criminal proceedings in the courts. University proceedings under the student conduct code are not subject to challenge or dismissal based solely on the disposition of any criminal charges related to the same incident.

WAC 172-121-060 Notification of criminal arrest. A student is responsible for notifying the university of any off-campus arrest. When the office of student rights and responsibilities (OSRR) is informed of the arrest of a student, the university may send a letter to the student requiring that he or she make an appointment for an interview with the OSRR. During this interview, the director of OSRR shall discuss with the student: (1) The facts involved in the student's arrest; (2) The student's obligation to keep the university informed of the progress of the criminal charge(s); and (3) The student's obligation to advise the university of the final disposition of the criminal charge(s). The university will cooperate fully with law enforcement and other agencies administering a corrective or rehabilitative program for the student. The university reserves the right to initiate concurrent disciplinary action.

WAC 172-121-070 Conduct review officials. (1) The director of OSRR shall: (a) Serve as the primary point of contact for all matters relating to student conduct code violations and proceedings; (b) Manage the proceedings as described in this chapter; (c) Maintain all records of conduct review proceedings as described in WAC 172-121-080. (2) Conduct review officer: The university president shall designate one or more conduct review officers. The director of OSRR may be designated as a conduct review officer. The conduct review officer(s) shall: (a) Perform conduct review proceedings under this chapter; and (b) Review off-campus incidents of alleged misconduct and make determinations as to whether the conduct involved adversely affects the university community and/or the pursuit of its objectives. (3) Student disciplinary council: The student disciplinary council hears cases of conduct code violations as described in WAC 172-121-120. The council also serves as an appeal authority under WAC 172-121-130. (a) Council pool: For each academic year, a pool of council members is established based on availability. Appointment of council pool members and their terms of service are as follows: (i) Faculty: Three faculty members shall be selected by the faculty senate for three-year terms; (ii) Staff: Three university staff members shall be appointed by the university president for three-year terms; (iii) Students: Six students shall be appointed by the president of the ASEWU for one-year terms. Student appointments shall be made with the advice and consent of the associated students' legislature, as described in the constitution of the ASEWU. Students holding a position with any of the associated student courts, or who are in any way affiliated with any judicial, quasi-judicial, or advocacy position with the courts of the ASEWU, may not be appointed to the council pool; (iv) Nonvoting chair: Two nonvoting chairs shall be elected for a one-year term by members of the council pool. Re-election of chairs is permissible; (v) Vacancies: Council pool vacancies shall be filled as needed by the designated appointing authority. (b) Session council: When a student disciplinary council is needed for a hearing or an appeal, council members shall be selected from the council pool as follows: (i) Composition: A session council shall include, at a minimum, one nonvoting chair, two student members, and two faculty or staff members. The faculty/staff members may be both faculty, both staff, or one faculty and one staff member; (ii) Selection: The director of OSRR shall select members from the council pool to serve as the session council. As much as possible, council members should be selected based on their availability; (iii) If a nonvoting chair is unavailable, the director of OSRR shall select another member of the council pool to serve as chair; (iv) Quorum: Four voting members constitute a quorum; (v) Members of the student disciplinary council shall not participate in any case in which they are a defendant, complainant or witness; in which they have a direct or personal interest or bias; or in which they have acted previously in an advisory or adjudicatory capacity; (vi) A council member's eligibility to participate in a

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case may be challenged by parties to the case or by other council members. When such a challenge is made, the session council shall make a decision on the challenge and respond as needed and appropriate; and (vii) In the event members of the session council are disqualified or disqualify themselves from a case, a temporary (for that case only) replacement will be appointed by the director of OSRR.

WAC 172-121-080 Administration and records. (1) Student conduct code. (a) Interpretation: Any question regarding the interpretation or application of this student conduct code are referred to the vice-president for student affairs for final determination. (b) Review: This student conduct code shall be reviewed every three years under the direction of the vice-president for student affairs. (2) Records of conduct review proceedings. (a) Records of conduct review proceedings under this chapter shall be prepared by the conduct review official(s) involved and maintained by the director of OSRR. As much as possible, records should include: (i) A summary of the proceedings during a preliminary conference; (ii) A written record of the statements made during a conduct review hearing; (iii) All letters, statements, memoranda, decisions, orders, notices, and other documents related to conduct review proceedings; and (iv) Any images, articles, recordings, or other materials presented as evidence in a conduct review proceeding. (b) The director of OSRR shall keep records of conduct review proceedings for seven years. (c) Records of conduct review proceedings are the property of the university and are confidential to the extent provided in applicable law. (d) Prior to the final disposition of a case, the accused may review the records relative to their case. The accused shall request to review the case records by contacting the conduct review officer. The conduct review officer shall make every reasonable effort to support the accused's request. (3) Student disciplinary records. (a) Student disciplinary records are confidential and shall be treated consistently with the requirements of the Family Educational Rights and Privacy Act (FERPA) and applicable law. Disciplinary records shall be maintained in accordance with the university's records retention schedule. (b) Release of student disciplinary records. The university may not communicate a student's disciplinary record to any person or agency outside the university without the prior written consent of the student, except as required or permitted by law. Exceptions include but are not limited to: (i) The student's parents or legal guardians may review these records as permitted by FERPA (20 U.S.C. Sec. 1232g; 34 CFR Part 99). (ii) Release to another educational institution, upon request, where the student seeks or intends to enroll, as allowed by FERPA (20 U.S.C. Sec. 1232g; 34 CFR Part 99). (iii) The university may inform the complainant of the outcome of any disciplinary proceeding involving a crime of violence as defined by FERPA (20 U.S.C. Sec. 1232g; 34 CFR Part 99). (iv) The university will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of Title 18, United States Code), or a nonforcible sex offense, the report on the results of any disciplinary proceeding conducted by the university against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the alleged victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this subsection (3)(b)(iv). Such disclosure will be subject to the provisions of 20 U.S.C. 1094. (v) Disciplinary records will be made available to hearing councils and university personnel as needed for legitimate educational purposes. (vi) A student may authorize release of his or her own disciplinary record to a third party in compliance with FERPA (20 U.S.C. Sec. 1232g; 34 CFR Part 99) by providing a written consent to the office of student rights and responsibilities. (vii) Any student may review his/her own disciplinary records by contacting the office of student rights and responsibilities. (viii) A student may obtain a copy of his or her disciplinary record by making a written request to the office of student rights and responsibilities. The office of student rights and responsibilities may charge the student a reasonable amount to cover copying expenses. (ix) The university may disclose to a student's parents a violation of any federal, state, or local law, or of any university policy or rules regarding use or possession of alcohol or a controlled substance so long as the student is under the age of twenty-one at the time of the disclosure to the parent. (c) When disciplinary records are released, personally identifiable information may be redacted to protect the privacy of others as permitted by applicable law. (4) Holds: (a) Types of holds. Holds placed on a student's academic records may prevent admission, registration, graduation, or other academic

activities. Holds may also restrict access to transcripts, grades, or other academic records. (b) Discretionary holds: The conduct review officer may place a hold on a student's academic records in either of the following situations: (i) Pending the student's satisfactory completion of any sanctions imposed by a conduct review hearing; or (ii) If the student fails to respond to any properly delivered notice from the conduct review officer. (c) Required holds: The conduct review officer shall place a hold on a student's academic record if the student is accused of violating the conduct code and has withdrawn from the university, or if the student withdraws from the university after a complaint is filed against the student. (i) In such cases, the student shall be notified that disciplinary action may be initiated when the student reenters or applies for readmission. (ii) Holds of this type may not be implemented in cases where the university proceeds with a conduct review hearing or other disciplinary action under this chapter.

WAC 172-121-090 Conduct review proceedings. (1) General provisions: (a) All conduct review proceedings are conducted in an informal manner. (b) Nonjudicial proceedings: Formal rules of process, procedure, and/or technical rules such as are applied in criminal or civil court, are not used in student conduct code proceedings. (2) Notification for student organizations: When a charge is directed towards a student organization, the conduct review officer will communicate all matters relative to conduct review proceedings with the president of the organization or that position's designee. (3) Advisors: The complainant and the accused may each be assisted by one advisor of their choice, subject to the following provisions: (a) Any fees or expenses associated with the services of an advisor will be incurred by the complainant or the accused that employed the advisor; (b) The advisor may be an attorney; (c) The complainant and the accused are responsible for presenting their own case and, therefore, advisors may not speak or participate directly in any conduct review proceeding. The complainant and/or the accused may, however, speak quietly with their advisor during such proceedings; (d) If an attorney is used as an advisor, the person using the attorney shall inform the conduct review officer or the council of their intent to do so at least two business days prior to any conduct review proceeding; and (e) If the complainant and/or the accused elect to be advised by an attorney, the conduct review officer or the council may elect to have the university advised by an assistant attorney general.

WAC 172-121-100 Complaints. (1) Filing of complaints. (a) Any student, faculty member, staff member, or other member of the university community may file a complaint against a student or student organization for any violation of the student conduct code. (b) A person wishing to file a complaint must submit the complaint, in writing, to one of the following: (i) The office of student rights and responsibilities; (ii) The office of the dean of students; or (iii) Another designated university office or official. (c) In instances of alleged violations of local, county, state or federal law, nothing in this student conduct code will prohibit or limit the rights of persons to go directly to the civil and/or criminal authorities and file charges. (d) All complaints will be forwarded to the director of OSRR for further review and action. (2) Complaint review. The director of OSRR will review the complaint to determine if there is sufficient information to hear the matter. During this review, the director of OSRR will also evaluate the circumstances to determine if any interim restriction action is warranted. (3) Inform complainant. As part of the complaint review process, the director of OSRR will contact the complainant and explain to him/her: (a) The complainant rights under the student conduct code; (b) The allegations which the complainant has against the accused; and (c) The potential conduct code violations related to the allegations. (4) Following the complaint review, the director of OSRR will either dismiss the matter or arrange a preliminary conference with the accused. (a) Dismiss the matter. If the director of OSRR believes that there is insufficient justification or insufficient evidence to pursue conduct review proceedings against the accused, he/she may dismiss the matter. In such cases, the director of OSRR will prepare a written record of the dismissal. The director of OSRR will also notify the complainant of their decision, if such notification is appropriate and feasible. (b) Preliminary conference. If the director of OSRR does not dismiss the matter he/she will arrange a preliminary conference as described in WAC 172-121-110. (5) Records. The dismissal letter, along with the original complaint and any other related documents, shall be maintained as described in WAC 172-121-080.

WAC 172-121-110 Preliminary conference. (1) Scheduling. If, after reviewing a complaint, the director of OSRR decides to initiate conduct review proceedings, the director of OSRR shall appoint a conduct review officer (CRO) to the case and notify the accused according to the following provisions: (a) Notification shall be in writing; (b) A written list of charges against the accused shall be included with the notification; and (c) Notification shall include the name of the conduct review officer assigned to the case and the deadline for the accused to contact the CRO in order to schedule a preliminary conference. (2) Failure to respond: If the accused fails to comply with the notification requirements, the director of OSRR shall schedule the preliminary conference and notify the accused. The notification shall be in writing and shall include a date, time, and location of the preliminary conference. (3) Appearance. Only the accused and the accused's advisor may attend the preliminary conference. The accused may be assisted by an advisor during the preliminary conference. The complainant, complainant's advisor, and witnesses may not appear at the preliminary conference. (4) Failure to appear. In cases where proper notice has been given but the accused fails to attend the preliminary conference, the CRO may: (a) Proceed with a hearing and decide the case based on the information available; or (b) Place a hold on the accused's academic records as described in WAC 172-121-080. (5) Proceedings. During the preliminary conference, the conduct review officer will: (a) Review the written list of charges with the accused; (b) Inform the accused who is bringing the accusation(s) against them; (c) Provide the accused with a copy of the student conduct code and any other relevant university policies; (d) Explain the accused's rights under the student code; (e) Explain the conduct review procedures; (f) Explain the accused's rights and responsibilities in the conduct review process; and (g) Explain possible penalties under the student conduct code. (6) After the preliminary conference, the conduct review officer will take one of the following actions: (a) Conduct a summary hearing with the accused as described in WAC 172-121-120; (b) Schedule a summary hearing with the accused as described in WAC 172-121-120; or (c) Refer the case to the student disciplinary council for a council hearing under WAC 172-121-120. (7) Records. Records of the preliminary conference shall be maintained as described in WAC 172-121-130.

