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WHITWORTH
UNIVERSITY



2022-23 CATALOG

President's Welcome



Welcome to Whitworth University! For more than 130 years, our people have committed themselves to providing an education of mind and heart. A Whitworth experience combines incredible learning opportunities with an abiding commitment to nurturing the soul. Within these pages, you will learn more about the many and diverse academic opportunities we provide for our students. What cannot be captured here is the true spirit of Whitworth – one that equips our students to ask hard questions, encourages our professors to seek new knowledge no matter where that search leads them, empowers our campus to form a community characterized by grace and truth, and honors the relationships that we build along the way. When you complete your time at Whitworth, you will be among a privileged group whose members have been equipped to use their newfound wisdom, gifts and talents "to honor God, follow Christ and serve humanity."

Go Bucs!

Scott McQuilkin
President
Whitworth University

Directory: Email and Telephone

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509.777.1000

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509.777.4786

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509.777.3222

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parents@whitworth.edu
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Educational Support Services
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Financial Aid
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Student Life
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Student Loans
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Student Success Center
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The Whitworth Foundation
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509.777.4268

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

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About Whitworth University

Our Mission

Whitworth University is a private, residential, liberal arts institution affiliated with the Presbyterian church. Since 1890, Whitworth has provided its diverse student body an education of mind and heart, equipping its graduates to honor God, follow Christ and serve humanity. This mission is carried out by a community of Christian scholars committed to excellent teaching and to the integration of faith and learning.

Our Core Themes

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

Whitworth's three core themes flow from our mission statement and guide our community. As a comprehensive and residential Christian liberal arts university, Whitworth strives to fulfill our mission through the following:

- a community of Christian scholars integrating faith and learning and promoting worldview development in our graduates;
- an academically excellent education firmly rooted in the liberal arts and sciences equipping our graduates for reflective lives, careers, and professions; and
- an inclusive university community fostering in our graduates intercultural competencies and civic engagement for lives of service in an increasingly diverse world.

Our Heritage

In 1853, George Whitworth, a minister in the Ohio Valley, convinced 15 families to join him in a wagon train heading from St. Louis to the West. Whitworth's was the only family to complete the brutal five-month journey and reach the Puget Sound area.

An ordained Presbyterian minister, Whitworth had initially set out on the Oregon Trail to follow his calling to serve as a missionary. He would go on to found at least 15 Presbyterian churches across the Pacific Northwest. He also served as president of the University of Washington and as superintendent of schools in Thurston and King counties.

In 1883, Whitworth opened Sumner Academy in the village of Sumner, in Washington Territory, under the charge that "No efforts will be spared to elevate the character of the school and to make it an institution of learning of the highest grade." On Feb. 20, 1890, the school's trustees signed resolutions to increase the curriculum and stature of the academy, which would be known as Whitworth College.

The catalog from 1890 defined the vision for Whitworth College: "It is intended to give both sexes a thorough course of education...ever directing them in pursuit of that learning and culture of mind and heart that make the finished scholar....While it is denominational, it does not aim to be sectarian, opening its doors to all lovers of truth and learning."

In 1899, the college had outgrown the rural community of Sumner and moved to Tacoma. Fifteen years later, when Spokane developer Jay P. Graves offered land in his Country Homes Estates, Whitworth moved a final time. In September 1914, classes began in Spokane.

Whitworth began a new era after 117 years as a college when, in 2007, the board of trustees approved changing the school's name to Whitworth University. The change was prompted by

trends in the higher-education marketplace that led the board to clarify Whitworth's standing as a four-year liberal arts institution. Whitworth's 17th president, Bill Robinson, helmed the transition and said at the time, "As Whitworth University, we will remain as committed as ever to the liberal arts emphasis and the warm, interpersonal culture for which Whitworth is known."

Beck A. Taylor was the 18th president of Whitworth University and served from 2010-21. Taylor's tenure at Whitworth was highlighted by a renewed emphasis on community involvement; efforts to enhance academic programs and quality, including the creation of the College of Arts & Sciences, School of Continuing Studies, a new honors program, and enhanced graduate programs, including Whitworth's first professional doctoral programs; the building of new campus infrastructure to facilitate the university's academic, athletic and student life programs; the creation of newly endowed faculty positions and centers; leading Whitworth's largest-ever comprehensive fundraising campaign; and an emphasis on overall institutional effectiveness.

Scott McQuilkin became the 19th president of Whitworth University in February 2022. An alumnus and longtime employee of the university, McQuilkin had served as Whitworth's interim president since June 1, 2021, following President Taylor's departure.

"Scott understands what makes Whitworth unique and has an outstanding ability to lead our diverse student body, families, staff and faculty to not only preserve, but promote our culture and values," Whitworth trustee Barbara Richter '77 says. "His personal commitment to Christ is evident in all that he does in his life. Scott will use his gifts of excellence, commitment, work ethic, intelligence, calm and humility as he forges his strategic vision and plan for Whitworth's present and future."

Accreditation

Accrediting Bodies

Whitworth University is a member institution with the Northwest Commission on Colleges and Universities (NWCCU). Whitworth's accreditation status is "Accreditation Reaffirmed." The NWCCU's most recent action on the institution's accreditation status on July 24, 2018, was to reaffirm accreditation. NWCCU is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Ave. N.E.
Redmond, WA 98052 425.558.4224
www.nwccu.org (<https://www.nwccu.org/>)

The Whitworth Music Department is accredited by the National Association of Schools of Music. The College of Nursing of Washington State University, Eastern Washington University, and Whitworth University is approved by the Washington State Board of Nursing and the Commission for Collegiate Nursing Education. The Whitworth Athletic Training Education Program is nationally accredited by the Commission on Accreditation of Athletic Training Education. The Whitworth Marriage & Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. In the School of Education, the teacher certification programs, school counseling program and school administration program are approved by the State of Washington Professional Educator Standards Board. The master's-level school counseling program is also accredited by the Masters in Psychology and Counseling

Accreditation Council (MPCAC). The Whitworth School of Business is an accredited member of AACSB International – The Association to Advance Collegiate Schools of Business.

Whitworth is also a member of the Association of American Colleges & Universities, the American Council of Education, the Association of Presbyterian Colleges and Universities, the Council of Independent Colleges, the Council for Higher Education Accreditation, and the National Association of Independent Colleges and Universities. It is also a collaborative partner of the Council for Christian Colleges and Universities.

State Authorization – Washington State

Whitworth University qualifies as "exempt" (WAC 250-61-060) from requiring degree authorization in the State of Washington according to the Washington State Degree-Granting Institutions Act, Chapter 28B.85 RCW. The Washington Student Achievement Council recognizes Whitworth University as a legal degree-granting institution under these exemption criteria. Specific degree programs at Whitworth University are approved by the Washington Student Achievement Council's State Approving Agency for veterans' education and training benefits under Section 3675, Chapter 36, Title 38, U.S. Code.

State Authorization Reciprocity Agreements (SARA)

Whitworth University is a participating institution of SARA (State Authorization Reciprocity Agreements) which is a voluntary, regional approach to provide oversight of postsecondary distance education. Under the provisions of SARA, Whitworth is authorized to provide distance education to students residing in other SARA member states. A list of SARA states and participating institutions can be found on the NC-SARA website (<https://www.nc-sara.org/directory/>).

State Authorization - Oregon State

Master of Education in Montessori education programs (M.Ed.) delivered in the State of Oregon are considered a "physical presence" by SARA, thus state authorization is required for conferral of these degrees in other SARA member states. Whitworth University has been granted initial authorization for these degree programs in the State of Oregon.

This school is a non-profit corporation authorized by the State of Oregon to offer and confer the academic degrees and certificates described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Higher Education Coordinating Commission Office of Degree Authorization, 3225 25th Street SE, Salem, Oregon 97302.

Academic Affairs

(Academic Programs, Accreditation)

Deanna Ojennus, Accreditation Liaison Officer
509.777.3441
alo@whitworth.edu

www.whitworth.edu/academics (<https://www.whitworth.edu/cms/academics/>)

Program Review

In addition to the programs listed above that are accredited by external agencies, all of Whitworth's academic programs undergo an internal systematic review managed by the faculty-led Teaching, Learning and Assessment Committee (TLAC). TLAC reviews the student learning outcomes and assessment results of each area on a three-year cycle. The purpose of these reviews is to support continuous improvement in all of our programs. In addition to reviewing its programs regularly, Whitworth also regularly assesses its shared curriculum programs for effectiveness.

Review of Accreditation, State & Federal Approval

Enrolled and prospective students have the right to review the documents describing the institution's accreditation, approval or licensing documents. If you wish to review these documents, please contact the Whitworth Director of Assessment and Accreditation (alo@whitworth.edu (ALO@whitworth.edu), 509.777.3441).

The 4-1-4 Calendar

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

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

Academic Calendar 2022-2023

Fall Semester

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

Jan Term

Sunday	Jan. 1	Residence Halls Open at 1 p.m. for Returning Students
Sunday	Jan. 1	Residence Halls Open at 3 p.m. for New Students
Tuesday	Jan. 3	Classes Begin
Monday	Jan. 16	Martin Luther King, Jr., Holiday
Monday	Jan. 23	Last Class Day

Spring Semester

Monday	Jan. 30	Residence Halls Open at 10 a.m. for New Students
Wednesday	Feb. 1	Advising and Registration
Wednesday	Feb. 1	Evening Classes Begin
Thursday	Feb. 2	Day Classes Begin
Monday-Friday	Mar. 27 - Mar. 31	Spring Break
Monday	April 10	Easter Holiday
Tuesday-Friday	May 16 - 19	Final Examinations
Saturday	May 20	Graduate Commencement
Sunday	May 21	Undergraduate Baccalaureate and Commencement

Summer School Dates

Summer school dates extend from May 22-Aug. 11, 2023. Whitworth offers three-week, six-week, nine-week and 12-week course options during this time period.

Note: Whitworth's Adult Degree Program and Master of Business Administration program operate on a different academic calendar than the one that applies to the rest of the university. For the most up-to-date adult degree calendar information, see www.whitworth.edu/forms/dynamic/school-of-continuing-studies/classschedule.aspx (<https://www.whitworth.edu/forms/dynamic/school-of-continuing-studies/classschedule.aspx>). To view the academic calendar for Whitworth's Master of Business Administration program, go to www.whitworth.edu/cms/academics/mba/curriculum-and-course-schedule/ (<https://www.whitworth.edu/cms/academics/mba/curriculum-and-course-schedule/>).

Academic Services

Academic Advising

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

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

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

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

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

Library

Harriet Cheney Cowles Memorial Library, at the heart of the campus, serves students, faculty and staff with information resources and related services that support learning, teaching, scholarship and intellectual, professional and spiritual development.

The building is home to library collections and services as well as Information Systems, Instructional Technology & Media Services, and the Composition Commons. It houses three general-purpose computer labs – two PC and one Mac – and multiple computer stations throughout. Wireless access is provided for laptops and mobile devices. Study rooms on both floors can be reserved for individual or group work at Book a Study Room (<https://whitworth.libcal.com/reserve/cowles-library/>).

The library's physical collections include books, academic journals and consumer magazines, CDs and DVDs. The Whitworth Archives (<http://libguides.whitworth.edu/archives/>), an extensive collection of original documents, record Whitworth's history and aspects of the history of Protestantism in the Pacific Northwest. Along with its physical collection, the library subscribes to a vast array of digital information resources and participates in national and regional networks of lending libraries. Students and faculty have round-the-clock, on- and off-campus access to digital holdings through the library website (<https://libguides.whitworth.edu/main/>).

Whitworth librarians help students find, evaluate and use the wealth of information that's accessible freely on the web or within our physical and digital collections. Librarians connect with students through classroom instruction, consultation appointments and reference services in-person or via phone or web chat. The librarians also support faculty in their research and the selection of subject area materials.

Visit the library's homepage (<https://libguides.whitworth.edu/main/>) to search the collections, contact a librarian, view hours, check your account or start your next research project using one of the Research Guides (http://libguides.whitworth.edu/home/?b=s&group_id=13198).

Instructional Resources

Whitworth Instructional Resources provides operation and support services for the Blackboard learning management system, campus and U-District computer labs, classroom technology, dance facilities, auditorium facilities, instructional technology, instructional design and media services. The Blackboard learning management system provides students with web-based access to course materials, learning activities and academic resources. Three library computer labs, multiple library computer stations, two Hawthorne Hall computer labs, and satellite computer labs located in several departments around campus and in the U-District provide more than 400 computers for students. Classrooms are equipped with computers and projection equipment, providing faculty and students with access to network resources and the internet. The department provides audiovisual resources for students, faculty and staff, including access to video and audio viewing/listening stations, academic audio and video duplication services, and instructional technology support and production. The university provides the opportunity for all on-campus residents to connect their personal computers to the campus network from their rooms. Wireless access to the network is also available to students, faculty and staff across the campus. Off-campus students may also connect to the university network via VPN access.

Student Success Center

The Whitworth Student Success Center is located in the Hixson Union Building, second floor. The staff comprises the director of student success, the assistant director of student success, a program coordinator for student success, and roughly a dozen student success coaches. The coaches are current Whitworth students who are trained to support their peers in an academic and holistic coaching model. Success coaches provide individualized academic support through effective instruction in study skills and time management. Additionally, the Student Success staff and coaches connect students to resources on campus such as tutoring, the counseling center, financial aid and more. To learn more, visit www.whitworth.edu/studentsuccess (<http://catalog.whitworth.edu/about/academicservices/www.whitworth.edu/studentsuccess/>) or email studentsuccess@whitworth.edu to set up an appointment. Success coaching is available for all of the university's matriculated day students.

Composition Commons

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

Educational Principles

For more than 130 years, Whitworth's vision has been the pursuit of intellectual and spiritual development. Through decades of change, this fundamental purpose has remained firmly centered in the person of Jesus Christ. Our understanding of Christ is based on Scripture, the inspired and trustworthy record of God's self-disclosure and our final rule for faith and practice. As a university affiliated with Presbyterianism, Whitworth stands within the historic Reformed tradition. Believing that God is the ultimate source of all truth and is to be loved with "all our mind and heart," Whitworth embraces freedom of inquiry and the unhindered pursuit of truth. Therefore, we equip our diverse student body to honor God, follow Christ and serve humanity, working for redemption and healing in a broken world.

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

Knowledge

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

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

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

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

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

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

Skills

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

- **Intellectual skills**

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

- **Relational skills**

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

- **Professional skills**

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

Faith and Values

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

- **Response to God**

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

- **Relationship to others**

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

- **Stewardship of creation**

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

Student Life and Services

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

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

Campus Ministry

www.whitworth.edu/chapel (<https://www.whitworth.edu/cms/administration/chapel/>)

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

Campus Housing

www.whitworth.edu/housing (<https://www.whitworth.edu/housing/>)

Life in any of Whitworth University's residence halls will help you discover new ways to explore and apply what you have learned in the classroom. You will interact with students from other cultures, participate in a variety of activities and events, and make lasting friendships. All students are required to live on campus if it has been less than two years since their high school graduation.