WAC 172-121-120 Hearings. (1) General provisions. (a) Hearing authority: The hearing authority exercises control over hearing proceedings. All procedural questions are subject to the final decision of the hearing authority. (b) Closed hearings: All conduct review hearings will be closed. Admission of any person to a conduct review hearing shall be at the discretion of the hearing authority. (c) Consolidation of hearings: In the event that one or more students are charged with the same misconduct arising from the same occurrence, the hearing authority may conduct separate hearings for each student or consolidate the hearings as practical, as long as consolidation does not impinge on the rights of any student. (2) Appearance. (a) Failure to appear: In cases where proper notice has been given but the accused fails to attend a conduct review hearing, the hearing authority shall decide the case based on the information available, without the accused's input. (b) Complainant's appearance: The complainant may appear at the conduct review hearing in person, through telephone conference, or through any other practical means of communication, so long as the complainant's identity can be reasonably established. (c) Advisors: The complainant and the accused may be assisted by an advisor during conduct review hearings as described in WAC 172-121-090. (d) Disruption of proceedings: Any person, including the accused, who disrupts a hearing may be excluded from the proceedings. (e) Telephonic appearance. In the interest of fairness and expedience, the hearing authority may permit any person to appear by telephone, audio tape, written statement, or other means, as determined appropriate. (3) Evidence. (a) Evidence: Pertinent records, exhibits and written statements may be accepted as information for consideration by the hearing authority. However, hearing authorities are not bound by the rules of evidence observed by courts and may exclude incompetent, irrelevant, immaterial or unduly repetitious material. (b) The accused has the right to view all material admitted into evidence by the hearing authority. (i) If the accused wishes to view such material prior to the scheduled hearing, he/she shall contact the CRO. The CRO shall make a reasonable effort to support the request of the accused. To facilitate this process, the accused should contact the CRO as early as possible prior to the scheduled hearing. (ii) In every case, the accused may examine any material

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presented against him/her during the course of the hearing.

(4) Reasonable cause. The hearing authority shall consider information presented at the hearing in determining whether there is reasonable cause to believe that the accused violated the student conduct code as charged. In determining whether such reasonable cause exists, the hearing authority shall decide whether it is more likely that the accused violated the student code by engaging in the conduct for which he or she is charged than that he or she did not.

(5) Sanctions. In determining what sanctions shall be imposed, the hearing authority may consider the information presented at the hearing as well as any information available from past conduct and academic performance. If a student fails to appear for a hearing, then the hearings authority shall review the evidence provided and may consider information available from past conduct and academic performance in determining what sanction should be imposed. The hearing authority cannot impose a sanction based solely on the failure to answer the charges or appear at the hearing.

(6) Witnesses. (a) The complainant, the accused and the hearing authority may present witnesses at council review hearings. Witnesses may not appear during summary hearings unless the CRO specifically allows it. (b) The complainant and the accused shall provide the name and reasonable contact information for each proposed witness to the office of student rights and responsibilities at least two business days before the scheduled hearing. For each proposed witness requested, the complainant and the accused must also provide a brief statement regarding what relevant information the witness may have. (c) The office of student rights and responsibilities shall attempt to contact each proposed witness and request their attendance at the scheduled hearing. The office of student rights and responsibilities is not obligated to contact proposed witnesses who appear to have no relevant first hand information. (d) The accused has the right to hear or view all information provided by witnesses during the hearing.

(7) Questioning: (a) The complainant and the accused may submit questions to be asked of each other or of any witnesses. Questions shall be submitted, in writing, to the hearing authority. The hearing authority may ask such questions, but is not required to do so. The hearing authority may reject any question which it considers inappropriate, irrelevant, immaterial or unduly repetitious. The hearing authority has complete discretion in determining what questions will be asked during the hearing. (b) During a conduct review hearing, only the hearing authority may pose questions to persons appearing before them. (c) The hearing authority may ask their own questions of any witness called before them. (8) Risk management. The hearing authority may accommodate concerns for personal safety, well-being, or fears of confrontation of any person appearing at the hearing by providing separate facilities, or by permitting participation by telephone, audio tape, written statement, or other means, as determined appropriate. (9) Summary hearing procedures. (a) The CRO may hold a summary hearing with the accused only if all of the following conditions are met: (i) The accused waives his/her right to prior notice about a conduct review hearing; (ii) The accused requests that the case be heard in a summary hearing with the CRO; and (iii) The CRO agrees to conduct the summary hearing. The CRO is not obligated to conduct a summary hearing, but may instead refer the case to the student disciplinary council for a council hearing. (b) Scheduling and notification. The summary hearing may take place immediately following the preliminary conference or it may be scheduled for a later date or time. (i) If the summary hearing will be held at a later date or time, the CRO shall schedule the hearing in the presence of the accused so that the accused is informed of the date, time, and place of the hearing. (ii) If the CRO is not able to schedule the hearing in the presence of the accused, the accused shall contact the CRO at a later time, as specified by the CRO, to be informed of the date, time, and location of the summary hearing. If the accused fails to contact the CRO, the CRO shall conduct the summary hearing without the accused present or refer the case to the student disciplinary council for a council hearing under WAC 172-121-110. The CRO may also place a hold on the accused's academic records under WAC 172-121-080. (c) Deliberation: After the hearing, the conduct review officer shall decide whether there is reasonable cause to establish the accused violated the student conduct code. (i) If the CRO determines that there is not sufficient information to establish reasonable cause, the CRO shall terminate the complaint. (ii) If the CRO determines that there is reasonable cause to establish the accused violated the student conduct code, the CRO shall impose any number of sanctions as described in WAC 172-121-210. (10) Council

hearing procedures. (a) Scheduling and notification. If the conduct review officer has decided to refer the case to the student disciplinary council for a council hearing, director of OSRR shall schedule the hearing and notify the accused and the council. The council must receive at least seventy-two hours notice as to the time and place of the hearing. The CRO may coordinate with the accused to facilitate scheduling, but is not required to do so. The CRO shall notify the accused of the preliminary conference. Notification will be in writing and will include the date, time and location of the hearing. (b) Deliberations and sanctions. After the hearing, the council shall meet in closed session and determine by majority vote whether reasonable cause exists to indicate that the accused violated the conduct code. If the council decides that the accused did violate the conduct code, the council shall then decide what sanctions shall be imposed. Sanctions shall be decided by majority vote and in closed session. (c) Notification. The council's decision must be made within seven business days of the hearing conclusion. The council chair shall forward the council decision to the director of OSRR. The director of OSRR shall notify the accused of the council decision and sanctions (if any). (11) Records. Records of the conduct review hearing shall be maintained as described in WAC 172-121-080.

WAC 172-121-130 Appeals. (1) Basis: Appeals may be filed by either the accused or the complainant for one or more of the following reasons: (a) To determine whether the hearing was conducted according to established procedures. A hearing may have deviated from established procedures if: (i) The hearing was not conducted fairly in light of the charges and information presented; (ii) The complainant was not given a reasonable opportunity to prepare and to present information as provided by the student conduct code; (iii) The accused was not given a reasonable opportunity to prepare and to present a response as provided by the student conduct code. (b) To determine whether the decision reached by the hearing authority was based on the information presented and that that information was sufficient to reasonably establish that a violation of the conduct code did or did not occur. (c) To determine whether the sanction(s) imposed were reasonable and appropriate for the associated conduct code violation(s). (d) To consider new information or other relevant facts not previously presented because such information and/or facts were not known to the appellant at the time of the original hearing. In such cases, if the information was reasonably available at the time of the original hearing but the appellant did not make a good faith effort to discover the information, there is no basis for appeal. It is important for the parties to make a good faith effort to gather all relevant facts before the hearing. The university is not obligated to hold an appeal when the parties did not take reasonable efforts to prepare their case for the initial hearing. (2) Filing: Following a conduct review hearing, if the accused or the complainant believes there is basis to support an appeal, they may file such an appeal, subject to the following provisions: (a) The appeal must be submitted to the director of the office of student rights and responsibilities within five business days of receipt of the decision; (b) The appeal shall be in writing and shall include: (i) The appellant's name; (ii) The nature of the decision and sanctions reached by the hearing official; (iii) The basis, as described in subsection (1) of this section, for the appeal; and (iv) What remedy the appellant is seeking. (3) Appeal authorities: (a) For summary hearings heard by the conduct review officer, the appeal authority is the student disciplinary council. (b) For council hearings heard by the student disciplinary council, the appeal authority is the dean of students. (4) Forwarding of appeals: The director of the office of student rights and responsibilities shall, within five business days of receipt of an appeal, forward the appeal to the appropriate appeal authority. The submitted appeal will include, at a minimum, the appellant's written appeal and the written report of the case. The director of OSRR may also forward any other written records related to the case. (5) Review of appeals: (a) Before rendering a decision, the appeal authority may request additional information or explanation from any of the parties to the proceedings. (b) Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the conduct review hearing and supporting documents. (c) In making its decision, the appeal authority will only consider the written record before it, the appellant's notice of appeal and other information and/or explanation it has requested from the parties to the proceedings. (6) Decisions: After reviewing the appeal, the appeal authority may affirm, reverse, or remand the decision(s) of the hearing authority. (7) Remanded cases: In cases where the appeal authority remands

the decision or sanction(s) of the hearing authority, the case will be returned to the hearing authority for reconsideration or other action as specified by the appeal authority. Following such reconsideration, the hearing authority will return the case to the appeal authority for further review/action. The appeal authority will then complete the appeal process or remand the case again. No appeal may, however, be remanded more than two times. After a case has been remanded twice, the appeal authority must affirm or reverse the decision and affirm, reverse, or modify the sanctions. (8) Sanctions: The appeal authority may affirm, reverse, remand, or modify the sanctions assigned to the accused. When determining sanctions, the appeal authority may consider the complete record of the accused's prior conduct and academic performance in addition to all other information associated with the case. (9) Further proceedings. After an appeal authority has completed an appeal action, no further appeals may be made under this chapter. (10) Appeals standards: (a) Appeal authorities must weigh all pertinent information presented to them in determining whether reasonable evidence exists to support reversal or modification of decisions or sanctions. (b) For appeals based on a deviation from established procedures, such deviations will not be a basis for sustaining an appeal unless the alleged deviation resulted in a material change in the outcome of the case or the sanctions imposed. (11) Records: Records of appeal proceedings shall be maintained as described in WAC 172-121-080.

WAC 172-121-140 Interim restriction. Ordinarily, the disciplinary authority of the university will be invoked only after all related review, hearing, and appeal procedures have been completed. However, in situations where there is cause to believe that a student or a student organization endangers the health, safety, or welfare of themselves, the university community, or property of the university community, the dean of students may take immediate action(s) against the student or student organization without prior notice or hearing. Simultaneous with such action(s), the dean of students will refer the charges to the conduct review officer, who will process such charges in accordance with the provisions of this student conduct code. Interim restriction is subject to the following: (1) Interim restriction actions may only be imposed in the following situations: (a) When a student or student organization poses an immediate threat to: (i) The health, safety or welfare of any part of the university community or public at large; (ii) The student's own physical safety and well-being; or (iii) Any property of the university community; (b) When it is believed that the student's or student organization's continued attendance or presence may cause disorder, substantially interfere with or impede the lawful activities of others, or imperil the physical or mental health and safety of members of the university community; (c) In all cases where a student is undergoing criminal proceedings for any felony charge. (2) During the interim restriction period, a student may be restricted by any or all of the following means: (a) Denial of access, including but not limited to: Assignment to alternate university housing or removal from university housing, limitation of access to university facilities, or restriction of communication with specific individuals or groups; (b) Interim suspension, including temporary total removal from the university or restriction of access to campus; (c) Mandatory medical/psychological assessment of the student's capability to remain in the university. (3) The dean of students will determine what restriction(s) will be ordered. (4) All interim restrictions that involve any type of restriction from any university premises will be accomplished by giving a notice against trespass. The notice against trespass may be given by any manner specified in WAC 172-122-200. (5) The dean of students will prepare a brief memorandum for record containing the reasons for the interim restriction. The dean of students will forward copies of the memorandum for record by personal delivery or by U.S. mail to the restricted student, the office of student rights and responsibilities, and all other persons or offices bound by it. At a minimum, the memorandum will state: (a) The alleged act(s) or behavior(s) of the student or student organization which prompted the interim restriction; (b) How those alleged act(s) or behavior(s) constitute a violation of the student conduct code; and (c) How the circumstances of the case necessitated the interim restriction action(s). (6) In all such cases, the student or student organization may appeal the interim restriction to the vice-president for student affairs. The challenge must be submitted, in writing, within ten business days after the interim restriction action is taken, unless the student requests an extension. Requests for extension will only be granted to review the following issues: (a) The reliability of the information concerning the student's behavior; and (b)

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Whether the student's continued presence or prior or present behavior warrants interim restriction for the causes listed in subsection (1) of this section. (7) As a result of the challenge, the vice-president for student affairs will schedule a meeting with the accused. The vice-president for student affairs may have the dean of students or any other person deemed relevant attend the meeting. The accused may have an advisor present at the meeting so long as the name of that person is provided to the director of OSRR at least two business days prior to the scheduled meeting. (8) During the appeal meeting, the vice-president for student affairs will review available materials and statements. After the meeting, the vice-president for student affairs may either uphold or terminate the interim restriction action. (9) The interim restriction does not replace the regular hearing process, which will proceed consistent with this chapter. (10) Records. Records of interim restriction proceedings shall be maintained as described in WAC 172-121-080.

WAC 172-121-200 Violations. The following are defined as offenses which are subject to disciplinary action by the university. (1) Acts of academic dishonesty. University policy regarding academic dishonesty is governed by the university academic integrity policy. However, repeated violations, as described in the academic integrity policy, are subject to action under the student conduct code. Academic dishonesty includes, but is not limited to, any of the following activities: (a) Plagiarism: Representing the work of another as one's own work; (b) Preparing work for another that is to be used as that person's own work; (c) Cheating by any method or means; (d) Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research; (e) Knowingly furnishing false information to a university official relative to academic matters. (2) Acts of social misconduct. (a) Violence/threats/abuse/ endangerment. (i) Abuse or harm of others. Conduct which causes physical abuse, harm, threats, intimidation, coercion, detention, and/or other conduct which threatens or endangers the health or safety of any person. (ii) Reckless endangerment. Engaging in conduct that creates an unreasonable risk of harm to another person or property. (b) Sexual misconduct. Sexual misconduct is any sexual activity with another person that is unwanted and nonconsensual. Sexual misconduct includes, but is not limited to: (i) Unwanted verbal (including telephone), written (including electronic media), pictorial or physical conduct of a sexual nature which a reasonable person would consider to be harassing, intimidating, hostile, offensive and/or which adversely affects the learning or living environment of the campus; (ii) Unwanted, forceful, sexual contact. The use of force may include, but is not limited to use of body weight, pushing or hitting, coercion, threats, or intimidation; (iii) The use of force (body weight, hitting or pushing, use of a weapon, threats to kidnap or kill, for example) to overcome earnest resistance to engaging in sexual intercourse. Earnest resistance may be verbal, physical or both; (iv) Sexual intercourse which occurs without consent whether force is used or not. Consent requires actual words or conduct demonstrating freely given agreement to the sexual activity. Sexual activity is nonconsensual when the victim is incapable of consent by reason of mental incapacity, drug/alcohol intoxication, illness, unconsciousness or physical helplessness. Silence and passivity do not constitute consent; (v) Voyeurism. Voyeurism occurs when an individual, for the purpose of arousing or gratifying his/her sexual desire, knowingly views, photographs, or films another person, without that person's knowledge or consent, while the person being viewed, photographed, or filmed is in a place where he or she has a reasonable expectation of privacy; (vi) Charges of sexual harassment may be adjudicated under the university sexual harassment policy in addition to any processing under this student conduct code. (c) Harassment. Harassment of any sort is prohibited. Conduct (physical, verbal, graphic, written, or electronic) that is sufficiently severe, pervasive, or persistent to have the purpose or effect of unreasonably interfering with an individual's ability to work, study, or participate in his/her regular life or university activities. Examples of harassment include, but are not limited to the following: (i) Cyberstalking; (ii) Unwanted telephone calls; (iii) Unwanted text messaging; and/or (iv) Unwanted conversation. (d) Stalking. Any repeated conduct directed specifically at another person that causes that person to fear for his/her health and safety. Such behaviors and activities may include, but are not limited to the following: (i) Nonconsensual communication or contact, including face-to-face, telephone calls, voice messages, electronic mail, instant messaging, written letters, unwanted gifts, etc.; (ii) Harassment,

either by the individual or through a third party; (iii) Use of threatening or obscene gestures; (iv) Pursuing or following; (v) Surveillance or other types of observation; (vi) Use of electronic devices or software to track or obtain private information; (vii) Trespassing; (viii) Vandalism; and (ix) Nonconsensual touching. (e) Unauthorized use of electronic or other devices: Making an audio or video record of any person while on university premises without his or her prior knowledge, or without his or her effective consent when such a recording is of a private conversation or of images taken of a person(s) at a time and place where she or he would reasonably expect privacy and where such images are likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom, but does not include taking pictures of persons in areas which are considered by the reasonable person to be open to public view. (3) Property violations. Theft from, or damage to, or misuse of university property or the property of any person on or off campus are subject to university disciplinary action. (4) Weapons. No individual shall have on his/her person, in his/her vehicle or otherwise in his/her possession any gun, pistol, or firearm or explosives, dangerous chemicals or other dangerous weapons or instruments on the university campus or other university premises except as follows: (a) Authorized law enforcement officers are permitted to carry arms while on duty and engaged in their regular duties; (b) Activities requiring use of the prohibited items may be conducted on approval of the activity by the board of trustees; (c) Persons are permitted to have firearms in their possession directly en route to or from campus firearm storage facilities where such possession is incidental to approved on or off campus possession or use of such firearms; (d) Examples of weapons under this section include, but are not limited to: Shotguns, rifles, pistols, air guns, BB guns, pellet guns, longbows, hunting bows, throwing weapons, any item that can be used as an object of intimidation and/or threat, replica or look-a-like weapons, etc. (5) Disobedience. Disobedience, interference, resistance, or failure to comply with direction of an identified university official or other authority acting in the line of duty, including: (a) Failure to comply with lawful and/or reasonable directions of university officials or law enforcement officers acting in performance of their duties on campus or affecting conduct on campus; (b) Failure to identify oneself to university officials in their course of duty, refusal or failure to appear before university officials or disciplinary bodies when directed to do so, or the violation of sanctions imposed after such proceedings; (c) Failure to attend any medical treatment or evaluation program when directed to do so by the dean of students, the self-harm prevention team, or other authorized university official. (6) Trespassing/unauthorized use of keys. (a) Trespass. The unauthorized entry into or onto, or the unauthorized remaining in any building or facility or on any property. (b) Unauthorized use of keys and unauthorized entry. Unauthorized possession, duplication, or use of keys to university premises or unauthorized entry to or use of university premises. (7) Deception, forgery, fraud, unauthorized representation. (a) Knowingly furnishing false information to the university. (b) Forgery, alteration, or misuse of university documents, records, or instruments of identification. This includes situations of identity theft where a person knowingly uses or transfers another person's identification for any purpose. (c) Forgery or issuing a bad check with intent to defraud. (d) Unauthorized representation. The unauthorized use of the name of the university or the names of members or organizations in the university community. (8) Safety. (a) Intentionally activating a false fire alarm. (b) Making a bomb threat. (c) Tampering with fire extinguishers, alarms, or safety equipment. (d) Tampering with elevator controls and/or equipment. (e) Failure to evacuate during a fire, fire drill, or false alarm. (9) Alcohol, drugs, and controlled substances. (a) Alcohol and substance violations. Use, possession, distribution, or sale of alcoholic beverages (except as permitted by university policy and state law) is prohibited. Under no circumstances may individuals under the age of twenty-one use, possess, distribute, manufacture or sell alcoholic beverages. Public intoxication is also prohibited. (b) Illegal drugs and paraphernalia. Use, possession, distribution, manufacture, or sale of drug paraphernalia and/or illegal drugs, including marijuana, narcotics or other controlled substances, is prohibited except as authorized by federal or state law. Being under the influence of an illegal substance, while on property owned or operated by the university, is prohibited. Being under the influence of a controlled substance is also prohibited while on property owned or operated by the university, except when legally prescribed by a licensed medical practitioner. (10)

Hazing. Any action required of or imposed on current or potential members of an organization or group which, regardless of location of the incident or consent of the participant(s): (a) Produces or is reasonably likely to produce bodily harm or danger, mental or physical discomfort, embarrassment, harassment, fright, humiliation or ridicule; or (b) Compels an individual to participate in any activity which is illegal, perverse or publicly indecent or contrary to university rules, regulations or policies, or which is known by the compelling person(s) to be contrary to the individual's moral or religious beliefs. (11) Disruptive conduct/obstruction. (a) Disruptive conduct. Conduct which disrupts or obstructs teaching, research, administration, disciplinary proceedings, freedom of movement or other lawful activities. (b) Disorderly conduct. Conduct that is disorderly, lewd, indecent or a breach of peace. (c) Obstruction. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university sponsored or university-supervised events. (d) Demonstration. Participation in a campus demonstration which violates the university regulations governing campus assembly [ 23 ] and peaceful demonstration. (12) Violations of other laws, regulations and policies. (a) Violation of a local, county, state, or federal law. (b) Violation of other university policies or regulations. (13) Assisting. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code. Conduct involving being an accessory to any person who violates this code. (14) Acts against the administration of this code. (a) Initiation of a complaint or charge knowing that the charge was false or with reckless disregard of its truth. (b) Interference with or attempt to interfere with the enforcement of this code, including but not limited to, intimidation or bribery of hearing participants, acceptance of bribes, dishonesty, or disruption of proceedings and hearings held under this code. (c) Knowing violation of the terms of any disciplinary sanction or attached conditions imposed in accordance with this code. (15) Other provisions: (a) Responsibility for guests. A student, student group or student organization is responsible for the conduct of guests on or in university property and at functions sponsored by the university or sponsored by any recognized university organization. (b) Students studying abroad. Students who participate in any university sponsored or sanctioned foreign country study program shall observe the following rules and regulations: (i) The laws of the host country; (ii) The academic and disciplinary regulations of the educational institution or residential housing program where the student is studying; and (iii) Any other agreements related to the student's study program in the foreign country. (c) Student organization and/or group offenses. Clubs, organizations, societies or similarly organized groups in or recognized by the university and/or ASEWU are subject to the same standards as are individuals in the university community. The commission of any of the offenses in this section by such groups or the knowing failure of any organized group to exercise preventive measures relative to violations of the code by their members shall constitute a group offense.