Educational Support Program

www.whitworth.edu/ess (<https://www.whitworth.edu/ess/>)

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

If you have a documented condition that affects your learning or performance in the campus environment, contact the Whitworth Educational Support Services Office (Katie McCray, ext. 3380; kmccray@whitworth.edu) to identify appropriate accommodations.

Students who have concerns about how they have been treated should contact the Associate Provost in the Academic Affairs Office.

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

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

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

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

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

Student Success

www.whitworth.edu/student-success (<https://www.whitworth.edu/cms/administration/student-success/>)

College is full of challenges, and these challenges are what make college such a powerful time of growth. Sometimes our challenges pile up, and it's difficult to keep track of our big-picture goals in light of the small but urgent things demanding our attention.

That's why Student Success exists. With competent staff and peer success coaches, we'll help you take on the challenges that keep you from pursuing your dreams. We'll help you solve problems like managing your time, studying more efficiently, and getting answers to your questions about how to make the college experience work for you. Don't let the little stuff keep you from the big stuff. Visit Student Success today in Hixson Union Building, Second Floor or email us at studentsuccess@whitworth.edu.

Associated Students of Whitworth University

whitworthaswu.com (<https://whitworthaswu.com/>)

Associated Students of Whitworth University is the university's student governance and programming component. All full-time undergraduate students are members of ASWU. Elected leaders represent students from each living area and from off campus by providing information to and obtaining information from students about all university policies and about curricular and extracurricular programming. ASWU student leaders provide a vital communication link between students and Whitworth's faculty, staff and administration.

Athletics

[whitworthpirates.com](http://www.whitworthpirates.com) (<http://www.whitworthpirates.com/>)

Whitworth Athletics is affiliated with the National Collegiate Athletics Association (NCAA) at the Division III level, and is a member of the Northwest Conference (NWC). Whitworth offers 21 varsity sports. Women's sports include volleyball, tennis, soccer, softball, cross country, indoor/outdoor track & field, basketball, swimming, golf and lacrosse. Men can participate in football, tennis, soccer, baseball, cross country, indoor/outdoor track & field, basketball, swimming and golf. Whitworth also offers a strong intramurals program, which is available to the entire student body.

A commitment to excellence is the hallmark of Whitworth Athletics. In the last 20 years, more than 100 Whitworth student-athletes have received All America recognition and more than 80 Whitworth student-athletes have been named Academic All-Americans.

Recent Pirate teams have achieved the highest average GPA in NCAA Division III for their respective sports on numerous occasions, and, since 2005, more than 80 teams have captured Northwest Conference championships. During that same period, the Pirates have dominated the Northwest Conference, winning 12 consecutive McLroy-Lewis All-Sport Trophies. This honor, awarded to the top school in the NWC based on the final standings in each of the conference's 22 sports, is a strong indicator of Whitworth's exceptional athletics program.

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

Center for Career & Professional Development/ Student Employment

www.whitworth.edu/career-center (<https://www.whitworth.edu/cms/administration/center-for-career-and-professional-development/>)

The Whitworth Center for Career & Professional Development assists students in the identification of their unique talents and gifts, in the exploration of vocational interests, and in their preparation for entry into the workforce. The career center staff offers students access to computerized interest inventories, major-choice workshops, career-related seminars, internships, employment/job fairs and individualized career counseling. Extensive internet and library resources are available for research in majors, career aptitude, employers, job-search strategies and graduate/professional schools. The student-employment office assists Whitworth students in securing part-time employment that will help them meet their expenses. Student job postings are available in the student employment office or at www.whitworth.edu/career-center (<https://www.whitworth.edu/cms/administration/center-for-career-and-professional-development/>). Internship postings are also listed on this site.

Behavior Policies

Sexual Misconduct & Title IX

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

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

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

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

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

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

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

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

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

Classroom Behavior

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

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

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

Behavioral Probation and Suspension

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

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

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

The decision to suspend a student on behavioral grounds is made by the dean of students or her/his designee. If students feel that there are mitigating circumstances, they may request a review by contacting the vice president for student life (or a designee) within five business days of being notified of the outcome of the case.

Implementation of these policies, including the review appeal process, is regulated by the Student Bill of Rights, Section V, as printed in the student handbook.

Rules and Regulations

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

appropriate vice president or their designee will either render a decision on the appeal or refer the student to the proper office for a decision.

Admissions

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

Whitworth admits students without regard to age, race, color, religion, national origin, sex, gender identity, sexual orientation or disability.

First-Year Application Process

Application

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

Transcript

We require a high school transcript that shows courses taken, grades earned and your current cumulative grade-point average. Whitworth weights the GPA of honors, AP, IB and Cambridge classes for students whose high schools do not provide a weighted GPA.

Optional ACT/SAT/CLT Exams

Whitworth is a test-optional school, and applicants may choose to apply without standardized test scores. For students who would like their test scores reviewed in the application process, we will consider the applicant's SAT, ACT or CLT superscore (composite of the highest subscore of each section of the test — potentially from multiple test dates). There is no preference for one test over another.

Optional Academic Recommendation

Academic recommendation(s) are accepted but not required for admission. Students may request that a teacher or counselor submit a recommendation letter or the recommendation form available online at www.whitworth.edu/academic-rec-form (<http://www.whitworth.edu/acadrecform/>).

Transfer Application Process

Students who have completed a full term of coursework at an accredited college or university after graduating from high school should apply with the Whitworth Transfer Application (www.whitworth.edu/apply (<http://www.whitworth.edu/apply/>)) or Common Application ([commonapp.org](http://www.commonapp.org) (<http://www.commonapp.org/>)). No application fee is required.

Transfer applicants should submit transcripts from all colleges attended. Academic recommendation(s) are accepted but not required. Students may request that a professor or advisor submit a recommendation letter or the recommendation form available online at www.whitworth.edu/academic-rec-form (<http://www.whitworth.edu/acadrecform/>). In some situations, we may contact applicants for transfer admission and request a high school transcript.

International Student Application Process

Qualified students who are not citizens or permanent residents of the United States are encouraged to apply for admission. International students should complete either the Common Application ([commonapp.org](http://www.commonapp.org) (<http://www.commonapp.org/>)) or the Whitworth Application (www.whitworth.edu/apply (<https://www.whitworth.edu/apply/>)). No application fee is required. Students should include with their application transcripts in the original language and certified English translations of transcripts. Academic recommendation(s) are accepted but not required for international student admission.

Whitworth requires standardized test scores to prove English fluency. We are test flexible, and students may submit official results from any one of the following tests: ACT, SAT, IB SL or HL exams, O Level exams, TOEFL or IELTS. Minimum scores or grades are as follows: SAT reading/writing subscore of 500; ACT English 24; IB SL English grade of 5; IB HL English grade of 4; O Level English B or higher; ibTOEFL 79; IELTS 6.5; or Duolingo English Test score of 105.

Upon admission to Whitworth, international students are required to provide certification of finances and an official bank statement showing funds available, no more than three months old. For more information, please visit www.whitworth.edu/international-admissions ([https://](https://www.whitworth.edu/international-admissions)

www.whitworth.edu/internationaladmissions/) or contact the Whitworth Office of International Admissions.

Adult Degree Programs/Continuing Studies

See Adult Degree Programs. (p. 357)

Evaluation and Acceptance

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

First-Year Application Deadlines

Students interested in Whitworth University are encouraged to apply for early action admission (nonbinding). There are two early action deadline dates. Early Action I is Nov. 15 and Early Action II is Jan. 15. Students who submit all documents prior to either one of the early action deadlines will be notified of Whitworth's admissions decision within three weeks. The priority deadline for regular admission is March 1.

Transfer Application Deadlines

Transfer students interested in Whitworth University are encouraged to apply for early action admission (nonbinding). There are two early action deadline dates. Early Action I is Jan. 15 and Early Action II is March 1. Transfer applicants who submit all documents prior to the either one of the early action deadlines will be notified of Whitworth's admissions decision within three weeks. The priority deadline for regular transfer admission is July 1.

Enrollment Deposit

To accept Whitworth's offer of admission, please submit your enrollment deposit at www.whitworth.edu/deposit (<https://www.whitworth.edu/deposit/>). This deposit will hold your place in the new class, and students who deposit earlier may receive priority consideration for housing and class registration.

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

Returning Whitworth Students

Students applying to return to Whitworth after withdrawing from the university may do so online at www.whitworth.edu/apply (<https://www.whitworth.edu/apply/>). Submit to the admissions office official college transcripts from each college attended during your absence from Whitworth. Students with an academic restriction (probation or suspension) should contact the Whitworth Academic Affairs Office (509.777.3203), and students with financial holds on their accounts should contact Whitworth Student Accounting Services (509.777.3209).

Alternative Credit

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

Running Start Policy

Dual enrollment credits are college credits that have been earned prior to graduation from high school, on the campus of either a college or a high school (in partnership with a sponsoring college or university). Running Start is an example of a dual enrollment program, though similar programs have different names in many states. High school students with dual enrollment credits are considered first-year students as long as they attempt no university-level coursework after high school graduation. Students with dual enrollment credits must meet first-year application deadlines and Whitworth's first-year admissions requirements, and qualified students will be eligible to receive a first-year University Scholarship. Dual enrollment and Running Start credits are accepted as transfer credits based on receipt of official academic transcripts from the college attended or the college sponsoring the course. Courses in which a student has received a grade lower than "C," vocational/technical courses, non-college-level courses and incomplete courses

are not transferable. A maximum of 64 semester credits (96 quarter credits) may be transferred from dual enrollment credits.

Deferred Admission

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

Admission of Part-Time Students

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

Campus Visits

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

Student Financial Services - Financial Aid

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

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

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

- Review important consumer information related to Whitworth at www.whitworth.edu/consumer-information (<https://www.whitworth.edu/consumerinformation/>).
- The normal course load for full-time undergraduate students is 12 to 16 semester credits in the fall and spring semesters and three to five semester credits in Jan Term. Registration for less than a full-time load will prevent a student from receiving certain forms of Whitworth-sponsored financial aid. Some federal and state-sponsored aid may be available to students who are enrolled less than half time.

Maintaining Satisfactory Progress for Financial Aid

Students must successfully finish 66.67 percent of their cumulative attempted credits, and they must maintain a cumulative grade-point average of 2.0 and a term grade-point average of 1.0. Students are eligible to receive financial aid until they have completed the requirements for their degree or until they have attempted a maximum of 150 percent of the minimum number of credits required for the degree or certificate, whichever is less.

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

For information and resources about student loan repayment, or to submit a complaint relating to your student loans or student loan servicer, please visit wsac.wa.gov/loan-advocacy (<https://wsac.wa.gov/loan-advocacy/>) or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

Student Financial Services - Financial Policies/Costs

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

Costs for the 2022-23 Academic Year

Tuition	\$47,700
Room and Board	\$13,100
Associated Student Body Fee	\$270
Campus Facility & Technology Fee	\$600
Student Mandatory Accident Insurance	\$130
Health & Wellness Fee	\$290
Total	\$62,090

A full-time academic courseload is 12 to 16 semester credits in the fall and spring semesters and three to five semester credits in Jan Term. All matriculated day students will be charged a flat \$325 fee for credits taken in Jan Term.

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

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

All international students, undergraduate and graduate, must have insurance to meet visa requirements.

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

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

Miscellaneous Costs (2022-23)

Part-Time Day School

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

Per semester credit	\$1,986
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Excess Semester Credits

For semester credits in excess of 16 for fall and spring semesters

Per semester credit	\$1,292
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Audit Fee

Per semester credit	\$1,090
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School of Continuing Studies Programs

Evening traditional semester courses, per semester credit	\$560
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Audit only, per semester credit (permission required)	\$300
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Accelerated-format courses, per semester credit (includes books and course materials; not available for audit)	\$560
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Graduate program rates are included in each program's bulletins.

Special Courses/Fees

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

Graduation fee

Matriculated day	\$125
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Master of Business Administration	\$95
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Master of Arts in Theology	\$95
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Continuing Studies and Graduate Studies in Education - see advisor

Transcript Fee

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

Online Transcript Fee

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

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

Miscellaneous Fees

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

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

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

Tuition and Fees Refund Policy

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

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

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

Withdrawal/Drop	Refund	Applicable to
First & Second week	100 percent	Tuition and fees, room and board
Third week	75 percent	Tuition, no fees, room and board
Fourth week	50 percent	Tuition, no fees, room and board
Fifth week	25 percent	Tuition, no fees, room and board
Sixth week	0 percent	

Emergency Event Refund Policy

The university's first priority is to ensure its students' safety, health and well-being. In the event students are required to vacate their residence hall due to a public-health mandate (or similar) after the fourth week of a semester, a prorated credit or refund for the unused portion of room and meals will be issued, up to a maximum of 50 percent of the amount paid by the student (The university incurs contractual obligations for the full academic year that limit the amount of credits or refunds it is able to provide.) If the event takes place within the first four weeks of the semester, room-and-meal refunds will follow the published schedule of refunds for the academic year, which can be found at www.whitworth.edu (<https://www.whitworth.edu/cms/>). Students receiving financial aid that may have been based, in part, on room-and-meal costs should refer to the financial aid refund policy to determine whether they would be obligated to return any financial aid funds. Tuition and fees refunds will follow the normal refund schedule tied to the number of weeks of the semester, also published on the same website.

Montessori Programs Located in Oregon

Master of education in Montessori educational programs delivered to students residing in Oregon are subject to Oregon state refund policies. After classes begin for a term, a student who withdraws from a course is eligible for a partial refund through the middle week of the term. Refunds shall be based on unused instructional time and shall be prorated on a weekly basis for the semester.

Withdrawal from Whitworth University

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

Academic Information

Academic Policies

Academic Honesty

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

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

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

Consequences of violations of the policy on academic honesty:

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

Academic Grievances

Grade Challenges

Grade challenges must be initiated by the student in writing within 30 days after a grade is posted. Challenges on grades go to the professor first, but in cases where resolution is not easily achieved, the procedures are as follows:

- The student must first seek resolution of the conflict in consultation with the professor.
- If a satisfactory resolution is not possible in the first phase, the student may contact the department chair
- If a satisfactory resolution is not possible in the first and second phases, the student may appeal for further adjudication by submitting a written appeal to the appropriate area dean, or her/his designee, who will issue a final decision.