WAC 172-121-210 Sanctions. If any student or student organization is found to have committed any of the offenses described in WAC 172-121-200, one or more of the following sanctions may be imposed against the student or student organization. Failure to comply with any imposed sanction may result in additional sanctions. (1) Individual student sanctions: (a) Admonition: An oral statement to a student that he/she has violated university rules and regulations. (b) Warning: A notice to the student or student organization that they have violated the standards for student conduct and that any repeated or continuing violation of the same standard, within a specified period of time, may result in more severe disciplinary action. A warning may be verbal or written. (c) Censure: A written reprimand for violation of specified regulations. A censure will also state that more severe disciplinary sanctions may be imposed if the student or student organization is found in violation of any regulation within a stated period of time (d) Disciplinary probation: A formal action which places one or more conditions, for a specified period of time, on the student's continued attendance. Disciplinary probation sanctions will be executed in writing and will specify the probationary conditions and the period of the probation. A disciplinary probation notice will also inform the student that any further misconduct will automatically involve consideration of suspension. Probationary conditions may include, but are not limited to: (i) Restricting the student's university-related privileges; (ii) Limiting the student's participation in extra-curricular activities; and/or (iii) Enforcing a "no contact" order which would prohibit direct or

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indirect physical and/or verbal contact with specific individuals or groups. (c) Restitution: Reimbursement to the university or others for damage, destruction, or other loss of property suffered as a result of theft or negligence. Restitution also includes reimbursement for medical expenses incurred due to conduct code violations. Restitution may take the form of appropriate service or other compensation. Failure to fulfill restitution requirements will result in cancellation of the student's registration and will prevent the student from future registration until restitution conditions are satisfied. (f) Fines: The university conduct officer and the student disciplinary council may assess monetary fines up to a maximum of four hundred dollars against individual students for violation of university rules or regulations or for failure to comply with university standards of conduct. Failure to promptly pay such fines will prevent the student from future registration. Failure to pay may also result in additional sanctions. (g) Discretionary sanctions: Work assignments, service to the university community or other related discretionary assignments for a specified period of time as directed by the hearing authority. (h) Loss of financial aid: In accordance with RCW 28B.30.125, a person who participates in the hazing of another forfeits entitlement to state-funded grants, scholarships or awards for a specified period of time. (i) Assessment: Referral for drug/alcohol or psychological [ 25 ] assessment may be required. Results of the assessment may lead to the determination that conditions of treatment and further assessment apply to either continued attendance or return after a period of suspension. (j) Deferred suspension: Notice of suspension from the university with the provision that the student may remain enrolled contingent on meeting a specified condition or conditions. Not meeting the specified condition(s) will immediately invoke the suspension for the period of time and under the conditions originally imposed. (k) Suspension: Exclusion from classes and other privileges or activities for a specified period of time. Suspensions will be executed through a written order of suspension and will state all restrictions imposed by the suspension, as well as the suspension period and what conditions of readmission, if any, are ordered. (l) Dismissal: Permanent separation of the student from the university with no promise (implied or otherwise) that the student may return at any future time. The student will also be barred from university premises. Dismissal actions will be accomplished by issuing both an order of dismissal and a notice against trespass. The notice against trespass may be given by any manner specified in chapter 9A.52 RCW. (m) Loss of institutional, financial aid funds: Formal withholding of all or a part of institutional funds currently being received by the student or promised for future disbursement to the student for a specified period of time. (2) Student organizations and/or group sanctions: Any of the above sanctions may be imposed in addition to those listed below: (a) Probation: Formal action placing conditions on the group's continued recognition by or permission to function at the university. The probationary conditions will apply for a specified period of time. Violation of the conditions of probation or additional violations while under probation may result in more severe sanctions; (b) Social probation: Prohibition of the group from sponsoring any organized social activity, party or function, or from obtaining a permission for the use of alcoholic beverages at social functions for a specified period of time; (c) Charter restriction: The temporary withdrawal of university or ASEWU recognition for a group, club, society or other organization. It may be recommended by the appropriate disciplinary body, but may only be imposed by the university president; (d) Charter revocation: The permanent withdrawal of university or ASEWU recognition for a group, club, society or other organization. It may be recommended by the appropriate judicial body, but can only be imposed by the university president; (e) Additional sanctions: In addition to or separately from the above, any one or a combination of the following may be concurrently imposed on the group: (i) Exclusion from intramural competition as a group; (ii) Denial of use of university facilities for meetings, events, etc.; (iii) Restitution; and/or (iv) Fines.

## APPENDIX B

## Chapter 172-190 WAC

## IMPLEMENTATION OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Last Update: 12/30/91

WAC	Purpose.
172-190-010	Purpose.
172-190-020	Definitions.
172-190-030	Right of inspection.
172-190-035	Availability of directory information.
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172-190-050	Distribution of information to others.
172-190-060	Notice of rights given under Family Educational Rights and Privacy Act of 1974.
172-190-070	Requests for access to student records.
172-190-080	Determination regarding records.
172-190-090	Review proceeding available.
172-190-100	Right of students to register objections.
WAC 172-190-010	Purpose.

The purpose of this chapter is to comply with the requirements of Public Law 93-380, § 513, of 1974, also annotated as 20 USC.A. 1232, which law represents amendments to the General Education Provisions Act. As indicated in the aforesaid law, its purpose is to assure that students attending institutions of higher education such as Eastern Washington University shall have a right to inspect certain records and files intended for school use or made available to parties outside the university. [Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-010, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-010 (codified as WAC 172-190-010), filed 3/3/75.] WAC 172-190-020 Definitions.

The following definitions shall apply in interpreting these regulations:

(1) "Education records" are defined as records, files, documents, and other materials which contain information directly related to a student and are maintained by the university. Also included are records relating to an individual in attendance at the university who is employed as a result of his or her status as a student. The definition of "education records," however, does not include any materials used by any university instructor in the course of assessing a student's academic performance, including but not limited to academic grades conferred, essays, tests, written evaluations given during directed studies, and the like, nor materials maintained by the university's counseling center, or by any psychologist paraprofessional acting in a professional or paraprofessional capacity for the benefit of the university. (2) "Student" is defined as a person who is or has been in attendance at Cheney, Spokane, or any other location at which the university confers credit and regarding whom the university maintains educational records.

[Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-020, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-020 (codified as WAC 172-190-020), filed 3/3/75.] WAC 172-190-030 Right of inspection.

Any student shall have a right, subject to the procedural requirements outlined in WAC 172-190-070 through 172-190-090, to inspect any education records directly related to him or her that are intended for school use or are available for parties outside the school or school system. In the case of any education records relating to a student which also include information regarding another student, the responsible university officials shall delete any personally identifiable information relating to the identity of the other student.

[Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-030, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-030 (codified as WAC 172-190-030), filed 3/3/75.] WAC 172-190-035 Availability of directory information.

Except as hereinafter provided, the following information contained in a student's education records shall be available to members of the public: Student's name, address, telephone listing, date and place of birth, and participation in officially recognized activities and sports; weight, height and birth dates of athletic team members; dates of attendance at the university, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The information shall be deemed "directory information." The university will give public notice to students of the matters contained in the above-designated "directory information" that

is available to members of the public at the time the student registers for enrollment in the academic quarter. On the day of registration each student shall indicate on the university registration form whether he or she will not consent to the university's release of directory information to others.

[Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-035, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-035 (codified as WAC 172-190-035), filed 3/3/75.] WAC 172-190-040 Access permitted to university and certain other officials without consent.

(1) The following persons, individuals, agencies, or organizations shall be entitled to access to official records, files, and data of any student, subject to the limitations outlined in subsection

(2) of this section, without the written consent of the student: (a) Other school officials, including instructors within the university who have a legitimate educational interest;

(b) Officials of other universities, schools, or school systems, upon the condition that a reasonable attempt is made to notify the student of the transfer and to provide the student with a copy of the record if he or she desires it and the student has the opportunity to challenge the content of the record, per the procedures outlined in WAC 172-08-090; (c) Authorized representatives of the controller general of the United States; the Secretary of Health, Education and Welfare; and administrative head of an education agency as defined in § 409 of Public Law 93-380; or state of Washington educational authorities: Provided, that except when collection of personally identifiable data is specifically authorized by federal law, any data collected by the controller general, the secretary, administrative head of a United States Education Agency or state educational authorities with respect to individual students shall not include information (including social security numbers) which permit the personal identification of the students.

(d) Authorized representatives of the Office of Education at the U.S. Department of Health, Education and Welfare; the Law Enforcement Assistance Administration of the U.S. Department of Justice; the U.S. Veteran's Administration; the Bureau of Indian Affairs; the Washington state council on higher education; the Washington state department of social and health services; lending institutions receiving applications from students or granting to students financial aid; and individual organizations or institutions that provide scholarships to any applicant student when the organizations or individuals make requests for students' education records in connection with a student's application for, or receipt of, financial aid.

(e) State and local officials or authorities, if a state statute adopted prior to November 19, 1974, specifically requires disclosures to those officials and authorities. This does not prevent a state from further limiting the number of type or state or local officials to whom disclosures may be made under that paragraph.

(f) Disclosures to organizations (including, but not limited to, federal, state, local agencies, and independent organizations) conducting studies for, or on behalf of, educational agencies or institutions to:

(i) Develop, validate, or administer predictive tests; (ii) Administer student aid programs; or (iii) Improve instruction.

This information may be disclosed if the study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization and the information is destroyed when no longer needed for the purposes for which the study was conducted.

(g) The disclosure is to accrediting organizations to carry out their accrediting functions.

(h) The disclosure is to parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1954.

(i) The disclosure is to comply with a judicial order or lawfully-issued subpoena. Information may be disclosed only if the institution or agency makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(j) Disclosure is in connection with a health or safety emergency. (k) Disclosure is information the educational agency or institution has designated as "directory information."

(l) This section does not forbid or require an educational agency or institution to disclose personally identifiable information from the education records of a student to any parties under (a) through (l) of this subsection.

(2) The university shall maintain a record, kept with the education records of each student, which will indicate all the agencies or organizations referenced in subsection (1)(b) and (c) of this section, which have requested or obtained access to the student's education records. The university employee

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who is the custodian charged with the maintenance of the student education records shall further indicate specifically the legitimate interest each agency or organization has in obtaining this information.

(3) If any of the agencies or organizations described in subsection (1)(b) or (c) of this section, request access to the education records of ten or more students, they may do so on a form provided by the university that indicates the request is being made on a blanket basis. The form shall also require the agency to identify the legitimate interest the agency has regarding students' education records. The university employee who is the custodian of each student education record requested by an agency or organization referenced in subsection (1)(b) and (c) of this section shall then enter in the education record notice of the agency's or organization's request and the place where the request may be found.

[Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-040, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-040 (codified as WAC 172-190-040), filed 3/3/75.] WAC 172-190-050 Distribution of information to others.

The university shall not furnish in any form any personally identifiable information contained in education records directly related to a student to any person, agency, or organization other than those designated in WAC 172-190-040, unless written consent is first obtained from the student and, specifically identifies the records to be released, the legitimate interests the party has in obtaining the information and to whom the personally identifiable information is to be released. In the case any personally identifiable information contained in a student's education records is to be furnished in compliance with a judicial order or pursuant to a lawfully issued subpoena, the university shall make a reasonable attempt to notify the student in advance of compliance therewith.

[Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-050, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-050 (codified as WAC 172-190-050), filed 3/3/75.] WAC 172-190-060 Notice of rights given under Family Educational Rights and Privacy Act of 1974.

In accordance with the requirements of the aforesaid federal statute, the university will make its best efforts to notify all students of their rights under this act. The notification shall be done by the registrar through the Washington Administrative Code procedures provided for by the Administrative Procedure Act, notices accomplished through the university catalogs, quarterly course announcements, and other publications and media that the university deems appropriate. The notification shall include at least a statement which indicates where the policy is kept and how copies of the policy may be obtained.

[Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-060, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-060 (codified as WAC 172-190-060), filed 3/3/75.] WAC 172-190-070 Requests for access to student records.

No personally identifiable information relating to a student's education record will be furnished to any person whatsoever unless the person makes a written request to do so and provides to the custodian of the records information sufficient to identify the requesting party as a person who has a right to access to the records. By way of example and not limitation, a requesting party who identifies himself or herself as a student to whom the record relates must provide a department of licensing identification or international driver's license or identification sufficient to identify the student, university identification card, and any other official identifying document that is sufficient to establish the identity of the student. In the case of any persons in the category of those individuals, persons, agencies, or organizations identified in WAC 172-190-040, no personally identifiable information contained in any student's education record will be disclosed without providing information of the same type and nature as that required of a student plus other information as the custodian of the record deems sufficient to ascertain the official capacity of the requesting party.

[Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-070, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-070 (codified as WAC 172-190-070), filed 3/3/75.] WAC 172-190-080 Determination regarding records.

The university reserves the right to determine that a record regarding a student is not an education record or material defined in WAC 172-190-020 or that the provision of personally identifiable information relating to a student was properly given to an authorized agency per WAC 172-190-040. The determination shall be made in writing and may be accomplished in consultation with any of the records officers of the university designated in chapter 172-09 WAC, the president, a vice-president, or an assistant attorney general

assigned to the university.

[Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-080, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-080 (codified as WAC 172-190-080), filed 3/3/75.] WAC 172-190-090 Review proceeding available.

(1) Any person objecting to a denial of a request for any university record relating to a student, or any student who contests whether the transfer of any university record relating to him or her is permitted under these regulations, may petition for prompt review of the denial or written objection to transfer. The written request shall:

(a) Be served on the public records officer provided for in chapter 172-09 WAC;

(b) Demand prompt review; and

(c) In the case of objection to transfer, specifically reference the party to whom he or she does not want the record transferred and contain a written statement by the record custodian denying the person's request. Upon receipt of a proper written objection to transfer of a student record, the university public records officer shall cause the records to not be transferred pending outcome of the proceeding provided for in these regulations.

(2) Within ten days after receipt of the written request by a person petitioning for prompt review of a decision by a custodian of student records, the president of the university or any authorized designees, which for the purposes of this section may include any vice-president of the university, shall consider the petition.

(3) The president or authorized designee may at the end of the ten day period either meet the objecting party's objection and advise the party of the same in writing, or in the alternative, set the matter up for a proceeding before a presiding officer designated by the president or the president's designee. The proceeding shall be conducted within thirty days after the objecting party served the objections on the university's public records officer and shall be a brief adjudicative proceeding, as that term is defined in RCW 34.05.482 through 34.05.494 and shall be conducted as provided for therein. The president or authorized designee shall determine the time and place for the proceeding. At the proceeding, the objecting party shall further explain and identify the exact purpose for seeking the record which has been denied or why he or she has lodged objections to transfer of a student record. Failure by the person requesting the review to appear at the brief adjudicative proceeding shall be deemed a waiver of that person's right to insist upon completion of the review of the request.

(4) During the proceeding conducted by the president, an authorized designee, or by anyone appointed by the president or authorized designee, the person conducting the proceeding shall consider the obligation of the university to fully comply with the Family Educational Rights and Privacy Act, but shall also consider the exemptions provided in the course of these regulations. A record shall be made of the proceeding by mechanical transcriptions or any other means satisfactory to the university.

(5) Within ten days after the hearing has occurred, the president, or authorized designee, or the hearing officer appointed to conduct the informal hearing shall provide the objecting party with a written decision, which decision shall be binding upon the university and upon the objecting party.

[Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-090, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-090 (codified as WAC 172-190-090), filed 3/3/75.] WAC 172-190-100 Right of students to register objections.

Any student who objects to the accuracy or truthfulness of any information contained in any Eastern Washington University education records or portion thereof that is related to the student may submit to the university's public records officer his or her written views regarding the same, which written objection shall then be included in the education records: Provided, that no student has any right to post objections to academic grades and have the same appear on his or her academic transcript.

[Statutory Authority: RCW 28B.35.120(12). 92-02-053, § 172-190-100, filed 12/30/91, effective 1/30/92; Order 75-1, § 172-08-100 (codified as WAC 172-190-100), filed 3/3/75.]

## APPENDIX C

## RESIDENCY STATUS FOR HIGHER EDUCATION

## Excerpted from Chapter 250-18 Washington Administrative Code Last Update: 9/26/03

## WAC SECTIONS

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

## DISPOSITIONS OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

250-18-040 Evidence of financial dependency.  
[Statutory Authority: 1982 1st ex.s. c 37 § 4. 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-040, filed 9/8/82.] Repealed by 03-13-056, filed 6/13/03, effective 7/14/03. Statutory Authority: RCW 28B.15.015.

WAC 250-18-010 Purpose and applicability.

This chapter is promulgated pursuant to RCW 28B.15.015 by the board to establish the necessary regulations for the administration of residency status in higher education. Institutions shall apply the provisions of the regulations specified in chapter 250-18 WAC for the uniform determination of a student's resident and nonresident status and for recovery of fees for improper classification of residency.

[Statutory Authority: RCW 28B.15.015. 93-20-004, § 250-18-010, filed 9/22/93, effective 10/23/93. Statutory Authority: 1982 1st ex.s. c 37 § 4. 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-010, filed 9/8/82.]

WAC 250-18-015 Definitions.

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

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

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

(4) The term "financially independent" shall be determined according to WAC 250-18-035.

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

(6) The term "resident" for tuition and fee purposes shall be determined according to WAC 250-18-020.

(7) The term "nonresident" for tuition and fee purposes shall be determined according to WAC 250-18-020.

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

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

[Statutory Authority: RCW 28B.15.015. 03-13-056, § 250-18-015, filed 6/13/03, effective 7/14/03. Statutory Authority: 1982 1st ex.s. c 37 § 4. 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-015, filed 9/8/82.]

WAC 250-18-020 Student classification.

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

(a)(i) Has established a bona fide domicile in the state of Washington primarily for purposes other than educational for the period of one year immediately prior to commencement of the first day of the semester or quarter for which he or she has registered at any institution; and

(ii) Is financially independent; or

(b) Is a dependent student, one or both of whose parents or legal guardians have maintained a bona fide domicile in the state of Washington for at least one year immediately prior to commencement of the semester or quarter for which the student has registered at any institution provided that any student who

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has spent at least seventy-five percent of both his or her junior and senior years in high school in this state, whose parents or legal guardians have been domiciled in the state for a period of at least one year within the five-year period before the student graduates from high school, and who has enrolled in a public institution of higher education within six months of leaving high school, shall be considered a resident only for as long as the student remains continuously enrolled for three quarters or two semesters in any calendar year; or

(c) Is a person who has completed the full senior year of high school and obtained a high school diploma - both at a Washington public or private high school approved under chapter 28A.195 RCW (or who has received the equivalent of a diploma). The person must have lived in Washington at least three years immediately prior to receiving the diploma (or its equivalent), and lived continuously in Washington state after receiving the diploma (or its equivalent) until the time of admission to an institution of higher education (defined as a public university, college, or community college within the state of Washington). In addition, the person must provide an affidavit to the institution indicating that the individual will file an application to become a permanent resident at the earliest opportunity the individual is eligible to do so. Furthermore, the individual must indicate a willingness to engage in other activities necessary to acquire citizenship, including, but not limited to, citizenship or civics review courses; or

(d) Is a student who is on active military duty stationed in the state, or who is a member of the Washington national guard; or

(e) Is the spouse or dependent of an active duty military person stationed in the state of Washington; or

(f) Is a student who resides in Washington and is the spouse or dependent of a member of the Washington national guard; or

(g) Is a student of an out-of-state institution of higher education who is attending a Washington state institution of higher education pursuant to a home tuition program agreement under RCW 28B.15.725; or

(h) Is a student domiciled for one year in one or a combination of the following states: Idaho, Montana, Oregon, or Washington, and is a member of a federally recognized tribe whose traditional and customary tribal boundaries included portions of the state of Washington, or whose tribe was granted reserved lands within the state of Washington. The official list of federally recognized Washington tribes maintained by the governor's office of Indian affairs shall be used to determine eligibility.

(i) Is a student who is a resident of Oregon residing in Columbia, Gilliam, Hood River, Multnomah, Clatsop, Clackamas, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, or Washington county. The student must meet the following conditions:

(i) Is eligible to pay resident tuition rates under Oregon laws and has been domiciled in one or more of the designated Oregon counties for at least ninety days immediately prior to enrollment at a community college located in the following Washington counties: Asotin, Benton, Clark, Columbia, Cowlitz, Franklin, Garfield, Klickitat, Pacific, Skamania, Wahkiakum, or Walla Walla; or

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

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

(a) Will be financially dependent for the current year or was financially dependent for the calendar year prior to the year in which application is made and who does not have a parent or legally appointed guardian who has maintained a bona fide domicile in the state of Washington for one year immediately prior to the commencement of the semester or quarter for which the student has registered at an institution;

(b) Attends an institution with financial assistance provided by another state or governmental unit or agency thereof wherein residency in that state is a continuing qualification for such financial assistance, such nonresidency continuing for one year after the completion of the quarter or semester for which financial assistance is provided. Such financial assistance relates to that which is provided by another state, governmental unit or agency thereof for direct or indirect educational purposes and does not include retirements, pensions, or other noneducational related income. A student loan guaranteed by another state or governmental unit or agency thereof on the basis of eligibility as a resident of that state is included within the term "financial assistance;"

(c) Is not a citizen of the United States of America, unless such person holds permanent or temporary resident immigration

status, "refugee - parolee," or "conditional entrant" status or is not otherwise permanently residing in the United States under color of law and further meets and complies with all applicable requirements of WAC 250-18-030 and 250-18-035.