Academic Grievances

A student wishing to file a grievance regarding their experience in the classroom should begin with a conversation with his/her professor or within the department involved. In cases where resolution is not easily achieved, the procedures are as follows: The student must first seek resolution of the conflict in consultation with the professor. If a satisfactory resolution is not possible in the first phase, the student may appeal for further adjudication by submitting a written appeal to the associate provost for instruction. This appeal will be the final step in the grievance process. The associate provost's decision is final.

Montessori Programs in Oregon

Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access the HECC complaints web page at [oregon.gov/highered/about/Pages/complaints.aspx](https://www.oregon.gov/highered/about/Pages/complaints.aspx) (<https://www.oregon.gov/highered/about/Pages/complaints.aspx>). Students may also contact Whitworth's institutional accreditor, the Northwest Commission on Colleges and Universities, 8060 165th Ave. N.E., Redmond, WA 98052 or by calling 425.558.4224.

Academic Warning, Probation and Suspension

Academic Warning

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

Academic Probation

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

Academic Suspension

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

Appeal Process

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

Academic Petitions

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

Petition Process:

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

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

Accommodations for Religious Observances

In accord with SSB 5166, Whitworth University accommodates student absences, for up to two days per academic year, for reasons of faith or conscience, or for an organized activity conducted under the auspices of a religious denomination, church or religious organization. Written notice and request for accommodation must be given within the first two weeks of the beginning of the course and provide specific dates the student requests accommodation. Faculty members will work with such students to reach mutual agreement about the terms of the accommodation. Grievances about a failure to accommodate should be directed to the associate provost.

Declaring or Changing Academic Program

Declaration deadline policies apply as follows:

- Students with A.A./A.S. degrees: by second semester
- Students with transfer credit: by second semester or by Spring Term of their sophomore year
- Freshmen: by Spring Term of their sophomore year

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

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

FERPA

Directory Information

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

Students may allow the release of academic and/or financial information to designated individuals by granting those individuals proxy access; this authorization can be set up in Self Service under the User Options menu.

Changes to Directory Information

Legal name-change policy: Current students of Whitworth University may change their legal name with proper documentation and the submission of a completed name-change request form. Acceptable proof of legal name change will include two forms of official documentation such as a birth certificate, divorce decree or court order, government issued identification card, social security card or passport. After the proper documentation and a completed request form are received by the registrar's office (300 W. Hawthorne Road, Spokane, WA 99251), the change will be reflected on the student's university records.

Chosen name-change policy: A student may choose to be identified within the university community by a chosen name that differs from the individual's legal first or last name. Students who want to use a chosen name may initiate the process from the Chosen Name Change Request form. A person's chosen name will appear instead of, or in addition to, the person's legal name in university-related systems and documents where it is technically feasible and where the use of the legal first name is not required by university business or legal need. Whitworth University reserves the right to deny or remove a chosen name for any reason, including but not limited to misuse, misrepresentation, attempting to avoid legal obligation, or the use of offensive names, with or without notice. Under the university's Family Educational Rights and Privacy Act (FERPA) policy, a student's chosen and legal name are both identified, along with other items, as directory information.

Equal Opportunity Policy

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

Confidentiality

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

Grading

Grade Reports

Midterm Grades

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

Final Grades

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

Incomplete Grades

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

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

Note to faculty: Accurate evaluation of students and maintenance of records are important professional duties of faculty members. Computational errors and failure to take into account a significant amount of student work may be reasons for a student's request for a change of grade.

The completion or revision of additional work after the end of a term is *not* an acceptable basis for a grade change.

Grades and Quality Points

A	Superior: 4 points
A-	3.7 points
B+	3.3 points
B	Good: 3 points
B-	2.7 points
C+	2.3 points
C	Fair: 2 points
C-	1.7 points
D+	1.3 points
D	Poor: 1 point
D-	0.7 points
F	Failure: 0 points
W	Official Withdrawal; does not affect GPA
WA	Administrative Withdrawal; does not affect GPA
WF	Withdrawal While Failing (or past the acceptable time limit for a "W" grade), computed as an "F" in the GPA
WW	Withdrawal Without Permission (stopped attending or never attended the course), computed as an "F" in the GPA
AU	Audit; does not affect GPA
I	Incomplete; to be made up by six weeks into the next fall or spring semester; after the deadline, the grade computes as an "F"; see incomplete grades policy above for more information
IE	Incomplete; time to finish work is extended until six weeks into the next fall or spring semester; after the deadline, the grade computes as an "F"; see incomplete grades policy above for more information
S	Satisfactory; given upon completion of a Satisfactory/Not Satisfactory course; does not affect GPA; commonly used for grading internships, study abroad programs and specific non-graded courses
NS	Not Satisfactory; given for unsatisfactory work in a Satisfactory/Non Satisfactory course; does not affect GPA
P/NC	For class taken with P/NC option, Pass for a grade of "C" or higher; No Credit is given for grades of "C-," "D+," "D," "D-," or "F"; grade of P/NC does not affect GPA and is irreversible

Calculation of the Grade-Point Average

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

Academic Forgiveness

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

Honors

Provost's Honor Roll

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

President's Cup Award

President's Cup awards are given at commencement to undergraduate students who have earned a 4.0 GPA and completed 126 credits in residence at Whitworth after Jan Term of their final year. Residence credits for this award can include Whitworth courses, AP, IB, CLEP and FS 392 study abroad courses.

Latin Honors

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

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

George Whitworth Honors

For George Whitworth Honors Program requirements, see the George Whitworth Honors Page (p. 214).

Student Information

Graduate Students

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

Matriculated Students

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

Non-Matriculated Students

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

Veterans

Whitworth is approved for veteran training as an institution of higher education by the Washington Student Achievement Council. Selected programs of study at Whitworth University are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those who are eligible to receive benefits under Title 38 and Title 10, USC. Whitworth is committed to upholding and complying with the intent of Veterans Administration regulations. The university does not and will not provide any commission, bonus or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance. Benefit recipients must meet satisfactory-progress standards in order to continue receiving benefits for study. VA benefit recipients are held to the same academic standards as are other Whitworth students. Records that permit monitoring of progress are kept in the registrar's office. Termination of benefits will be initiated upon receipt of a withdrawal form. It is the responsibility of the benefit recipient to submit a withdrawal form to the registrar and to notify the veterans coordinator immediately upon ceasing to attend any course. Contact the registrar's office at registrar@whitworth.edu or 509.777.3205 for additional information.

Class Standing

Freshman	0-29 semester credits
Sophomore	30-59 semester credits
Junior	60-89 semester credits

Senior
126

90 and above semester credits
minimum credits to graduate

Consumer Information

www.whitworth.edu/consumer-information (<https://www.whitworth.edu/consumerinformation/>)

For more information please contact:

Institutional Research Director Wendy Olson, wolson@whitworth.edu

Financial Aid Director Traci Stensland, tstensland@whitworth.edu

Registrar Jose Ortiz Jr., jortiz@whitworth.edu

Student Right-To-Know Information

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

First- to Second-Year Retention Rates

	2018 Cohort	2019 Cohort	2020 Cohort
Total	84%	81%	78%

Six-Year Graduation Rates

	2013 Cohort	2014 Cohort	2015 Cohort
Total	75%	77%	75%
Gender			
Female	77%	78%	77%
Male	73%	75%	72%
Race/ Ethnicity			
American Indian/Alaskan Native*	60%	60%	33%
Asian	70%	74%	66%
Black/African American*	90%	40%	81%
Hispanic/Latino	64%	67%	67%
Hawaiian/Pacific Islander*	40%	0%	100%
Two or More	68%	82%	64%
White	78%	80%	79%
Race/Ethnicity Unknown*	100%	100%	80%
International Students*	60%	77%	75%
Financial Aid Type			
Pell Grant	67%	63%	65%
Stafford Loan	72%	77%	77%
All Others	85%	87%	87%

*These populations are very small and so small fluctuations can create big changes in the percentages.

Four-Year Average Rate for Graduating Within Six Years

Four-Year Average Rate for Graduating within Six Years* 77%

*Based on first-year students who began at Whitworth in fall 2012, 2013, 2014 and 2015.

Matriculated day, full-time, student body diversity for fall 2020

Female	59%
Male	41%
American Indian/Alaskan	<1%
Asian	4%
Black	2%

Hawaiian	1%
Hispanic	13%
Two or More	10%
White	64%
Unknown	<1%
International Students	5%
Pell Grant Recipients	30%

Normal Full-Time Course Load

Fall and spring semesters: The normal load for full-time undergraduate students is 12 to 16 semester credits, including up to five semester credits in Jan Term. *Permission to enroll in more than 16 credits must be approved in writing by the advisor, and by the advisor and/or registrar for any student who requests enrollment in more than 18 credits.*

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

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

If students enroll in more than 16 credits, they may incur additional tuition charges. Students should check with the student accounts office to see if overload tuition charges are waived for a particular course. Jan Term is considered part of the spring semester and tuition is free to students who were enrolled full time as matriculated day students in the fall semester or who are enrolled full time as matriculated day students for the spring semester. A flat fee for Jan Term will be charged; please see Financial Information (p. 20) for more information.

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

Normal Progress and Financial Aid

A student is eligible to receive aid while s/he is working toward his or her degree until s/he reaches 150 percent of the number of credits required to earn the degree. Registration for less than a full-time load (12-16 semester credits) may prevent a student from receiving some forms of Whitworth financial aid. More information on satisfactory progress requirements for recipients of financial aid is available at the Whitworth Financial Aid website or office.

Student Registration

Registration

Whitworth University students register for classes through Self-Service. Students register for their next classes during their assigned registration period each semester. The MBA program is an exception. MBA students are registered by the academic advisor on a rolling basis. The registrar's office will assist students who are away from campus on study abroad programs with registration for their next semester's or term's classes.

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

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

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

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

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

Waitlisting for Closed Classes

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

Changes in Registration

Distanced Learning

In the event health/safety protocols require it, Whitworth reserves the right to deliver instruction through distanced modes.

Class Attendance

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

Add/Drop Policy

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

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

Repeat/Delete Policy

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

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

Course Withdrawals

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

Traditional semester programs have the following course withdrawal policy:

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

Hardship Hiatus

In rare circumstances, a student may be granted a hardship hiatus or withdrawal, given when a debilitating medical, psychological condition or family emergency makes it necessary for them to withdraw from all of their non-graded courses and get the off-campus support/help necessary to their return as a student. To be considered, the student should apply to the dean of students or their designee within a week of the anticipated withdrawal, providing written documentation of the condition. Under hardship-hiatus status, the student will receive a "W" in all non-graded classes for the term, and financial officers will determine charges to be paid, based on the current Tuition and Fee Refund Policy (p. 22). A hold will be placed on the withdrawing student's account until reinstatement criteria are met and reinstatement is approved by the dean of students or their designee. Hardships will not be granted after the Friday before finals week, and no hardships are granted during the January term.

Reinstatement Process following a Hardship Hiatus

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

Official Withdrawal from Whitworth University

To withdrawal officially from Whitworth University, a student must complete the electronic withdrawal form and submit it for processing.

Hiatus Policy

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

Pass/No Credit Option

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

Step-Up Policy

An undergraduate senior may take up to six credit hours in graduate Business, Theology or Education (if they have met the prerequisites), which will later be waived if the student pursues one of Whitworth's graduate degrees. These six credits will count toward the student's

undergraduate degree. They will not be counted again for graduate credit. However, the total credits required for a student's graduate degree will be reduced by the number of credits s/he completes in Step-Up, up to six credits, and the course requirement for the completed Step-Up classes will be waived.

Students interested in participating in the Step-Up program must obtain special permission from their academic advisor as well as the director of the graduate program in which they are interested. Step-Up is traditionally reserved only for seniors, but in special circumstances juniors might also be eligible to participate. Step-Up is included in a student's undergraduate financial aid package, thus no additional cost will be incurred for taking up to six graduate credits. Graduate classes eligible for Step-Up will be designated by the program director and based on availability. The primary function of Step-Up is to assist students in deciding on graduate programs and to prepare them for the academic rigor. Step-Up is not intended as a method of substituting graduate classes to fulfill undergraduate degree requirements. Therefore, Step-Up classes will only count toward elective credits. Note: P/NC grading is not allowed for graduate-level courses even when they apply to an undergraduate program.

Student Holds

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

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

General Course Numbers

Lower-Division Courses

100-199: Primarily for first-year students. May not be taken for graduate credit.

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

Upper-Division Courses

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

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

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

Special Course Numbers

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

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

80 Field Study

86 Readings

90 Internship

91 Independent Study

95 Teaching Assistantship/Research Assistantship

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

Transfer and Alternative Credit

Academic Credit and Evaluation

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

Acceptance of Transfer Credits

Whitworth will accept applicable undergraduate and graduate work transferred from regionally accredited institutions. In the case of graduate theological credit, this includes institutions accredited by the Association of Theological Schools (ATS) in the United States and Canada. For institutions without regional accreditation, the transfer of credit will be considered if the credibility of the institution can be supported by the “three-letter rule,” which states that it is the responsibility of the student to provide letters from three regionally accredited institutions certifying that they will accept credit from the institution from which the student is seeking credit. A total of two-thirds credit will be awarded for coursework completed at non-regionally accredited Bible schools that hold an ABHE accreditation. For the full policy on transfer graduate credit, please visit catalog.whitworth.edu/graduate (<http://catalog.whitworth.edu/graduate/>).

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

Conversion of Quarter Credits to Semester Credits

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

A maximum of 64 lower level semester credits and 30 upper level semester credits may be transferred from a community college; a total of 94 semester credits may be transferred from a four-year college or combination of two- and four-year colleges. Credits earned more than 15 years prior to matriculation at Whitworth will require department approval if they are to fulfill a requirement in the major. Courses in which the student received a grade lower than “C,” vocational-technical courses, non-college-level courses, credit earned by exam at another institution, and incomplete courses are not transferable. Official transcripts must be received by the registrar’s office from the transferring institution in order to have credit evaluated for final acceptance.

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

Transfer Policies for Students Holding Associate of Arts Degrees

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

- Junior standing (60 semester credits)
- Transfer credit of a maximum of 96 quarter credits or 64 semester credits
- Waiver of all shared curriculum requirements, with the following exceptions:
 - First-year seminar(s) or transfer seminar
 - World language: Eight semester credits, 15 quarter credits or a full year of college credit in foreign language (including American Sign Language)/or one semester of intensive WL. **note: students must speak with the WL department if they wish to test out of this requirement**
 - One course in Biblical Literature

- One course from the following categories: Core courses (150, A Christian Worldview; 250, Worldview and the Role of Reason; or 350, Worldview in Policy); and/or Faith, Reasoning, and Contemporary Issues (FRCI) courses. Note: For continuing studies students, Core 300 is offered in place of Core 350.

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

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

Policy on Credit Transfer for Exchange Students

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

*Approved programs are listed in the Whitworth Catalog under Exchanges and Study Abroad Opportunities.