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

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

[Statutory Authority: RCW 28B.15.015. 03-20-053, § 250-18-020, filed 9/26/03, effective 10/27/03; 03-13-056, § 250-18-020, filed 6/13/03, effective 7/14/03. Statutory Authority: RCW 28B.15.015 and 28B.15.0131. 98-08-004, § 250-18-020, filed 3/18/98, effective 4/18/98. Statutory Authority: 28B.15.015. 93-20-004, § 250-18-020, filed 9/22/93, effective 10/23/93. Statutory Authority: Chapter 28B.15 RCW as amended by 1982 1st ex.s. c 37 § 4. 87-21-079 (Order 5-87, Resolution No. 87-60), § 250-18-020, filed 10/21/87; 87-16-048 (Order 3-87, Resolution No. 87-58), § 250-18-020, filed 7/29/87. Statutory Authority: 1982 1st ex.s. c 37 § 4. 83-13-092 (Order 2-83, Resolution No. 83-65), § 250-18-020, filed 6/17/83; 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-020, filed 9/8/82.]

WAC 250-18-025 Classification procedure.

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

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

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

(4) Approval of an application for resident status shall be made only after satisfaction that the requirements of domicile and dependency or dependency have been made in compliance with RCW 28B.15.012 and WAC 250-18-030 and 250-18-035. Reclassification from nonresident to resident status preliminarily approved sixty days or more prior to the satisfaction of a one-year durational domicile shall be supplemented with additional documented proof of domicile if deemed necessary by the institution prior to final approval.

(5) The burden of proof that a student, parent, or legally appointed guardian has established a domicile in the state of Washington primarily for purposes other than educational lies with the student.

(6) For any student classified as a resident or authorized to pay resident fees or exempted from the payment of the nonresident differential on a basis other than an established domicile in the state of Washington, the fee paying status of such student shall be subject to determination each term on the basis of chapter 28B.15 RCW.

[Statutory Authority: RCW 28B.15.015. 03-13-056, § 250-18-025, filed 6/13/03, effective 7/14/03. Statutory Authority: 1982 1st ex.s. c 37 § 4. 83-13-092 (Order 2-83, Resolution No. 83-65), § 250-18-025, filed 6/17/83; 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-025, filed 9/8/82.]

WAC 250-18-030 Establishment of a domicile. The domicile of any person shall be determined according to the individual's overall situation and circumstances and is not determined on the basis of a single factor; nor is a predetermined number of factors required. Institutions shall require evidence of a Washington domicile that is of sufficient quantity and quality to negate the existence of a domicile in a state other than Washington.

A nonresident student who is enrolled for more than six hours per semester or quarter shall be presumed to be in the state of

Washington for primarily educational purposes. Such period of enrollment shall not be counted toward the establishment of a bona fide domicile of one year in this state unless such student proves that he or she has, in fact, established a bona fide domicile in this state primarily for purposes other than educational.

To aid the institutions in determining whether a student, parent, legally appointed guardian, or the person having legal custody of a student has established a bona fide domicile in the state of Washington primarily for purposes other than educational, the following factors are to be considered for both the individual and his or her spouse. The weight assigned to any given factor should depend on the ease with which it might be established and the degree to which it demonstrates commitment to domicile as a matter of common sense and as part of the individual's overall circumstances.

(1) Location and duration of registration or payment of taxes or fees on any motor vehicle, mobile home, travel trailer, boat, or any other item or personal property owned or used by the person;

(2) State and duration of any driver's license for the previous one year;

(3) Location and duration of any continuous full-time employment of the previous one year;

(4) Address and other pertinent facts listed on a true and correct copy of federal and state income tax returns for the calendar year prior to the year in which application is made;

(5) Location and duration of any voter registration for the previous one year;

(6) Location and duration of primary residence, evidenced by title, lease agreement, or monthly rental receipts for the previous one year;

(7) Residence status in all secondary and postsecondary schools attended outside the state of Washington;

(8) Location and duration of any checking accounts, savings accounts, and/or safety deposit boxes for the previous one year;

(9) Address listed on selective service registration;

(10) Location of membership in professional, business, civic or other organizations;

(11) Receipt of benefits under a public assistance program;

(12) State claimed as residence for obtaining eligibility to hold a public office or for judicial actions;

(13) State claimed as residence for obtaining state hunting or fishing licenses;

(14) State in which a custodial parent has a child attending public schools.

[Statutory Authority: RCW 28B.15.015. 03-13-056, § 250-18-030, filed 6/13/03, effective 7/14/03. Statutory Authority: 1982 1st ex.s. c 37 § 4. 83-13-092 (Order 2-83, Resolution No. 83-65), § 250-18-030, filed 6/17/83; 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-030, filed 9/8/82.]

WAC 250-18-035 Evidence of financial dependence or independence. A person is financially independent if he or she has not been and will not be claimed as an exemption and has not received and will not receive significant financial assistance in any form directly or indirectly from his or her parents, relatives, legal guardians, or others for the current calendar year and for the calendar year immediately prior to the year in which application is made.

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

(a) That individual's sworn statement.

(b) A true and correct copy of the state and federal income tax return of the person for the calendar year immediately prior to the year in which application is made.

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

(c) A true and correct copy of the person's W-2 forms filed for the previous calendar year.

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

(e) A true and correct copy of the first and signature page of the state and federal tax returns of the parents, legally appointed guardians, or person or persons having legal custody of the student for the calendar year immediately prior to the year in which application is made.

The extent of the disclosure required concerning the parent's or legal guardian's state and federal tax returns shall be limited to the listing of dependents claimed and the signature of the taxpayer and shall not require disclosure of financial information

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contained in the returns.

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

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

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

(3) To be considered financially independent, a student must demonstrate by evidence satisfactory to the institution that he or she has met, through his or her income, the expenses associated with college tuition and living for the current calendar year and the calendar year immediately prior to the year in which application is made. Personal loans, PLUS loans (parent loan for undergraduate students), gifts, and cash earnings shall not be counted as income in this calculation. Financial aid grants, scholarships and loans authorized by the financial aid office in the student's name may be considered as personal income.

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

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

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

[Statutory Authority: RCW 28B.15.015, 03-20-053, § 250-18-035, filed 9/26/03, effective 10/27/03; 03-13-056, § 250-18-035, filed 6/13/03, effective 7/14/03. Statutory Authority: 1982 1st ex.s. c 37 § 4, 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-035, filed 9/8/82.]

WAC 250-18-045 Administration of residency status.

Administration of residency status shall be the responsibility of the institution's board of trustees or regents in compliance with RCW 28B.15.011 through 28B.15.014 and chapter 250-18 WAC.

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

Institutions shall use a uniform statewide form consistent with the provisions of chapter 250-18 WAC for the determination of change in residence status.

[Statutory Authority: 1982 1st ex.s. c 37 § 4, 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-045, filed 9/8/82.]

WAC 250-18-050 Appeals process.

Any final institutional determination of classification shall be considered a ruling on a contested case and shall be subject to court review only under procedures prescribed by chapter 34.05 RCW.

[Statutory Authority: RCW 28B.15.015, 93-20-004, § 250-18-050, filed 9/22/93, effective 10/23/93. Statutory Authority: 1982 1st ex.s. c 37 § 4, 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-050, filed 9/8/82.]

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

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

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

[Statutory Authority: 1982 1st ex.s. c 37 § 4, 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-055, filed 9/8/82.]

WAC 250-18-060 Exemptions from nonresident status.

In accordance with RCW 28B.15.014, certain nonresidents may be exempted from paying the nonresident tuition and fee differential. Exemption from the nonresident tuition and fee differential shall apply only during the term(s) such persons shall hold such appointments or be so employed. To be eligible for such an exemption, a nonresident student must provide documented evidence that he or she does reside in the state of Washington, and:

(1) Holds a graduate service appointment designated as such by an institution involving not less than twenty hours per week;

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

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

(4) Is an immigrant having refugee classification from the U.S. Immigration and Naturalization Service or the spouse or dependent child of such refugee, if the refugee (a) is on parole status, or (b) has received an immigrant visa, or (c) has applied for United States citizenship; or

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

[Statutory Authority: RCW 28B.15.015, 03-20-053, § 250-18-060, filed 9/26/03, effective 10/27/03. Statutory Authority: RCW 28B.15.015 and 28B.15.0131, 98-08-004, § 250-18-060, filed 3/18/98, effective 4/18/98. Statutory Authority: RCW 28B.15.015, 93-20-004, § 250-18-060, filed 9/22/93, effective 10/23/93. Statutory Authority: Chapter 28B.15 RCW as amended by 1982 1st ex.s. c 37 § 4, 87-21-079 (Order 5-87, Resolution No. 87-60), § 250-18-060, filed 10/21/87; 87-16-048 (Order 3-87, Resolution No. 87-58), § 250-18-060, filed 7/29/87. Statutory Authority: 1982 1st ex.s. c 37 § 4, 85-20-035 (Order 5-85, Resolution No. 86-2), § 250-18-060, filed 9/24/85; 84-14-024 (Order 3-84, Resolution No. 84-75), § 250-18-060, filed 6/26/84; 82-19-015 (Order 10-82, Resolution No. 83-1), § 250-18-060, filed 9/8/82.]

(Note: These "exemptions" require that the university utilize limited tuition waiver funds to offset the non-resident tuition for such students. As the tuition waiver funds are limited by statute, these "exemptions" are not automatic and depend on current university tuition waiver policies as approved by the Board of Trustees annually.)

## APPENDIX D

## AIDS Information

To be in compliance with RCW 28B.10.730, each institution of higher education in the state of Washington is required to make AIDS information available to incoming students. Information on AIDS is available to Eastern Washington University students through the following departments and programs:

Health, Wellness, and Prevention  
201 University Recreation Center

This policy is intended to provide basic information to members of the campus community about the ways in which the Acquired Immune Deficiency Syndrome (AIDS) virus is transmitted. It is also designed to make the academic community aware of the fundamental principles which will govern university-sponsored clinical and educational activities relating to AIDS and to ensure that confirmed or suspected cases of infection are managed appropriately.

AIDS Policy

Eastern Washington University fully subscribes to the policy of the Washington State Human Rights Commission. Recognizing that AIDS and related disorders are considered disabilities, Eastern Washington University has the intent to reasonably accommodate the afflicted individual.

Eastern Washington University will provide accurate, up-to-date medical information concerning AIDS and AIDS-related conditions to all members of the university community. The university will provide contact person(s) to members of the university community. Such contact person(s) shall provide guidance, information and referral service relating to the medical, social and legal issues surrounding AIDS. Contact person(s) will hold in strictest confidence information received concerning an individual's diagnosis of AIDS, AIDS-related complex (ARC) or a positive response to the Human Immunodeficiency Virus (HIV) antibody test.

University officials will make no attempt to identify persons who have AIDS, ARC or test HIV positive. Further, no information shall be provided to any source whatsoever without written consent by the affected individual.

Eastern Washington University recognizes that the existence of AIDS, ARC or a positive HIV antibody test will not be a consideration of employment at, or admission to, the university. Any Eastern Washington University department, program or other university entity engaging in procedures that possibly could expose any individual to the AIDS virus will have a written protocol detailing all procedures designed to provide reasonable protection.

The university will keep the Eastern Washington University community informed of new programs based on the most current scientific and legal information available. (New 5/92, UGSP070990-03)



APPENDICES

APPENDIX E

**Sexual Harassment Policy**

Sexual Harassment Policy. Sexual harassment is a violation of basic tenets of human dignity. It violates Eastern Washington University's policies, federal and state laws, civil rights and professional ethics. Sexual harassment will not be tolerated. The University believes education is the best way to prevent sexual harassment. Because of differences in employees' values and backgrounds, some individuals may find it difficult to recognize their own behavior as sexual harassment. Eastern Washington University will take all practical steps to educate the campus community about policies, grievance procedures, and possible disciplinary actions.

1. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or
- b. submission to or rejection of such conduct by an individual is used as the basis of employment or education decisions, or
- c. such conduct has the purpose or effect of unreasonably interfering with an individual's education or work performance or creating an intimidating, hostile or offensive educational or work environment.