Washington 45

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

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

Alternative Course Credit

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

Advanced Placement (AP)

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

Test Name	Test Score	Credits Given at Whitwor	Course Equivalency	Shared Curriculum Requirement
Art - Studio or History	4-5	3	AR 196	Fine Arts
Biology	4	3	BI 196	Natural Science
Biology	5	4	BI 140	Natural Science
Chemistry	4	4	CH 161	Natural Science
Chemistry	5	8	CH 161 & CH 181	Natural Science
Chinese Lang/Culture	4-5	4	CN 196	World Language
Computer Science A	4	3	CS 171	none
Computer Science A	5	6	CS 171 & CS 172	none

Computer Science Principles	4-5	3	CS 196	none
Macroeconomics	4-5	3	EC 211	Social Science
Microeconomics	4-5	3	EC 210	Social Science
English Lang/Comp	4	3	EL 196	none
English Lang/Comp	5	6	EL 196	none
English Comp/Lit	4	3	EL 196	none
English Comp/Lit	5	6	EL 196	none
Environmental Science	4-5	3	BI 120	Natural Science
French Lang	4-5	4	FR 111	World Language
German Lang/Culture	4-5	4	GR 196	World Language
Government & Politics	4	3	PO 196	Social Science
Government & Politics	5	3	PO 102	Social Science
Government & Politics Comp	4	3	PO 196	Social Science
Government & Politics Comp	5	3	PO 102	Social Science
History, American	4-5	3	HI 131	Historical Analysis, U Tag
History, European	4-5	3	HI 196	none
History, World	4-5	3	HI 102	Culture & Diversity, G Tag
Human Geography	4-5	3	PO 196	Social Science
Italian, Lang/Culture	4-5	4	Elec	World Language
Japanese, Lang/Culture	4-5	4	JA 196	World Language
Math, Calculus AB	4-5	4	MA 171	Math & Statistics
Math, Calculus BC	4-5	8	MA 171 & MA 172	Math & Statistics
Music Theory	4-5	3	MU 110	Fine Arts
Physics 1	4-5	3	PS-131	none
Physics 2	4-5	3	PS-133	none
Physics C (Mechanics)	4-5	3	PS 151	Natural Science
Physics C (Electricity & Magnetism)	4-5	3	PS 153	none
Psychology	4-5	3	PY 101	Social Science
Spanish Lang or Lit	4-5	4	SN 111	World Language
Statistics	4-5	3	MA 256	Mathematics

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

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

International Baccalaureate (IB)

Whitworth recognizes the international baccalaureate diploma and subject examinations; the university awards credit on a course-by-course basis for only high-level courses passed with a score of 5 or higher. Refer to the table below or to Whitworth's website for details.

Test Name	Test Score	Credits Given at Whitwor	Course Equivalency	Shared Curriculum Requirement
Biology	5	4	BI-196	Natural Science
Business Management	5	3	BU 196	none
Chemistry	5, 6, or 7	3	5=CH 196, 6=CH 161 & L, 7=CH 161 & CH 181 & Labs	Natural Science
Classical Languages: Greek	5	0	N/A	none
Classical Languages: Latin	5	0	N/A	none
Computer Science	5	3	CS 171	none
Dance	5	3	TA 381	none
Design Technology	5	3	CS 196	none
Economics	5	6	EC 210, EC 211	Social Science
Film	5	2	FVNS 196	none
Further Mathematics	5	3	MA 196	Math & Statistics
Geography	5	3	SO 275	none
Global Politics	5	3	PO 196	none
History: 20th Century World History	5	0	N/A	none
History: Europe and the Islamic World	5	0	N/A	none
Information Technology in a Global Society	5	3	CS 274	none
Language A: Language and Literature	5	0	N/A	none
Language A: Literature	5	3	EL 196	none
Language B	5	4	SN/FR-111	World Language
Mathematics	5	8	MA 171 & 172	Math & Statistics
Music	5	6	MU 196	Fine Arts
Philosophy	5	0	N/A	none
Physics	5, 6, or 7	3	5=PS-121, 6 & 7=PS-151 & PS-153 & Labs	5=none, 6-7=Natural Science
Psychology	5 or 6	3 or 6	PY-101	Social Science
Social and Cultural Anthropology	5	3	SO 200	none
Theater	5	3	TA 100	Fine Arts
Theory of Knowledge	5 (must have received IB diploma)	3	PH 196	none
Visual Arts	5		See Art Department	

College Level Examination Program (CLEP)

Whitworth grants academic credit for sufficiently high scores on CLEP general exams and selected CLEP subject examinations. These cutoff scores are listed in the College Entrance Examination Board publication *College Placement and Credit by Examination*, which is available at most high schools and colleges. Information regarding taking CLEP exams may be obtained on our website or by contacting the Whitworth Continuing Studies Office at 509.777.3222. Credit for general CLEP exams will be awarded only if the exam is taken within one year of matriculation.

Credit for CLEP subject exams will be awarded only if the exam is taken before higher-level coursework in the same discipline is completed. Students must complete an application to take a CLEP exam and have it approved by the registrar's office prior to taking the exam. The College Board allows an exam to be taken only once every three months.

General Exams

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

Test Name	Test Score	Credits Given at Whitwor	Course Equivalency	Shared Curriculum Requirement
College Composition	50	3	EL 196	none
Humanities	50	6	Elective	Literature & Storytelling or Fine Arts
College Mathematics	50	3	MA 107	Math & Statistics
Natural Sciences	50	6	Elective	Natural Science
Social Sciences & History	50	6	Elective	Social Science

Subject Exams

Test Name	Test Score	Credits Given at Whitwor	Course Equivalency	Shared Curriculum Requirement
American Literature	50	3	EL 196	none
Analysis & Interpretation of Lit	50	3	EL 196	none
English Literature	50	3	EL 196	none
College French (Level 1)	50	6	FR 111	World Language
College French (Level 2)	59	12	FR 11, FR 201 FR 202	World Language
College German (Level 1)	50	6	GR 102	World Language
College German (Level 2)	60	12	GR 102, GR 201, GR 202	World Language
College Spanish (Level 1)	50	6	SN 111	World Language
College Spanish (Level 2)	63	12	SN 111, SN 201, SN 202	World Language
American Government	50	3	PO 196	Social Science
American History I	50	3	HI 196	Social Science
American History II	50	3	HI 196	Social Science
Intro to Educational Psychology	50	3	EDU Elective	none
Principles of Macroeconomics	50	3	EC 211	Social Science
Principles of Microeconomics	50	3	EC 210	Social Science
Introductory Psychology	50	3	PY 101	Social Science
Introductory Sociology	50	3	SO 120	Social Science
Western Civilization I	50	3	HI 196	Historical Analysis
Western Civilization II	50	3	HI 196	Historical Analysis
Biology	50	6	BI 102	Natural Science
Calculus	50	4	MA 171	Math & Statistics
Chemistry	50	6	CH 101	none
Pre-Calculus	50	3	MA 150	Math & Statistics
Financial Accounting	50	3	BU 230	none
Info Systems and Computer App	50	3	CS 196	none
Intro Business Law	50	3	BU 240	none
Principles of Management	50	3	BU 274	none
Principles of Marketing	50	3	BU 218	none

DANTES Exam (DSST)

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

Test Name	Test Score	Credits Given at Whitwor	Course Equivalency	Shared Curriculum Requirement
A History of the Vietnam War	44/400	3	HI 196	none
An Introduction to the Modern Middle East	47	3	SO 296	none
Art of the Western World	48/400	3	AR 196	none
Astronomy	48/400	3	PS 196	none
Business Ethics and Society	400	3	BU 196	none
Business Law II	44	3	BU 196	none
Business Mathematics	400	3	MA 196	none
Criminal Justice	49/400	3	SO 296	none
Environment and Humanity: The Race to Save the Planet	46	3	BI 196	none
Ethics in America	46/400	3	PH 196	none
Ethics in Technology	400	3	CS 196	none
Foundations of Education	46/400	3	EDU 196	none
Fundamentals of College Algebra	400	3	MA 196	none
Fundamentals of Counseling	400	3	PY 296	none
Fundamentals of Cybersecurity	400	3	CS 196	none
General Anthropology	47/400	3	SO 296	none
Health and Human Development	48/400	3	HS 196	none
History of the Soviet Union	47/400	3	HI 196	none
Human Resource Management	46/400	3	BU 196	none
Introduction to Geography	48/400	3	SO 196	none
Introduction to Business	46/400	3	BU 196	none
Introduction to Computing	400	3	CS 196	none
Introduction to Law Enforcement	400	3	SO 196	none
Introduction to World Religions	48/400	3	TH 296	none
Lifespan Developmental Psychology	46/400	3	PY 296	none
Management Information Systems	46/400	3	CS 196	none
Money and Banking	48/400	3	EC 296	none
Organizational Behavior	48/400	3	BU 196	none
Personal Finance	46/400	3	BU 196	none
Physical Geology	46	3	GL 196	none
Principles of Finance	46/400	3	BU 296	none
Principles of Financial Accounting	47	3	BU 296	none
Principles of Physical Science I	47	3	PS 196	none
Principles of Public Speaking	400	3	COM 196	none
Principles of Statistics	400	3	MA 296	none
Principles of Supervision	46/400	3	BU-196	none
Substance Abuse	49/400	3	HS 196	none
Technical Writing	46/400	3	EL 196	none

The Civil War and Reconstruction	47/400	3	HI 196	none
Western Europe Since 1945	45	3	HI 196	none

Cambridge International

Whitworth recognizes Cambridge subject exams; the university awards credit on a course-by-course basis for only Advanced Level (A-Level) courses passed with a grade of "B" or higher. Refer to the table below for equivalencies.

Test Name	Test Score	Credits Given at Whitwor	Course Equivalency	Shared Curriculum Requirement
Biology	A	8	BI 140 & BI 141	Natural Science
Biology	B	4	BI 140	Natural Science
Business	A,B	3	BU 274	none
Chemistry	A,B	3	CH 161 (no lab)	Natural Science
Computer Science	A,B	3	CS 196	none
Economics	A,B	3	EC 210	Social Science
English Literature	A,B	3	EL 196	none
English Language	A,B	3	EL 196	none
Geography	A,B	3	Elective Credit	none
History	A,B	3	HI 196	none
Mathematics	A,B	4	MA 171	Math & Statistics
Physics	A,B	3	PS 121	Natural Science
Psychology	A,B	3	PY 101	Social Science
Sociology	A,B	3	SO 120	Social Science

Transcripts and Diplomas

Transcript Requests

Transcript requests may be made using the Parchment online ordering system. Please visit www.whitworth.edu/transcript (<http://www.whitworth.edu/transcript/>) for more information about how to request a transcript. Transcript requests cannot be handled by phone.

Online Transcript Request

- Official: \$5
 - \$5 rush fee per transcript if request is completed before 11 a.m. for same-day processing

Unofficial Transcript Request

- Free
 - Unofficial transcripts may only be obtained in Self Service or in person with photo I.D. in the Whitworth Registrar's Office.

Please allow at least one week of processing time during the term and two weeks at the beginning or end of a term (September, December, February and May).

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

Diploma Reorder

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

Directed Studies

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

Qualified students may undertake special projects on a tutorial basis. Department approval of proposals is based upon the following criteria:

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

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

Readings (numbered 386, 486)

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

Teaching Assistantship (numbered 395, 495)

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

Research Assistantship (numbered 395, 495)

This type of course is for the advanced major in a discipline. Junior or senior standing is required. If a faculty member believes that a student has sufficient maturity in their field, the faculty member may offer that student the opportunity to assist in research. Responsibilities vary. RA enrollment per semester is limited to three credits. Students must complete the FERPA agreement. The psychology department uses PY 394 for research assistantships.

Internships and Field Studies

A vital part of any liberal arts education is the integration of classroom studies with working environments off campus. All Whitworth students are encouraged to prepare for later employment through training in the professional community. Through these programs, students earn academic credit and/or pay by integrating classroom studies with actual work experience. They also build job-search skills that prepare them for future employment. Internship and field-study placements are available in all departments of the university. The Whitworth Career Services Office provides information and guidance. A mandatory orientation and contract must be completed prior to beginning the internship or field experience. Students should take no more than 12 credits of internships, and, generally, no more than three credits per semester, during their total university careers.

Internships (numbered 290, 390, 490 or 590)

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

Field Study (numbered 280, 480)

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

Graduation Requirements

General Degree Requirements:

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

- Complete a minimum of 36 credits at the junior/senior level (courses numbered 300 or above).
- Degree-seeking students: Earn a minimum of 32 credits in residence.
- Complete a minimum of 126 credit hours with a minimum cumulative grade-point average of 2.0. Of these 126 credit hours, a maximum of eight semester-credit hours (12 quarter-credit hours) can be PE, athletics or fitness/wellness credits. This includes institutional and/or transfer credits of this kind.
- Thirty-two of the last 40 credits required for graduation must be taken at Whitworth.
- Complete all degree requirements within six years of matriculation.
- Complete an application for graduation.

Note: The management & accounting degree offered in the School of Continuing Studies requires 150 credits for graduation.

I. Requirements for Major

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

II. Upper-Division Requirements

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

III. Residency

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

IV. Grade-Point Average

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

V. Degree-Completion Requirements

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

VI. Application for Graduation and Commencement Participation

Students must apply for graduation by the specified date in the fall semester of their final year. The graduation application is available in Self-Service. In order to be eligible to apply for graduation, and subsequently, participate in the May commencement ceremony, a student's coursework at Whitworth must be completed before the start of the next academic year.

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

Detailed commencement information will be sent to all students who have applied to graduate and indicate they will participate in the commencement ceremony.

Double Majors

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

Requirements for a Second Baccalaureate Degree

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

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

Undergraduate Programs, Shared Curriculum Requirements

Whitworth University's shared liberal arts curriculum expresses the values of Whitworth's General Education Rationale by bringing together a traditional liberal arts education, steady engagement with contemporary culture and ideas, and a vigorous exploration of faith and worldview, with a special emphasis on investigating Christian belief.

Courses in the shared curriculum encourage students to *explore, reflect on* and *apply* knowledge within four distinct but interrelated inquiry groups: **Belief**, which works especially at the intersection of faith, worldview and reason; **Culture**, directly engaging literature, history and the multicultural complexities of our diverse world; **Expression**, which encourages students to create and interpret different forms of expression; and **Science**, developing scientific and quantitative literacies and habits of mind. A fifth area of study – called **Praxis** – promotes habits of mind and wellness.

Individual courses within each inquiry group expose students to distinct but interrelated approaches to pursuing and applying knowledge; courses within the curriculum as a whole allow students to explore knowledge from and across diverse perspectives, preparing them to collaborate at work and in the community, to engage with contemporary problems, and to contribute to the world in a meaningful way.

Students must complete all shared curriculum requirements outlined below. Courses designated on Self-Service as fulfilling a shared curriculum requirement are valid for that semester only. The list of courses fulfilling shared curriculum requirements evolves and changes over time; therefore, it is important for students to check the listings on Self-Service when planning their class schedules.

Note: A student may not use the same course to satisfy more than one of the shared curriculum requirements.

Belief Inquiry

The Belief Inquiry Group (BIG) is dedicated to engaging Christian belief faithfully and critically, while welcoming the diversity of belief among our students and fostering a community of rigorous inquiry. The BIG nurtures curiosity, autonomy and humility in students as they explore their own beliefs and consider the beliefs of others. These courses ground, enrich and deepen worldview development by equipping students to apply philosophical, theological and ethical reasoning to questions about what is true, what is good and beautiful, and how we should live.

Courses within the Belief Inquiry Group are designed to enable students to:

Explore

a. Demonstrate knowledge of ideas related to biblical, theological and/or philosophical study.

OR

b. Demonstrate understanding of concepts related to metaphysics, epistemology, anthropology, politics and/or ethics, and the relevance of these concepts to the development of a worldview.

Reflect

a. Analyze different literary, theological and/or philosophical frameworks as they are applied to an issue and/or text.

OR

b. Analyze aspects of one's worldview in relation to metaphysics, epistemology, anthropology, politics and/or ethics, with supported reasons for holding such a worldview.

Apply

a. Produce an analysis of a contemporary issue and/or text, applying literary, theological and/or philosophical reasoning.

OR

b. Produce an argument that applies one's worldview to a given topic with supported reasons for holding such a view.

Component Descriptions:

Biblical Literature (3 credits): Courses in this area equip students to interpret biblical texts with attentiveness to their historical, literary and theological contexts; to articulate the Bible's central themes and overall message; and to reflect on the potential relevance of the Christian gospel for themselves and for various aspects of contemporary life.

Core 150: Ancient & Modern Worldviews in Christian Perspective (3 credits): This course engages students in the examination of their beliefs regarding the nature of God, humanity and the world. It covers these topics by helping students understand the nature and formation of worldviews, providing an overview of non-Christian religious traditions, articulating the Christian tradition through the biblical story and the three primary branches of Christianity, and critically examining a number of contemporary worldview-shaping factors.

Core 250: Worldview & Role of Reason (3 credits): This course engages students in study of sources of knowledge (epistemology), with emphasis on the role of reason. Beginning with foundations in ancient Greece and extending through the growing ascendancy of the Christian Church, the Enlightenment, and periods of challenge, contributions of rationalists and challenges to rationalism are explored. Students are encouraged to reflect on their own intellectual assumptions, including the role that reason plays in knowing what is true and discerning what is good.

Core 350: Worldviews in Policy (3 credits): This course asks students to consider public, social and institutional policy against the backdrop of worldview and ethics. It emphasizes the application of worldview claims to the private and public spheres of life, with special consideration of practical and ethical questions.

Faith, Reason and Contemporary Issues (3 credits): Courses in this area apply theological or philosophical reasoning in the examination of contemporary issues and activities. These courses feature in-depth discussion informed by explicitly Christian perspectives. Students will develop and articulate well-informed arguments in support of their own developing views.

Cultural Inquiry

The Cultural Inquiry Group (CIG) invites students to encounter and analyze the complexities of human culture, community, diversity and identity. Students in CIG courses study the formation, expression, documentation and analysis of identities, communities, histories, beliefs, stories and ideas. These courses are designed to help students develop open, fair and discerning minds as they study and empathize with people whose cultures and experiences differ from their own. A CIG course may carry an additional tag signifying that it focuses on a domestic/United States ("U") or global ("G") context. "U" and "G" courses are designed to help students develop their intercultural competencies by thinking critically about power, privilege, hierarchy, identity or interdependence.

Courses within the Cultural Inquiry Group are designed to enable students to:

Explore

a. Identify and explain a set of tools and methods for analyzing and assessing texts, images, objects and/or activities.

OR

b. (req. for "U" or "G" tag) Describe how aspects of human diversity may exist or be articulated within social and historical structures, belief systems and/or cultural expressions.

Reflect

a. Demonstrate how and to what extent texts, images, objects and/or activities embody and/or express ideas, beliefs and values, including those related to the formation of cultures and/or identities.

OR

b. (req. for "U" or "G" tag) Explain how a theoretical, disciplinary or faith perspective may be used to understand and/or respond to issues of power, privilege, hierarchy, identity and/or interdependence present in social and historical structures and cultural expressions.

Apply

a. Produce/compose an analysis of a text, image, object and/or activity, making use of an approach appropriate to the course.

OR

b. (req. for “U” or “G” tag) Making use of an approach appropriate to the course, produce/compose an analysis that examines issues of power, privilege, hierarchy, identity and/or interdependence present in social and historical structures or cultural expressions.

Component Descriptions:

Historical Analysis (3 credits): Courses in this area consider the multifaceted and open-ended nature of historical inquiry. Using historical/historiographic methods, these courses ask students to contextualize and evaluate primary sources and balance these with recent scholarly texts to better understand the complexity of historical conversations. These courses ask students to think critically about the past in order to better understand current cultural dynamics.

Literature and Storytelling (3 credits): Courses in this area feature careful analysis of literary or narrative texts and explore the embodiment of human experience, thought and values in storytelling and written expression. These courses will ask students to explore how the expressive choices of writers and storytellers are connected to historical and cultural contexts and to consider how the understood significance of texts, symbols and events may be affected by the interpreter.

Culture and Diversity (3 credits): Courses in this area investigate the formation and shaping of diverse cultures, communities, beliefs and identities. These courses ask students to examine primary and/or secondary sources, respond to relevant scholarship, and/or participate in experiential learning activities and respectful discourse.

“U” and “G” Tags: Students must take one course tagged with “U” and one course tagged with “G” to satisfy requirements (see “Descriptions for Tagged Courses” for more information).

Expressive Inquiry

The Expressive Inquiry Group (EIG) encourages students to create and interpret different forms of intentional expression. Students will engage with written, oral, nonverbal, multimodal and artistic forms of expression, with careful consideration of audience, environment and aesthetics. Students will apply the same considerations as they learn to communicate in at least one language besides English. These courses allow students to develop confidence in expressing themselves and gain insight by reflecting on the expression of others.

Courses within the Expressive Inquiry Group are designed to enable students to:

Explore

a. Identify the characteristics of effective written, oral, nonverbal, multimodal and/or artistic expression.

OR

b. Describe how creator, audience, purpose and context influence effective communication.

Reflect

a. Evaluate the effectiveness of an action, text, object or performance in conveying a message, expressing an idea or eliciting a response.

OR

b. Analyze messages for why and how they are created or function within specific cultural contexts and/or in relation to specific audiences.

Apply

a. Produce written, oral, nonverbal, multimodal, artistic compositions that are effective within their purpose and/or language.

OR

b. Evaluate and adapt their rhetorical and/or creative approaches to respond to specific situations and audiences.

Component Descriptions:

Written Communication (3 credits): Courses in this area focus on the gathering, analysis and ethical use of information. Students will be asked to evaluate and produce written communication across multiple genres, communicative approaches and media platforms.

Oral Communication (3 credits): Courses in this area focus on the ability to listen to, interpret, create and share verbal and nonverbal messages in a variety of situations. These courses ask students to craft effective communication that is respectful, weighs ethical obligations and constraints, and manages conflict.

Fine Arts (3 credits): Courses in this area typically focus on theatre, dance, music, creative writing and the visual arts as forms of expression. These courses help students develop their capacity to express themselves creatively through an artistic medium and/or gain understanding of an aesthetic tradition.

World Languages (4 credits): Courses in this area instill a basic level of proficiency in a language other than English, including some essential knowledge of the relevant culture(s). They focus on communication: This may be primarily spoken, written, gestural or a combination of methods. This requirement is satisfied with proficiency in the target language equal to two semesters of coursework at the university level.*

*At Whitworth, this means either the 101-102 sequence, a 111, or equivalent testing (contact the world languages & cultures department for more information). Guidelines for proficiency in languages taught in courses that do not emphasize oral proficiency, such as ASL, Greek and Hebrew, are set by the relevant department.

Scientific Inquiry

The Scientific Inquiry Group (SIG) promotes curiosity, discernment and integrity in the scientific pursuit of questions and answers. Courses in this area cultivate scientific and quantitative literacies as they introduce students to the different ways natural scientists, social scientists and mathematicians ask questions, make observations, gather and analyze data, and solve problems. Through their work in the SIG, students will develop the skills and intellectual habits they need to become informed, critical interpreters of the social and natural sciences.

Courses within the Scientific Inquiry Group are designed to enable students to:

Explore

a. Identify one or more appropriate approaches or methodologies for the relevant area of study.

OR

b. Demonstrate information and/or quantitative literacy.

Reflect

a. Evaluate the effectiveness of methods used and solutions obtained or proposed in relation to a problem or set of problems.

OR

b. Evaluate the prior qualitative or quantitative work of scientists and its importance to ethical, theological or cultural questions.

Apply

a. Problem-solve using qualitative or quantitative methods.

OR

b. Conduct analysis or develop a practical application based on the results of existing research or using appropriate research methodologies.

Component Descriptions:

Natural Science (3 credits): Courses in this area emphasize understanding and application of the scientific method as an analytical, problem-solving tool. These courses use both theoretical and experiential components to expose students to the strengths and weaknesses of scientific methodology and to the relationship between scientific inquiry and faith.

Social Science (3 credits): Courses in this area seek to describe how and why humans behave as they do individually and/or corporately. These courses will ask students to analyze the methodologies and research skills associated with the social sciences.

Math/Statistics (3 credits): Courses in this area provide an overview of topics in quantitative reasoning, analysis and problem-solving. These courses ask students to apply these skills to a variety of disciplines and recognize the influence of mathematics on human culture.

Praxis

The Whitworth shared curriculum is designed to help students explore, reflect and apply knowledge in ways that encourage virtuous character as well as good intellectual habits and skills. To accomplish these goals and prepare for lifelong learning and service, students learn to develop and balance foundational habits of mind and wellness.

Component Descriptions:

Habits of Mind (2 credits): The Habits of Mind sequence begins with SC 125 (First-Year Seminar) or SC 325 (Transfer Seminar), which focuses on students' transition into higher education in general, and Whitworth specifically. It continues into SC 126, an interdisciplinary one-credit seminar that allows students to examine how different areas of knowledge might come together to solve problems or explore ideas. This set of courses is designed to help students contemplate the breadth of opportunities that occur both inside and outside the classroom at Whitworth and begin to chart a path that allows them to take full advantage of that breadth.

Courses in Habits of Mind are designed to enable students to:

a. Reflect on the importance of connection between academic disciplines, extra/co-curricular activities and student life experiences in relation to their individual plans for these areas of university life.

Habits of Wellness (3 credits): Habits of Wellness courses allow students to build strategies for physical and emotional health, both of which are essential not only to a successful academic experience, but for lifelong health. This requirement is satisfied through the completion of three physical wellness courses and one course with an "E" tag for emotional wellness.

- Physical Wellness: These courses introduce students to physical wellness through a combination of physical activity and the study of its effect on a variety of facets of human health. They include physical education and dance courses.
- Emotional Wellness ("E") tag: Students must take one course tagged with "E" to satisfy this requirement (see "Descriptions for Tagged Courses" for more information).

Courses in Habits of Wellness are designed to enable students to:

a. Explore different ways to establish healthy balance in physical and emotional wellness as well as address symptoms of imbalance in their lives.

Descriptions for Tagged Courses

"U" – United States Diversity: These courses focus on issues of power, privilege, hierarchy, identity and/or interdependence specifically within the United States. This content is consistently explored through readings, class discussions and assignments/assessments throughout the course. These courses are found in the Cultural Inquiry Group and are tagged with a "U".

"G" – Global Diversity: These courses focus on issues of power, privilege, hierarchy, identity and/or interdependence in one or more countries outside of the United States, or on a global scale. This content is consistently explored through readings, class discussions and assignments/assessments throughout the course. These courses are found in the Cultural Inquiry Group and are tagged with a "G".

"E" – Emotional Wellness: These courses introduce students to emotional wellness by exploring the factors that lead to imbalances in emotional health as well as strategies to restore healthy balance.

Note: Only courses in the Cultural Inquiry Group (CIG) can have the "U" or "G" tag because these courses must adopt shared learning outcomes from the CIG. For some students, however, the tags may seem to float. For example, a student has completed her CIG requirements, but none of the courses were tagged with a "U". If she takes a course for the Fine Arts requirement, and that course also satisfies the Culture and Diversity requirement with a "U" tag, she can get credit for the "U" from that course.

School of Continuing Studies

Belief Inquiry (6 credits)

Core 300: This course engages students in the examination of their beliefs regarding the nature of God, humanity and the world. It examines, contextualizes and critiques views of the role of reason in human thought and aspects of a Christian worldview, including key theological concepts. (Note: Students can also meet this requirement with Core 150, 250 or 350.)

Students take ONE of the following:

Biblical Literature

Faith, Reason and Contemporary Issues

Cultural Inquiry (6 credits)

Students take TWO of the following:

Historical Analysis

Literature and Storytelling

Culture and Diversity

Note: Students need both “U” and “G” tags (see "Descriptions for Tagged Courses" for more information).

Expressive Inquiry (12 credits)

Written Communication

Oral Communication

Fine Arts

World Language

Scientific Inquiry (9 credits)

Math/Statistics

Natural Science

Social Science

Praxis (5 credits)

Habits of Mind (3 credits): This component is satisfied with GE 335 (Transitions to Adult Learning), which emphasizes academic preparedness, critical thinking and communication skills.

Habits of Wellness (2 credits): This component is satisfied with two credits in Physical Wellness.

Note: Students need “E” tag (see "Descriptions for Tagged Courses").

Total credits: 38

Art & Design

Faculty members in the Whitworth University Department of Art & Design are committed to excellent teaching. The department's mission is to provide students who are enrolled in art and design courses with a rigorous intellectual environment in which students may gain knowledge and skills that will enable their creative progress in visual art and design. The core courses in art and design provide a solid foundation in artistic form and content, while upper-division offerings expand each student's personal creative vision and the conceptual foundation for the content of their work. All courses encourage the development of a lifelong passion for making and appreciating art and design. The program encourages students to explore the relationship between their faith or worldview and their work.

Learning outcomes of this major prepare students to...

Knowledge

- become proficient in comprehending and interpreting works of art.
- explore the history of art: artists, processes and artworks in all forms of art media.
- recognize the standards for quality in their given discipline and apply those standards to their own work and the work of others.
- demonstrate comprehension of art theory, and communicate how students' work relates to contemporary practice.
- understand the vocational requirements of their field.