2. Sexual harassment may include, but is not limited to, unwelcome actions such as the following:

- a. use of position or authority to coerce a student or employee to provide sexual favors;
  - b. sexually suggestive comments, demands or insults, or pressure for sexual activity. The University will consider the circumstances and the context in which an incident occurred when determining if such action constitutes sexual harassment.
3. All members of the campus community are required to comply with this policy. The University will take appropriate action against any employee or student of Eastern Washington University who violates the policy. Persons with supervisor's responsibilities for employees or students are expected to report or take appropriate action when they know of sexual harassment. In determining supervisory responsibility, the extent of control over the circumstances, and corrective action, if any, taken by the supervisor, will be considered.

4. Violation of this policy will lead to disciplinary action which is appropriate to the circumstances and which address the goal of prompt and effective action to stop sexual harassment. Such disciplinary action shall follow the principles of progressive discipline. Depending on the circumstances, the punishment may include, but is not limited to, verbal and written reprimands, suspension with pay, suspension without pay, demotion, expulsion, or dismissal.

This policy is consistent with the Equal Employment Opportunity Commission's regulations on sexual harassment.

ADOPTED BY THE EWU BOARD OF TRUSTEES, APRIL 23, 1987

Complaints should follow the procedure for filing in the Discrimination Complaint Procedures, Policy Subtopic 600-090-040.

University Complaint Points of Contact for Students  
Personnel in the following offices are available to receive and or refer formal complaints, mitigate informal complaints and give advice. Investigations will be performed by the Equal Opportunity Director

Director Equal Opportunity/Affirmative Action/ADA Compliance

300A Showalter  
509-359-6874  
and

President's Office  
Attn: Gayla Wright Dir. EO/AA/ADA Compliance  
214 Showalter  
509-359-2371

University Internal Complaint Points for Employees  
Affirmative Action Coordinator

Showalter 300  
509.359.6874

Human Resources, Rights and Risk  
Showalter 316  
509.359.46

President's Office  
Showalter 214  
509.359.2371

External Complaint Federal and State Agencies

A complainant may file a complaint for investigation by an agency listed below. Upon filing, the complainant will proceed under the processes and guidelines of that agency:

Washington State Human Rights Commission

905 Riverside, Suite 416

Spokane, WA 99201

509.456.4473

[access.wa.gov/](http://access.wa.gov/)

U.S. Office for Civil Rights

Department of Education

2910 3<sup>rd</sup> Avenue, Mail Stop 106

Seattle, WA

206. 442.1636 [OCR@ed.gov](mailto:OCR@ed.gov)

[www.ed.gov/about/offices/list/ocr/index.htm](http://www.ed.gov/about/offices/list/ocr/index.htm)

Office of Federal Contract Compliance

Room 3038, Regional Office [www.dol.gov/esa/ofccp/index.htm](http://www.dol.gov/esa/ofccp/index.htm)

Room 1104, Area Office

909 First Avenue

Seattle, WA

206. 398.8005

[www.dol.gov/esa/ofccp/index.htm](http://www.dol.gov/esa/ofccp/index.htm)

Equal Employment Opportunity Commission

1321 2<sup>nd</sup> Avenue, 7<sup>th</sup> Floor

Seattle, WA 98101

206. 442.0968

[www.eeoc.gov/](http://www.eeoc.gov/)

U.S. Department of Labor

Wage and Hour Division

909 First Avenue, Room 1068

Seattle, WA

ADOPTED BY THE EWU BOARD OF TRUSTEES,

APRIL 23, 1987

As amended, March 23, 1990.

As amended, June 28, 2004.

APPENDIX F

**Equal Opportunity and Affirmative Action Policy**

Eastern Washington University does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. Any discriminatory action can be a cause for disciplinary action. This policy applies to all EWU programs and facilities, including, but not limited to, admissions, educational programs and employment. Such discrimination is prohibited by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Age Discrimination in Employment Act of 1974, the Americans with Disabilities Act (ADA), the Civil Rights Act of 1991 and other federal and state statutes and regulations, and EWU policy. All compliance efforts with respect to these laws and regulations are under the direction of the affirmative action officer.

APPENDIX G

**Diversity Policy**

Eastern Washington University is committed to promoting respect for the rights and privileges of others by creating an inclusive environment in which students, faculty and staff value, and understand each individual's race, gender, ethnicity and other dimensions of difference. A diverse educational environment is essential in order to achieve our mission to prepare students to make contributions to a diverse society and to function in an increasingly diverse workforce. Our university has a compelling interest in attaining a diverse student body. "Student body diversity promotes learning outcomes and 'better prepares students for an increasingly diverse workforce and society.'"<sup>1</sup> A diverse educational environment promotes understanding of others, invigorates classroom discussion and helps break down stereotypes. A diverse working environment will naturally enable all participants to contribute to their full potential in pursuit of the University's mission.

The university encourages all members of its community to constructively and responsibly express their opinions and feelings about diversity so that all may benefit from honest, open and equitable dialogue. When any member of the educational community is threatened by discriminatory acts, everyone's fundamental freedoms are threatened. No form of violence, intimidation or harassment will be tolerated.

The President shall create an office to implement the university's initiatives on Diversity in the Learning and Working Environment.

President's Advisory Committee on Diversity

(1) Purpose. The purpose of the committee is to provide a presidential advisory body to advocate on the Board of Trustee's Diversity Initiative and to promote effective participation by members of all racial, ethnic and under represented groups in the civic life of our university. The Committee shall advise the administrative office that is responsible for addressing Diversity in the Learning Environment and in the Working Environment.

(2) Membership. The committee shall consist of fourteen members appointed by the president. The membership shall include three representatives each from the faculty, administrative employees, classified staff and students, and a representative from the community and alumni. The President shall request nominations from campus governance groups. The President shall appoint the Chair and may appoint ex-officio members.

<sup>1</sup> Grutter v. Bollinger, 539 U.S. 306\_ (2003)

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				Women's and Gender Studies Major (BA)
				Prior Learning Option (BA)
				<b>Degree Legend:</b>
				BA: Bachelor of Arts;
				BAB: Bachelor of Arts in Business Administration;
				BAE: Bachelor of Arts in Education;
				BFA: Bachelor of Fine Arts;
				BM: Bachelor of Music;
				BS Bachelor of Science;
				BSN: Bachelor of Science, Nursing

# EASTERN WASHINGTON UNIVERSITY 2009-10

## GENERAL TELEPHONE NUMBERS AT EASTERN:

Academic Advising (Undergraduate) .....	359.2345	Humanities .....	359.2401
Academic Support Center .....	359.2487	Inland Northwest Center For Writers .....	359.4956
Accounting.....	358.2234	Internship Office.....	359.4637
Admissions (Undergraduate) .....	359.2397	Interdisciplinary Studies .....	359.2402
Africana Studies.....	359.2205	International Education .....	359.2331
Alcohol/Drug Studies Program.....	359.6265	Intramural Sports .....	359.7877
Alumni Advancement.....	359.4550	Journalism.....	359.2401
American Indian Studies Program .....	359.2441	Library-Cheney .....	359.6263
Anthropology .....	359.2433	Library-Riverpoint .....	358.7930
Art .....	359.2494	Lost and Found and (Univ. Police) .....	359.6300
Associated Students.....	359.2514	Management .....	358.2285
Athletics .....	359.2463	MARS Lab.....	359.4875
Baldy's.....	359.2309	Master's in Business Administration .....	358.2248
Biology.....	359.2339	Mathematics.....	359.6225
Bookstore-Cheney.....	359.2542	McNair Scholars.....	359.2471
Bookstore-Spokane.....	456.2800	Military Science .....	359.2386
Business and Public Admin. (Cheney).....	359.4245	Modern Languages and Literature.....	359.2481
Business and Public Admin. (Riverpoint) .....	358.2200	Music .....	359.2241
Campus Hairstyling .....	359.7840	Natural Science .....	359.6512
Campus Operator .....	359.6200	New Student Programs & Transitions.....	359.6843
Campus Security (University Police).....	359.6300	Occupational Therapy.....	368.6560
Career Services .....	359.6365	Orientation .....	359.2036
Center for Entrepreneurial Activity .....	358.2254	Outdoor Program Office (Epic Adventures) .....	359.7920
Chemistry/Biochemistry.....	359.2447	Parking.....	359-6448
Chicano Education Program .....	359.2404	Philosophy .....	359.7064
College Instruction Program .....	359.7021	Physical Education, Health and Recreation .....	359.2341
Communication Disorders.....	368.6790	Physical Therapy .....	368.6601
Communication Studies.....	359.2313	Physics .....	359.2334
Computer Lab PUB.....	359.6650	Police .....	359.6300
Computer Lab Riverpoint.....	358.2286	President .....	359.2371
Computer Science.....	359.6260	Psychology .....	359.2478
Counseling Center .....	359.2366	PUB (Pence Union Building) .....	359.7921
Counseling Educ. and Dev. Psychology. ....	359.2827	Public Administration .....	358.2230
Criminal Justice.....	359.2335	Records and Registration.....	359.2321
Dean of Students.....	359.2292	Residential Life.....	359.2451
Dental Hygiene.....	368.6510	Riverpoint Student Services.....	368.6506
DIEO (Division of International and Educational Outreach).....	359.7380	Rockwood Clinic-Cheney .....	755.6520
Disability Studies (Academic).....	359.4584	ROTC.....	359.2386
Disability Support Services.....	359.6871	Running Start Program .....	359.6155
Easterner .....	359.6270	SIRTI.....	358.2000
Economics.....	359.2281	Social Work and Human Services.....	359.2283
Education.....	359.2232	Sociology.....	359.2335
Engineering and Design .....	359.2436	Sports and Rec. Center.....	359.2206
English .....	359.2401	Student Activities .....	359.7919
English as a Second Language/Teaching .....	359.6124	Student Affairs .....	359.6015
English Language Institute .....	359.2482	Student Employment .....	359.2525
Film .....	359.6390	Student Financial Services .....	359.6372
Financial Aid and Scholarships.....	359.2314	Student Health.....	359.4279
Focus.....	359.2514	Study Abroad .....	359.6641
Geography .....	359.2433	Tawanka Business Office (Dinning Services) .....	359.6184
Geology.....	359.2286	Theatre.....	359.2459
Government.....	359.2362	Transcripts.....	359.4871
Graduate Studies Office.....	359.6297	Undergraduate Studies Office.....	359.6203
Health Services Administration (HSAD) .....	358.2230	University Recreation Center.....	359.4026
Health, Wellness, and Prevention Services .....	359.4279	Urban and Regional Planning .....	358.2230
History.....	359.2337	Veteran's Services .....	359.6592
Honors Program.....	359.2822	Women's Studies.....	359.2847
Housing/Residential Life.....	359.2451	Writers' Center.....	359.2779