Skills

- demonstrate proficiency in the processes and techniques of the discipline.
- develop the capacity for critical analysis in relation to art and design.
- be able to communicate clearly the connections between their personal worldview and the work they create.

Faith, Values and Ethics

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

Admission Process for Art & Design Majors

Submit an application to the major by spring of sophomore year. The application form is available on the art & design department website (<https://www.whitworth.edu/cms/academics/art-and-design/scholarships/>) and includes the following:

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

Application for art & design department scholarships and awards can be made using the same form. Department faculty will consider each applicant for full admittance or conditional admittance to the art & design major.

Requirements for an Art & Design Major, B.A. (24)

All tracks require the following core courses

AR 101	Drawing I	3
AR 120	2-D Design	3
One of the following:		3
AR 124	Adobe Creative Suite and Indesign	
AR 231	Digital Photography I	
AR 220	3-D Design	3
AR 259	Creative Strategies for Artists and Designers	1
AR 261	History of Renaissance and Baroque Art *	3
AR 263	History of Modern Art *	3
AR 359	Career Strategies for Art and Design	1

AR 365W	Contemporary Art Seminar	3
AR 399	Junior Exhibition Project	1

* Also offered at the upper-division level.

Track I: Two-Dimensional (Drawing/Painting and Printmaking) (53)

Required core courses		24
AR 210	Painting I	3
AR 221	Introduction to Printmaking I: Relief and Intaglio	3
AR 437	Professional Practice for Artists and Designers	3
AR 460	Seminar	3
AR 499H	Senior Exhibition Project	2
Two of the following:		6
AR 201	Drawing II	
AR 231	Digital Photography I	
AR 302	Figure Drawing I	
AR 333	Advanced Studio Practice	
Three of the following in drawing, painting or printmaking:		9
Drawing		
AR 301	Drawing III	
AR 401	Drawing IV	
AR 402	Figure Drawing II	
AR 491	Independent Study (in advanced drawing)	
Painting		
AR 211	Watercolor	
AR 310	Painting II	
AR 311	Watercolor II	
AR 410	Painting III	
AR 411	Watercolor III	
AR 491	Independent Study (in advanced painting)	
Printmaking		
AR 321	Intermediate Printmaking	
AR 421	Advanced Printmaking	
AR 491	Independent Study (in advanced printmaking)	

Track II: Graphic Design (53)

Required core courses		24
AR 210	Painting I	3
AR 221	Introduction to Printmaking I: Relief and Intaglio	3
AR 437	Professional Practice for Artists and Designers	3
AR 460	Seminar	3
AR 499H	Senior Exhibition Project	2
AR 201	Drawing II	3
or AR 302	Figure Drawing I	
AR 231	Digital Photography I *	3
or AR 124	Adobe Creative Suite and Indesign	
Three of the following:		9
AR 323	Typography I	
AR 324	Graphic Design I	

AR 326	Web Design I	
AR 423	Typography II	
AR 424	Graphic Design II	
AR 426	Web Design II	
Suggested Electives		
AR 227	Introduction to Time-Based Art Making	
AR 327	Intermediate Time-Based Art Making	
AR 331	Digital Photography II	
AR 333	Advanced Studio Practice	
AR 427	Advanced Time-Based Art Making	
AR 431	Digital Photography III	

* Students must take one of these options (AR 124 or AR 231) in the core requirements and the other option in the major requirements.

Track III: Three-Dimensional (Ceramics, Sculpture, Glass) (53)

Required core courses		24
AR 240	Ceramics (Wheelwork) I	3
or AR 241	Ceramics (Hand Building) I	
AR 249	Glass I	3
AR 355	Sculpture I	3
AR 437	Professional Practice for Artists and Designers	3
AR 455	Sculpture II	3
AR 460	Seminar	3
AR 499H	Senior Exhibition Project	2
Three of the following:		9
AR 227	Introduction to Time-Based Art Making	
AR 315H	Community Arts in Practice	
AR 327	Intermediate Time-Based Art Making	
AR 333	Advanced Studio Practice	
AR 340	Ceramics (Wheelwork) II	
AR 341	Ceramics (Handbuilding) II	
AR 349	Glass II	
AR 427	Advanced Time-Based Art Making	
AR 440	Ceramics (Wheelwork) III	
AR 441	Ceramics (Handbuilding) III	
AR 449	Glass III	

Track IV: Art Education (48)

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

Required core courses		24
AR 124	Adobe Creative Suite and Indesign *	3
or AR 231	Digital Photography I	
AR 355	Sculpture I	3
AR 344	Elementary Art: Curriculum and Methods	1
AR 444	Secondary Art: Curriculum and Methods	2
One course in ceramics		3
One course in painting		3
One course in printmaking		3

Two studio courses, at least one upper division	6
Suggested Electives	
AR 260	History of Ancient Art
AR 264	History of Medieval Art

- * Students must take one of these options (AR 124 or AR 231) in the core requirements and the other option in the major requirements.
- ** Art education track: Other professional courses must also be taken from the School of Education. Please refer to the School of Education section in this catalog.

Requirements for a Leadership in the Arts Major - Art Emphasis, B.A. (46-49)

AR 124	Adobe Creative Suite and Indesign	3
Two of the following:		6
AR 261	History of Renaissance and Baroque Art *	
AR 263	History of Modern Art *	
AR 266	Art and Identity in the United States	
AR 315H	Community Arts in Practice	3
AR 365W	Contemporary Art Seminar	3
AR 390	Internship (or AR 490 Approved Internship)	1-4
AR 435	Leadership in the Arts	3
AR 437	Professional Practice for Artists and Designers	3
CS 125	Business Information Systems	3
BU 250	Leading Organizations	3
COM 113	Interpersonal Communication	3
COM 210	Introduction to Public Speaking	3
Four approved classes in an area such as art, design, art history, theatre or creative writing.		12

- * Also offered at the upper-division level
- ** Students should meet with their advisor to select classes.

Requirements for a Front-End Design Development Major, B.A. (54)

Art & Design Requirements		21
AR 101	Drawing I	
AR 120	2-D Design	
AR 124	Adobe Creative Suite and Indesign	
AR 323	Typography I	
AR 324	Graphic Design I	
AR 326	Web Design I	
AR 426	Web Design II	
Art & Design Electives		
Choose 2 of the following:		6
AR 227	Introduction to Time-Based Art Making	
AR 231	Digital Photography I	
AR 423	Typography II	
AR 424	Graphic Design II	
Writing Intensive Requirement		3
AR 365W	Contemporary Art Seminar	

Internship Requirement		3
AR 390	Internship	
Senior Capstone Project Requirement		3
AR 460	Seminar	
Computer Science Requirements		12
CS 171	Computer Science I	
CS 172	Computer Science II	
CS 274	Ethic, Soc & Leg Issues in CS, Ethical, Social & Legal Issues in Computer Science	
CS 344	Human-Computer Interaction	
Computer Science Electives		
Choose 2 of the following:		6
CS 301	Internet Applications Development	
CS 371	Windows Applications Development	
CS 372	Java Applications Development	
Recommended to take one or more of the following:		
CS 357	Computer Graphics	
AR 499H	Senior Exhibition Project	

Requirements for Art History Major, B.A. (52-55)

AR 260	History of Ancient Art	3
or AR 264	History of Medieval Art	
AR 261	History of Renaissance and Baroque Art	3
AR 263	History of Modern Art	3
AR 366	Art and Identity in the United States	3
AR 365W	Contemporary Art Seminar	3
AR 491	Independent Study (Historiography and Methods of Art History)	3
AR 494H	Research Project	3
HI 102	The Pacific World	3
HI 212	American Popular Culture	3
HI 354	Colonialism and Globalization	3
One of the following:		1-4
AR 390	Internship	
HI 390	Internship	
HI 494	Research Assistantship	
Three additional approved art history courses (at least one non-Western, one upper division)		9
Four additional approved history courses (at least one non-Western, two upper division)		12

Requirements for a Minor in Art & Design (21)

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

AR 101	Drawing I	3
AR 120	2-D Design	3
Two of the following:		6
AR 260	History of Ancient Art *	
AR 261	History of Renaissance and Baroque Art *	
AR 263	History of Modern Art *	
AR 264	History of Medieval Art *	
AR 365W	Contemporary Art Seminar	

Three studio classes 9

For Washington state endorsement in art, the following is also required:

AR344/444 Curriculum and Methods: Elementary/Secondary (1-2)

* Also offered at the upper-division level.

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

At least two courses must be upper-division level

AR 261 History of Renaissance and Baroque Art * 3

AR 263 History of Modern Art * 3

AR 365W Contemporary Art Seminar 3

Three of the following: 9

AR 260 History of Ancient Art * 3

AR 264 History of Medieval Art * 3

AR 266 Art and Identity in the United States 3

AR 267 Art and Power in Precolumbia 3

AR 268 History of Photography 3

AR 269 Art and Politics in Latin America 3

One of the following: 3-5

AR 120 2-D Design 3

AR 381 Art in France 3

AR 382 British Isles Arts & Crafts 3

AR 491 Independent Study 3

FA 300 British Culture through the Arts 3

Recommended: a teaching assistantship in art history and an internship

* Also offered at the upper-division level.

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

AR 120 2-D Design 3

AR 220 3-D Design 3

AR 315H Community Arts in Practice 3

AR 390 Internship 1-4

AR 435 Leadership in the Arts 3

Three advisor-approved credits 3

(May include internships and/or community engagement courses from other departments)

Requirements for a Minor in Leadership in the Arts (19-22)

AR 124 Adobe Creative Suite and Indesign 3

AR 315H Community Arts in Practice 3

AR 365W Contemporary Art Seminar 3

AR 390 Internship (or AR 490 Approved Internship) 1-4

AR 435 Leadership in the Arts 3

CS 125 Business Information Systems 3

BU 250 Leading Organizations 3

AR Courses

AR 101 Drawing I 3

Beginning-level drawing course. Emphasis on the development of perception and drawing skills using a variety of media and techniques. Fall, Jan and spring semesters. Fee.

AR 114 Chinese Gardens and Temples 3

As part of the Whitworth in China program, Chinese Gardens and Temples is an art history survey of Chinese scholar gardens and traditional temple design and symbolism for students of all levels regardless of previous exposure to art history or Chinese culture. In addition to Chinese art and architectural history, related topics such as philosophy, religion, and intellectual history, will be studied from early history to the present day as they relate to the history of Chinese art, gardens and architecture within a social and political setting. The course will be taught in the English language on location in China. Also listed as AS 114.

AR 120 2-D Design 3

Studio problems involving the creative application of design elements and principles. Emphasis is on two-dimensional composition theory and color theory. Also listed as VC 120. Fall and spring semesters. Fee.

AR 124 Adobe Creative Suite and Indesign 3

A beginning level course using basic graphic design applications. Students will learn to use Adobe Photoshop, Illustrator and InDesign. They will gain experience in manipulating images digitally. Provides a foundation for the study of advanced art and design topics. AR 120 recommended but not required. Also listed as FVNS/VC 124. Fall and spring semesters. Fee.

AR 162 Architecture in the U.S. 3

A introductory survey of architecture and the built environment in the United States from the colonial years up to the present day. No previous knowledge of art or architecture is needed for students to take this course. Course will consist of lectures, student presentations, discussions of readings, and film viewing.

AR 165 Art & Angst: History of Artists' Books 3

Students of all levels will study and be exposed to numerous examples of artists' books (books in art form, or, art in the form of the book), specifically those made by women artists. This course will include traditional classroom-time learning about the history, development, and cultural context of women's artists' books. The course will also include lab time, hands-on experiences, guest lectures, and film viewing.

AR 165H Art & Angst: History of Artists' Books 3

Students of all levels will study and be exposed to numerous examples of artists' books (books in art form, or, art in the form of the book). This course will include traditional classroom-time learning about the history, development, and cultural context of women's artists' books. The course will also include lab time, hands-on experiences, guest lectures, and film viewing.

AR 201 Drawing II 3

Intermediate course. Traditional and contemporary approaches to drawings that record, symbolize and/or visualize. Development of personal drawing style and content. Use of the human figure. Prerequisite: AR-101. Periodic offering. Fee.

AR 210 Painting I 3

Beginning-level course in painting, emphasizing observation, composition, color theory, content and basic painting skills. Variety of problems and subject matter. Prerequisite: AR 101 or 120. Fall and spring semesters. Fee.

AR 211 Watercolor I 3

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

- AR 220 3-D Design** 3
Studio problems designed to allow students to explore the visual elements and principles of three-dimensional design. Variety of media and approaches for creating form using traditional and contemporary subject matter. Fall semester. Fee.
- AR 221 Introduction to Printmaking I: Relief and Intaglio** 3
An introductory printmaking course emphasizing relief and intaglio processes. Students will gain experience in the technical aspects of matrix-based art making. Aesthetic and theoretical issues related to printmaking will also be addressed. AR 101 or 120 recommended. Also listed as EP 221. Fall and spring semesters. Fee.
- AR 227 Introduction to Time-Based Art Making** 3
An introductory course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installation, motion pictures, and animation. Also addresses aesthetic and theoretical issues related to filmmaking. A camera capable of creating video is required. Also listed as AR 227. Fee.
- AR 231 Digital Photography I** 3
Beginning level course in digital photography. A variety of problems address camera and computer techniques. Form and content as well as computer manipulation of the photograph are explored. Digital SLR camera required. Jan Term and Spring semesters. Fee.
- AR 240 Ceramics (Wheelwork) I** 3
Use of the potter's wheel to create three-dimensional forms, both sculptural and functional. Emphasis on design, glazing, and firing techniques. Fall and Jan Term. Fee.
- AR 241 Ceramics (Hand Building) I** 3
Off-wheel techniques to create ceramic forms. Emphasis on expressive potential of clay, glazing and firing techniques. Spring semester. Fee.
- AR 249 Glass I** 3
Glass as an artist's material. Techniques include 3-D sculpture, fusing, slumping, integration of materials and installation. Yearly offering. Fee.
- AR 259 Creative Strat. for Artists & Designers** 1
This 1 credit course is designed to develop the creative voice of artists and designers. Themes explored in the course are identity, taste, experimentation and personal experiences. These themes are then applied to creative assignments. Freshman Art and Design Majors: Track 1,2, and 3. Spring semester. Fee.
- AR 260 History of Ancient Art** 3
A survey of the development of the visual arts - architecture, sculpture, painting and minor arts - in the Western world, from prehistory through the Roman periods. Explores works of art within their historical, social, economic, political and religious contexts, as well as from the perspective of a formal analysis. Also listed as AR 360. Periodic offering. Fee.
- AR 261 History of Renaissance and Baroque Art** 3
The development of artistic expression from the early 14th century through the 19th century, including Northern and Italian Renaissance, Mannerism, Rococo, Neoclassicism and Romanticism. Architecture, sculpture, painting and the minor arts will be considered within both their cultural and visual contexts. Also listed as AR 361. Also listed as EMS 261. Fall semester. All required books provided. Fee.
- AR 263 History of Modern Art** 3
A survey tracing the roots of contemporary art, beginning with the modern works produced in the mid-19th century. Discussion and analysis focus on a wide range of traditional, non-traditional, and experimental media and techniques employed by modern artists to create unique visual expressions. Also listed as AR 363. Spring semester. All required books provided. Fee.

AR 264 History of Medieval Art 3

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

AR 266 Art and Identity in the United States 3

This course is an introduction to art of the United States from the revolutionary period through the 20th century, with an emphasis on the role of the visual arts in constructing, reinforcing, and challenging identity-including national, racial, and gendered identities. Painting, sculpture, performance, and conceptual art will be considered. Periodic offering. All required books provided. Fee.

AR 267 Art and Power in Precolumbia 3

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

AR 268 History of Photography 3

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

AR 269 Art and Politics in Latin America 3

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

AR 278 Scenography I 3

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

AR 300 Art Abroad Preparation 1

This course is designed to equip you with the academic and logistical background you need to thrive on art study-abroad program. The prep course will prepare you for your time out of the country, and will be a primer for your course/s abroad.

AR 301 Drawing III 3

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

AR 302 Figure Drawing I 3

Intermediate course using the human figure as subject. Variety of problems, media and techniques using the live model. Emphasis on observation, composition and content. Prerequisite AR 101. Periodic offering. Fee.

- AR 310 Painting II** 3
Intermediate course. Development of painting technique. Development of personal style, content and imagery. Prerequisite: AR 210. Fall and spring semesters. Fee.
- AR 311 Watercolor II** 3
Intermediate course. Development of personal imagery, style and content. Prerequisite: AR 211. Periodic offering. Fee.
- AR 314W Chinese Gardens and Temples** 3
As part of the Whitworth in China program, Chinese Gardens and Temples is an art history survey of Chinese scholar gardens and traditional temple design and symbolism for students of all levels regardless of previous exposure to art history or Chinese culture. In addition to Chinese art and architectural history, related topics such as philosophy, religion, and intellectual history, will be studied from early history to the present day as they relate to the history of Chinese art, gardens and architecture within a social and political setting. The course will be taught in the English language on location in China.
- AR 315H Community Arts in Practice** 3
An in-depth study of how the arts are practiced within a community setting. Students explore the discipline of art in the context of community development and create projects to implement in the Spokane community. No prerequisites. Periodic Offering.
- AR 321 Intermediate Printmaking** 3
Further exploration of technical and aesthetic aspects of matrix-based art making. Individually directed projects emphasizing mixed- process printing. Prerequisite: AR 221. Fall and Spring semesters. Fee.
- AR 323 Typography I** 3
Introduction to typography for designers. Covers the fundamentals of letter forms, spacing, and layout. Emphasis is on typesetting as well as creative and expressive use of lettering. Projects will be completed digitally and by hand. Prerequisite: AR 124. Also listed as EP 323. Fall semester. Fee.
- AR 324 Graphic Design I** 3
An introduction to the techniques and aesthetic approaches to digital art making. Students will be given the chance to develop and execute design and fine art ideas using digital image-making software programs. A beginning class for those considering the graphic and web design fields as well as those interested in using the computer as a fine art tool. Prerequisite: AR 120 and AR 124. Also listed as EP/VC 324. Spring Semester. Fee.
- AR 326 Web Design I** 3
An introductory course in designing websites. Students will gain experience in creating and editing images for use on the web; organizing information and directory structures; building and maintaining webpages; applying design theory and page layout to create professional websites. Emphasis will be placed on overcoming the technical challenges associated with building webpages. Prerequisite: AR 120 and AR 124. Also listed as EP/VC 326. Fall semester. Fee.
- AR 327 Intermediate Time-Based Art Making** 3
An intermediate course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installations, motion pictures, or animation. Also addresses aesthetic and theoretical issues related to film making. Individually directed projects emphasizing editing and directing. A camera capable of creating video is required. Prerequisites: AR 227. Also listed as FVNS 327. Periodic offering. Fee.
- AR 331 Digital Photography II** 3
Intermediate problems in digital photography/ computer manipulation of photographs. Digital SLR camera required. Prerequisite: AR 231. Spring semester. Fee.

- AR 333 Advanced Studio Practice** 3
 This course expands on the interests you are currently pursuing in art making. With an all encompassing definition of art making, and an inclusive availability to art making tools and processes, we will look to contemporary artists, critical theory, and our cultural zeitgeist to assist our creation of new works of art. Prerequisite: Any 200-level art studio course.
- AR 340 Ceramics (Wheelwork) II** 3
 Studies will be directed toward specific individual needs as determined by experiences in previous ceramic courses. Students will exhibit work publicly. Prerequisite: AR 240 or AR 241. Fall and Jan Term. Fee.
- AR 341 Ceramics (Handbuilding) II** 3
 Studies will be directed toward specific individual needs as determined by experiences in previous ceramics courses. Students will exhibit work publicly. Prerequisite: AR 240 or AR 241. Spring semester. Fee.
- AR 344 Elementary Art: Curriculum and Methods** 1
 A hands-on workshop course that emphasizes helping the elementary-education student become comfortable with the art experience and knowledgeable about the variety of media and techniques, safety information, stages of a child's artistic development, and methods of aesthetic evaluation. Emphasizes the art process rather than the product. The goal of the course is to help the future teacher gain an appreciation for children's art and an enthusiasm for art in general. Fall and spring semesters. Fee.
- AR 349 Glass II** 3
 Exploration of contemporary topics and techniques in glass. Assignments encourage individual expression and technical exploration. Prerequisite: AR 249. Yearly offering. Fee.
- AR 355 Sculpture I** 3
 Techniques and fundamentals of making meaningful and creative objects. Figurative and abstract problems using a variety of media: clay, wood, foam and found objects. Spring semester. Fee.
- AR 359 Career Strategies for Art and Design** 1
 Preparation for careers in art and design. Each student develops his/her artistic practice by preparing a portfolio, crafting an artist statement, and applying theoretical approaches. Visits by artists and art professionals. Sophomore and junior art majors. Fall semester. Fee.
- AR 360 History of Ancient Art** 3
 A survey of the development of the visual arts-architecture, sculpture, painting, and minor arts-in the Western world, from prehistory through the Roman periods. Works of art will be studied within their historical, social, economic, political, and religious contexts, as well as from the perspective of a formal analysis. Students in this upper-division section will complete additional assignments. By instructor permission only. Periodic offering. Fee.
- AR 361 History of Renaissance/Baroque Art** 3
 The development of artistic expression from the early 14th century through the 19th century, including Northern and Italian Renaissance, Mannerism, Rococo, Neoclassicism and Romanticism. Architecture, sculpture, painting and the minor arts will be considered within both their cultural and visual contexts. Students in this upper-division section will complete additional assignments. By instructor permission only. Fall semester. All required books provided. Fee.
- AR 362 Art and Patron in Chinese Art** 3
 This art course is a research paper-focused, survey of Chinese art history, regardless of previous exposure to art history or Chinese culture. In addition to Chinese art and architectural history, related topics such as philosophy, religion, and intellectual history, will be studied from prehistory to present day as they relate to the history of Chinese art within its social and political setting.

- AR 363 History of Modern Art** 3
A survey tracing the roots of contemporary art, beginning with the modern works produced in the mid-19th century. Discussion and analysis focus on a wide range of traditional, non-traditional, and experimental media and techniques employed by modern artists to create unique visual expressions. Students in this upper-division section will write additional papers. By instructor permission only. Spring semester. All required books provided. Fee.
- AR 364 History of Medieval Art** 3
A survey course designed to investigate the artistic developments-architecture, sculpture, painting and the minor arts (tapestry, jewelry, goldsmithing, costumes) significant to the Early Christian through Gothic periods. Artistic expression within the context of the culture that created it is considered. Students in this upper-division section will complete additional assignments. By instructor permission only. Periodic offering. Fee.
- AR 365W Contemporary Art Seminar** 3
The history of art after 1980. A survey of contemporary art and the elements that contribute to the current art world. Application of themes and theories to contemporary practice. Yearly offering.
- AR 366 Art and Identity in the United States** 3
This course is an introduction to art of the United States from the revolutionary period through the 20th century, with an emphasis on the role of the visual arts in constructing, reinforcing, and challenging identity-including national, racial, and gendered identities. Painting, sculpture, performance, and conceptual art will be considered. Periodic offering. All required books provided. Fee.
- AR 367 Art and Power in Precolumbia** 3
A survey of the major cultural traditions in Mesoamerica and the Andes before European contact, including the Maya, Inca, and Aztec. Prominent forms of artistic production-architecture, sculpture, pottery, textiles-will be considered with particular emphasis on their cultural and political function within society. By instructor permission only. Periodic offering. Fee.
- AR 368 History of Photography** 3
A survey of the history of photography from its invention in the 1830s to current practices. Considers various forms, functions, and movements in photography throughout history, while exploring the changing conceptualization and reception of the medium. Examines the relationship of photography to aspects of culture in both Europe and the US. Students in this upper-division section will complete assignments that require in-depth analysis and critical thinking. By instructor permission only. Periodic offering. All required books provided. Fee.
- AR 369 Art and Politics in Latin America** 3
A survey of the artistic production in Central and South America during the 20th century. Prominent avant-garde movements will be considered, such as muralism, neofiguration, and conceptualism. Explore how artists challenged politics and society in their own countries and influenced artistic practice around the world. Also listed as LAS 269. Periodic offering. All required books provided. Fee.
- AR 372 Contemporary Art Seminar: World Currents** 3
In this off-campus course, students will explore contemporary art in galleries and museums. The course is framed around two books that will guide the students through themes of contemporary art and how to write about it. Personal reflection assignments and sketching will allow students to observe and reflect on contemporary culture.
- AR 381 Art in France** 3
Approximate 3-week study abroad with emphasis on visual art of the 20th century--major art movements, artists, visual elements and design principles. Venues in Paris and South of France: Museums, galleries, artist studios (as available). Class presentations, Journal entries incorporating concepts course concepts. Periodic offering.

- AR 382 British Isles Arts & Crafts** 4
 A study of the visual arts - architecture, sculpture, painting, and decorative arts - in England, Scotland, Wales and Ireland. Museums, galleries, cathedrals, castles and other on-site artistic expressions will offer the student an opportunity to study firsthand the works of art in historical, cultural, and artistic contexts. Fee. Offered only in conjunction with the full-semester Whitworth British Isles Study Program. Periodic offering. Fee.
- AR 383 Art and Architecture in Chicago** 3
 This course explores art and architecture in Chicago. The city is our classroom. Students will learn about the history of modern architecture by walking the streets and touring buildings. Inside museums and galleries, students will learn about art history and contemporary art. May Term study tour.
- AR 390 Internship** 1-4
- AR 399 Junior Exhibition Project** 1
 Students experience all the steps necessary to organize and install a group exhibition of artworks as preparation for the senior exhibition. Spring semester. Fee.
- AR 401 Drawing IV** 3
 Advanced course. Students assume responsibility for the design of one or more series of drawings employing their choice of media, technique, and imagery. Prerequisite: AR 301 or AR 302. Periodic offering. Fee.
- AR 402 Figure Drawing II** 3
 Advanced course in life drawing. Student assumes major responsibility for design of problems, including choice of media. Use of series to develop personal style, imagery, content, and refinement in drawings using the human figure as subject. Prerequisite: AR 302. Periodic offering. Fee.
- AR 410 Painting III** 3
 Advanced course. Student works in series. Refinement of technique and style to advance imagery and content. Prerequisite: AR 310. Fall and spring semesters. Fee.
- AR 411 Watercolor III** 3
 Advanced course in watercolor. Refinement of technique, personal visual statements. Prerequisite: AR 311. Periodic offering. Fee.
- AR 421 Advanced Printmaking** 3
 Individually directed projects. Prerequisite: AR 321. Periodic offering. Fee.
- AR 423 Typography II** 3
 Advanced work in typography for designers. Students will continue research into page layout and the aesthetics of letterforms. Projects will be completed digitally. Prerequisite: AR 101 and AR 323. Fall Semester. Fee.
- AR 424 Graphic Design II** 3
 Advanced work in design graphics. Students will continue research into the technical and aesthetic issues related to computer-generated artwork. Exploration of object-based, page-layout software and multimedia applications. Prerequisites: AR 101 and AR 324. Spring Semester. Fee.
- AR 426 Web Design II** 3
 Advanced work in designing webpages. Students will continue research into information and aesthetics on the web. Prerequisite: AR 326. Fall Semester. Fee.