# EASTERN WASHINGTON UNIVERSITY 2009-10

## ACADEMIC/HOLIDAY CALENDAR FALL QUARTER 2009 through SUMMER 2012

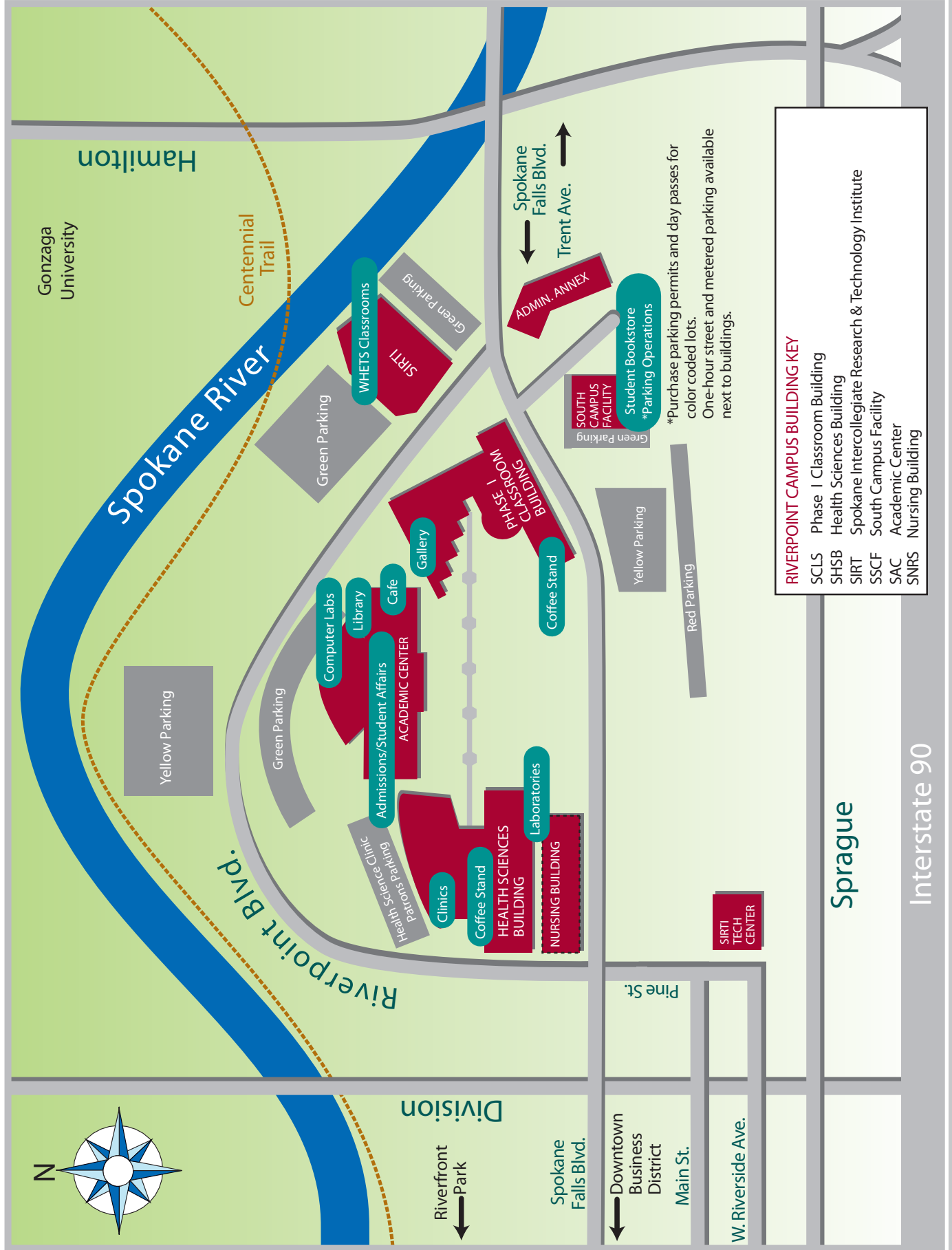
FALL QUARTER		FALL 2009	FALL 2010	FALL 2011
Labor Day Holiday	Monday	Sept. 7	Sept. 6	Sept. 5
<i>Instruction Begins</i>	<i>Wednesday</i>	<i>Sept. 23</i>	<i>Sept. 22</i>	<i>Sept. 21</i>
Veterans Day Holiday		Nov. 11 (Wednesday)	Nov. 11 (Thursday)	Nov. 11 (Friday)
No Classes (Not a University Holiday)	Wednesday	Nov. 25	Nov. 24	Nov. 23
Thanksgiving Holiday	Thursday–Friday	Nov. 26-27	Nov. 25-26	Nov. 24-25
Last Day of Instruction	Friday	Dec. 4	Dec. 3	Dec. 2
<i>Final Exams Week</i>	<i>Monday–Thursday</i>	<i>Dec. 7-10</i>	<i>Dec. 6-9</i>	<i>Dec. -5-8</i>
Last Day of Quarter	Friday	Dec. 11	Dec. 10	Dec. 9
Grades available on EagleNET		Dec. 16	Dec. 15	Dec. 14
Christmas Day Holiday		Dec. 25 (Friday)	Dec. 25 (Friday)	Dec. 26 (Monday)
WINTER QUARTER		WINTER 2010	WINTER 2011	WINTER 2012
New Year's Day Holiday		Jan. 1 (Friday)	Dec. 31 (Friday)	Jan. 1 (Monday)
<i>Instruction Begins</i>	<i>Monday</i>	<i>Jan. 4</i>	<i>Jan. 3</i>	<i>Jan. 9</i>
ML King Jr. Day Holiday	Monday	Jan. 18	Jan. 17	Jan. 16
Presidents Day Holiday	Monday	Feb. 15	Feb. 21	Feb. 20
Last Day of Instruction	Monday	Mar. 15	Mar. 14	Mar. 19
<i>Final Exams Week</i>	<i>Tuesday–Friday</i>	<i>Mar. 16-19</i>	<i>Mar. 15-18</i>	<i>Mar. 20-23</i>
Last Day of Quarter	Friday	Mar. 19	Mar. 18	Mar. 23
Grades available on EagleNET		Mar. 24	Mar. 23	Mar. 28
SPRING QUARTER		SPRING 2010	SPRING 2011	SPRING 2012
<i>Instruction Begins</i>	<i>Monday</i>	<i>Mar. 29</i>	<i>Mar. 28</i>	<i>Apr. 2</i>
Memorial Day Holiday	Monday	May 31	May 30	May 28
Last Day of Instruction	Friday	June 4	June 3	June 8
<i>Final Exams Week</i>	<i>Monday–Thursday</i>	<i>June 7-10</i>	<i>June 6-9</i>	<i>June 11-14</i>
Last Day of Quarter	Friday	June 11	June 10	June 15
<b>Commencement</b>	<b>FRIDAY</b>	<b>June 11</b>	<b>June 10</b>	<b>June 15</b>
Grades available on EagleNET		<b>June 16</b>	June 15	June 20
SUMMER QUARTER		SUMMER 2010	SUMMER 2011	SUMMER 2012
<i>Instruction Begins</i>	<i>Monday</i>	<i>June 21</i>	<i>June 20</i>	<i>June 25</i>
Independence Day Holiday		July 5 (Monday)	July 4 (Monday)	July 4 (Wednesday)
Last Day of Instruction	Wednesday	Aug. 11	Aug. 10	Aug. 15
<i>Final Exams</i>	<i>Thursday–Friday</i>	<i>Aug. 12-13</i>	<i>Aug. 11-12</i>	<i>Aug. 16-17</i>
Last Day of Quarter	Friday	Aug. 13	Aug. 13	Aug. 17
Grades available on EagleNET		Aug. 18	Aug. 17	Aug. 22

## EWU Campus Map

- 1 Anna Maria Apartments (AMS) C-3
- 2 Aquatics Building (AQ) I-2
- 3 Art Building (AR) D-4
- 4 Brewster Hall (BH, BRW) D-11
- 5 Cadet Hall (CD) F-4
- 6 Central Stores P-2
- 7 Cheney Hall (CN) H-4
- 8 Chissus Field J-1
- 9 Communications Building (CM) E-4
- 10 Computing and Engineering Building (CE) G-4
- 11 Dressler Hall (DRE) L-4
- 12 Dryden Hall (DRY) P-6
- 13 EWU Children's Center B-4
- 14 Governor Martin Alumni House E-8
- 15 Hargreaves Hall (HR) K-8
- 16 Holter House (HOL) F-6
- 17 Huston Hall (HH) H-6
- 18 Indian Education Center (IE) J-10
- 19 Isle Hall (IL) L-7
- 20 Jim Thorpe Fieldhouse (JF) H-2
- 21 JFK Library (JK) I-5
- 22 Kingston Hall (KG) I-9
- 23 Louise Anderson Hall (LA, (AND) N-6
- 24 Martin Hall (MR) G-6
- 25 Monroe Hall (MN) J-7
- 26 Morrison Hall (MOR) R-5
- 27 Music Building (MS) D-4
- 28 Patterson Hall (PT) K-6
- 29 Pearce Hall (PRC) L-4
- 30 Pence Union Building/PUB (PB) L-5
- 31 P.E. Activities (PHASE) (PA) I-3
- 32 P.E. Classroom Building (PC) I-3
- 33 Plant Utilities I-7
- 34 Playfield 1 F-2
- 35 Playfield 2 G-1
- 36 Playfield 3 F-1
- 37 Radio-TV Building (RV) E-4
- 38 Red Barn A-2
- 39 Robert Reid Lab School (RR) F-5
- 40 Rozell Plant O-4
- 41 Cheney Normal School Heritage Center I-6
- 42 Science Building (SC) J-4
- 43 Senior Hall (SN) J-9
- 44 Showalter Hall (SW) H-8
- 45 Special Events Pavilion/Reese Court (PV) J-2
- 46 Stahl House (EPIC) M-4
- 47 Streeter Hall (STR) Q-5
- 48 Student Family Housing (THA) B-2
- 49 Student Health Center N-8
- 50 Receiving/Surplus Building A-10
- 51 Future Site of Proposed Recreation Center M-5
- 52 Surbeck Services P-3
- 53 Sutton Hall (ST) F-6
- 54 Tawanka Commons (TK) J-6
- 55 Tennis Courts (TC) H-3
- 56 University House K-9
- 57 University Theatre (TH) D-4
- 58 Visitor Center F-7
- 59 WA State Digital Archives Building (AB) D-3
- 60 WA State Patrol Crime Lab D-2
- 61 Williamson Hall (WM) H-5
- 62 Woodward Field (WF) L-3







**RIVERPOINT CAMPUS BUILDING KEY**

- SCLS Phase I Classroom Building
- SHSB Health Sciences Building
- SIRT Spokane Intercollegiate Research & Technology Institute
- SSCF South Campus Facility
- SAC Academic Center
- SNRS Nursing Building

\*Purchase parking permits and day passes for color coded lots.  
 One-hour street and metered parking available next to buildings.



## academic calendar

### Fall Quarter

Labor Day Holiday  
Instruction Begins  
Veterans Day  
No Classes (not a University holiday)  
Thanksgiving Holiday  
Last Day of Instruction  
Final Exams Week  
Last Day of Quarter  
Grades available EagleNET  
Christmas Holiday

### Fall 2009

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

### Winter Quarter

New Year's Holiday  
Instruction Begins  
ML King Holiday  
Presidents' Day Holiday  
Last Day of Instruction  
Final Exams Week  
Last Day of Quarter  
Grades available on EagleNET

### Winter 2010

Jan. 1 (Friday)  
Jan. 4  
Jan. 18  
Feb. 15  
March 15  
March 16-19  
March 19  
March 24

### Spring Quarter

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

### Spring 2010

March 29  
May 31  
June 4  
June 7-10  
June 11  
June 11  
June 16

### Summer Quarter

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

### Summer 2010

June 21  
July 5 (Monday)  
Aug. 11  
Aug. 12-13  
Aug. 13  
Aug. 18



Office of Records and Registration  
201 Sutton Hall  
Cheney, WA 99004-9974