- AR 427 Advanced Time-Based Art Making** 3
An advanced course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installation, motion pictures, or animation. Also addresses aesthetic and theoretical issues related to filmmaking. Individually directed projects emphasizing editing and directing. A camera capable of creating video is required. Prerequisite: AR-327. Also listed as FVNS 427. Fee.
- AR 431 Digital Photography III** 3
Self-directed problems in digital photography/ computer manipulation. Digital SLR required. Fall semester. Prerequisite: AR 331. Fee.
- AR 435 Leadership in the Arts** 3
An in-depth study of the administration of community art projects. Topics include grant-writing, business plans, safety/liability, marketing and public relations. Emphasizes laying the groundwork for successful community art projects within the disciplines of fine arts, music and theater. No prerequisites; however, some background in art is recommended. Also listed as TA 435. Periodic offering. Fee.
- AR 437 Professional Practice for Artists and Designers** 3
This course prepares students for careers in art and design. The course includes assignments to build and present your best work for opportunities in the creative fields.
- AR 440 Ceramics (Wheelwork) III** 3
Students will design projects to meet their individual needs in specific areas. Ceramic works created as a series will be the focus. Prerequisite: AR 340 or AR 341. Fall and Jan Term. Fee.
- AR 441 Ceramics (Handbuilding) III** 3
Students will design projects to meet their individual needs in specific areas. Ceramic works created as a series will be the focus. Prerequisite: AR 340 or AR 341. Spring semester. Fee.
- AR 444 Secondary Art: Curriculum and Methods** 2
Available for art-education majors/minors. Observation and analysis of middle (junior high) and high school teachers in a classroom setting. Includes teaching methods, curriculum objectives and evaluation, classroom organization.
- AR 449 Glass III** 3
Projects in glass will be individually directed. Prerequisite: AR 349. Yearly offering. Fee.
- AR 455 Sculpture II** 3
Emphasis on advanced sculpture processes such as mold making, installation, and kinetic sculpture. Prerequisite: AR 355, Sculpture I. Spring semester.
- AR 460 Seminar** 3
This capstone course is designed as a transition for the art major between art in the college setting and art beyond college. Discussion and investigation will help the student gain a clearer understanding of the nature of art and the artist. Visits to artists' studios, art-related business, galleries and museums. Through an exchange of information, ideas and methodology with both peers and professionals, the student will have the opportunity to formulate personal ideas, opinions, and goals for a future in art. Prerequisite: Art major with senior standing. Fall semester.
- AR 478 Scenography II** 3
A project based course in theatrical design and the values, methods, and theories of scenography. Emphasis will be on the theatre design process, play analysis, visual arts analysis, research skills, and the application of principles and elements. The format of the course includes project lab sessions, discussion of scenographic theory and practices, group critiques of the process and projects, and creation of a professional design portfolio. Prerequisite: TA 278, AR 120, AR 124, or AR 220. Spring semester, odd years.
- AR 491 Independent Study** 1-4

AR 494H Research Project 3

AR 499H Senior Exhibition Project 2

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

FA Courses

FA 101 Introduction to the Fine Arts 3

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

FA 300 British Culture through the Arts 3

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

FA 301 Power and Politics of Art: Italy/Germany 3

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

FA 304 The Arts in Christian Worship 3

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

FA 305 Christianity and the Arts in Italy 3

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

FA 309 Power and Politics of Art Prep Course 1

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

FA 365 Fine Arts Culture in Britain 4

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

HU Courses

HU 201 International Films 1

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

HU 300 Introduction to the Culture of the British Isles - Abroad 2

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

HU 302 French Civilization - Abroad Program Preparation 2

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

HU 314 Tanzania Study Program: Preparation Course

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

Asian Studies (Interdisciplinary Minor)

asianstudies@whitworth.edu

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

The learning outcomes of the Asian studies minor prepare the student to...

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

Requirements for an Asian Studies Minor (18)

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

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

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

See advisor for current applicable courses.

Foreign study: Students pursuing an Asian studies minor must complete at least three of their credits through a foreign-study experience in an Asian country. 3

Courses

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

AS 305W	Cultural Odyssey of China (Cross-listed as HI 305W)	3
AS 307W	History of Chinese Literature (Cross-listed as HI 307W)	3
AS 344	Contemporary China and East Asia (Cross-listed as PO 346)	3
AS 345	Cultural History of China and Japan (Cross-listed as HI 345)	3
AS 346	Modern China and East Asia (Cross-listed as HI 346)	3
AS 347	Globalization in Southeast Asia (Cross-listed as PO 347)	3
AS 359	Introduction to Technology & Culture: Study Abroad Program Preparation (Cross-listed as CS 359)	1
AS 381	International Business Abroad (Cross-listed as BU 381)	3

Biology

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

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

Content

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

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

Communication

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

Critical Thinking

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

Faith and Learning

Graduates will be able to express how their faith and/or worldview informs their practice of biology such that they are equipped to engage in a complex world with an ethic of scientific responsibility.

Technical Proficiencies

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

Research

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

Requirements for a Biology Major, B.A. (47)

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 143	General Biology II: Ecology and Evolution	4
BI 240	General Biology III: Organismal Diversity	4
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1

One of the following:		3
BI 311	General Biochemistry	
CH 401	Biochemistry I	
Approved upper-division biology electives		20

Students must take one course that fulfills the Biology "Faith and Learning (FL)" requirement, and one course that fulfills the Writing Intensive (W) requirement. W courses are offered with permission of the instructor for most 3-4 credit, upper division, semester-long courses.

- Faith and Learning (FL) courses require a reading or experience that culminates in a major assignment which asks students to reflect and write about an area of faith or worldview of relevance to the course
- Writing Intensive (W) courses require instruction in writing specific to the discipline of biology, with at least two types of writing assignments, at least 12-15 pages of final-draft writing, and the opportunity to revise

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

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

BI 333	Evolutionary Biology	3
BI 345	Ecology	4
BI 363	Genetics	4
MA 256	Elementary Probability and Statistics	3
EDU 455W	Science in Secondary School	2

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

Requirements for a Biology Major, B.S. (63-67)

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 143	General Biology II: Ecology and Evolution	4
BI 240	General Biology III: Organismal Diversity	4
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
MA 171	Calculus I	4
MA 172	Calculus II	4
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
or PS 154L	Near Space Research Project	
One of the following:		3
BI 311	General Biochemistry	
CH 401	Biochemistry I	
One of the following (Cell/Molecular):		3-4
BI 333	Evolutionary Biology	
BI 354	Developmental Biology	
BI 355	Introduction to Genomics	
BI 363	Genetics	
BI 365	Ecological Developmental Biology	

BI 399	Molecular Genetics	
BI 412	Cell Physiology	
Two of the following (Organismal - must include one *course not focused exclusively on vertebrate organisms)		6-8
BI 303	Plant Taxonomy (*)	
BI 306	Medical Microbiology (*)	
BI 308	Biology of HIV/AIDS (*)	
BI 321	Marine Invertebrates/Symbiosis (*)	
BI 323	Animal Physiology	
BI 324	Animal Behavior	
BI 331	Plant Physiology (*)	
BI 350	Comparative Vertebrate Anatomy	
BI 369	Mycology (*)	
BI 370	Bacterial Pathogenesis (*)	
BI 404	Neurophysiology	
BI 447	Microbial Physiology (*)	
One of the following (Ecosystem):		3-4
BI 304	Ecological Measures	
BI 305	Landscape Ecology	
BI 341	Central American Field Ecology	
BI 345	Ecology	
BI 346	Field Parasitology	
BI 347	Global Change Ecology	
BI 448	Environmental Microbiology - new course	
Approved upper-division biology electives		8

Students must take one course that fulfills the Biology "Research (R)" requirement, one course that fulfills the Biology "Faith and Learning (FL)" requirement, and one course that fulfills the Writing Intensive (W) requirement. W courses are offered with permission of the instructor for most 3-4 credit, upper division, semester-long courses.

- Research (R) courses require a semester-long, student driven research project including the posing of a hypothesis or research question, data collection, analysis, and reporting
- Faith and Learning (FL) courses include course material that culminates in an assignment which asks students to reflect and write about an area of faith or worldview of relevance to the course
- Writing Intensive (W) courses require instruction in writing specific to the discipline of biology, with at least two types of writing assignments, at least 12-15 pages of final-draft writing, and the opportunity to revise

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

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

BI 333	Evolutionary Biology	3
BI 345	Ecology	4
BI 363	Genetics	4
EDU 455W	Science in Secondary School	2

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

Environmental Science & Environmental Studies Majors

Requirements for the environmental studies majors are listed on the environmental studies page (p. 175).

Requirements for a Biology Minor (20)

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

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 143	General Biology II: Ecology and Evolution	4
BI 240	General Biology III: Organismal Diversity	4
Gen Bio III: Organismal Diversity (same course as BI 141)		
Approved upper-division biology electives		8

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

* If used to meet this requirement, cannot be used to meet upper-division elective requirement.

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

Environmental Studies Minor (21-23)

Requirements for the environmental studies minor are listed on the environmental studies page (p. 175).

Au Sable Institute

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

BIO 266 Natural History of the Pacific Northwest (3)

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

BIO 311 Field Botany (4)

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

BIO 324 Natural Resources Practicum (4)

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

BIO 359 Marine Mammals (4)

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

BIO 417 Marine Stewardship (4)

Stewardship of marine habitats and marine organisms in the context of environmental issues and policy. Includes developing an understanding of the structure, function, and conservation

issues regarding biotic communities and ecosystems of coastal zone, estuaries, islands and the sea. Prerequisite: one year of general biology.

BIO 477 Plant Ecology (4)

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

BIO 499 Biological Research (1-6)

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

Interdisciplinary Courses

STEM 115 Preparing for a STEM Career 1

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

STEM 126 Seminar for Health Professions 1

A seminar to introduce students to the pre-health fields. Visiting speakers will represent medical, dental, pharmacy, and veterinary fields. This course will cover the specifics of courses, majors, and other issues related to pre-health fields. Students will also reflect on the importance of the connections between academic disciplines as they consider future vocational options. Recommended for pre-health professional students interested in the fields listed above. This seminar fulfills the SC 126 Shared Curriculum requirement. Spring semester.

STEM 351 Preparatory Seminar: Health Professions 1

A cross-disciplinary course focusing on synthesis of general biology, general chemistry, general physics, organic chemistry, physiology, NMR and IR spectroscopy. Strategic course for learning to apply introductory science/math knowledge to questions involving higher-order content. Intended for students planning to take the Medical College Admissions Test, Dental Aptitude Test, or veterinary-school entrance exams. Intended primarily for students in their junior or senior year. Students will prepare for health professions both in terms of the entrance exams and by researching each school's focus and prerequisites. Prerequisites: BI 140, BI 143, CH 161, CH 181, CH 271, CH 278, PS 151 & 153 or PS 131 & 133.

Courses

BI 102 Introductory Biology 3

This course introduces the biological sciences to non-science majors. The course presents a contemporary understanding of the basic organization and function of biological systems and the nature and interdependence of living organisms. The course goals will be accomplished using lecture-free teaching, and class time will primarily be spent on inquiry-based, active-learning exercises that require students to think critically about real-world biological problems. Laboratory exercises will be interwoven with the course content, and consist of team-based research projects. Meets the Natural Science requirement in the Shared Curriculum.

BI 105 Plants in Culture 3

Basic structures and life processes in plants. Survey of historical and contemporary uses of plants. Focus on ways in which human life is physically dependent on plants, and on the many ways in which human cultures reflect the specific plants available to them. No lab. For non-science majors. Meets natural science requirement. Also listed as ENS 105. Periodic offering.

BI 107 Infectious Diseases 3

Introduction to the structure, function and diversity of microorganisms that cause human disease. Microbial infections that complicate exposure to vacation climates, pets, recreational activities and exotic cuisine will be emphasized. For non-science majors. Meets natural science requirement. Periodic offering.

BI 108 Biology of Sex & Gender	3
Investigation of the biological basis of gender variation, sexual identity, reproduction and sexual development. Emphasis given to the developmental biology, neurobiology, endocrinology and physiology underlying human male and female form and function. No lab. For non-science majors. Meets natural science general requirement. Also listed as WGS 108. Periodic Jan Term offering.	
BI 110 Introduction to Human Genetics	3
Mechanisms of inheritance which account for the vast genetic diversity within the human species, hereditary disease and genetic therapy, genetic technologies. No lab. For non-science majors. Periodic offering. Meets natural science requirement.	
BI 111 Marine Biology	3
Introduction to life in the sea. Emphasis on the diversity of marine organisms and adaptations to marine habitats, marine ecosystems and food webs. No lab. For non-science majors. Meets natural science requirement. Also listed as ENS 111. Jan Term. Periodic offering.	
BI 114 Resurrection Science	3
This course will cover basic topics such as: how the genome (DNA) instructs cells to become a living organism, genome editing (mutations), de-extinction (bringing back extinct species), as well as the critical connection between our DNA and our health. We will also examine the important nature of communicating science in a digital world full of a wide variety of audiences. An important aspect of the course will address the ethical decisions we face regarding the use of genome editing technologies and how they should be regulated. These decisions will be especially examined within the Christian, faith-based framework from which many students on campus come from. However, we will make sure to take time to ensure that non-Christian viewpoints are heard as well.	
BI 114H Resurrection Science	3
This course will cover basic topics such as: how the genome (DNA) instructs cells to become a living organism, genome editing (mutations), de-extinction (bringing back extinct species), as well as the critical connection between our DNA and our health. We will also examine the important nature of communicating science in a digital world full of a wide variety of audiences. An important aspect of the course will address the ethical decisions we face regarding the use of genome editing technologies and how they should be regulated. These decisions will be especially examined within the Christian, faith-based framework from which many students on campus come from. However, we will make sure to take time to ensure that non-Christian viewpoints are heard as well.	
BI 120 Introduction to Environmental Science	3
Overview of how science informs our approach to environmental concerns, with application to specific current environmental challenges, including water resources, energy, land use, biodiversity, and global change. Also discussed how faith integrates with science to shape our approach to the environment. Meets natural science requirement. Also listed as ENS 120. Spring semester.	
BI 120H Introduction to Environmental Science	3
Overview of how science informs our approach to environmental concerns, with application to specific current environmental challenges, including water resources, energy, land use, biodiversity, and global change. Also discussed how faith integrates with science to shape our approach to the environment.	

BI 140 General Biology I: Genes, Cells and Evolution	4
Introduces cells as the structural and functional units of living systems, emphasizing molecular characteristics of cellular and biochemical processes in the context of cellular and subcellular organization. Topics covered include basic biological chemistry, cell and virus structure, energy utilization and metabolism, viral and cellular reproduction, genetics, evolutionary theory, systematics and phylogeny. In the laboratory portion of the course, students investigate cell structure, function, and genetics. This course is part of the introductory sequence of courses designed to assist students in developing critical reasoning skills and the necessary conceptual framework for advanced study in biology. Meets natural science requirement. Co-requisite: BI 140L. Fall semester.	
BI 140L General Biology I: Genes, Cells and Evolution Lab	0
BI 143 General Biology II: Ecology and Evolution	4
Explores the ecological and evolutionary context of biological organisms. First half builds on genetic and evolutionary concepts by exploring the evidences, mechanisms, and ramifications of evolutionary processes. Second half focuses on how organisms and populations interact with one another and with the biotic and abiotic context in which they are found. Emphasizes an understanding of how evolutionary and ecological principles influence the way in which we engage with the world. Lab. Prerequisite: BI-140. Corequisite Lab BI 143L included.	
BI 143L Ecology and Evolution Lab	0
Included in corequisite lecture, BI-143.	
BI 240 General Biology III: Organismal Diversity	4
Evolutionary origin, taxonomic classification and unique anatomical, physiological and behavioral adaptations of protists, fungi, green plants, and animals. Lab. Restricted to BI majors and minors only. Prerequisite: BI 140 BI 143. Corequisite lab BI 240L included.	
BI 240L Gen Bio III Lab: Organismal Diversity	0
Included in corequisite lecture, BI-240.	
BI 303 Plant Taxonomy	4
History, theories and methods of classification, identification, nomenclature and description. Role of taxonomy as a biological discipline. Types of taxonomic evidence. Descriptive terminology. Survey of selected families. Lab focuses on use and construction of diagnostic keys, identification of local flora, preparation of field data records and herbarium specimens. Lab. Prerequisites: BI 140 BI 143 BI 240. Also listed as BI 303W and ENS 303. Spring semester, even years.	
BI 303L Lab: Plant Taxonomy	0
BI 304 Ecological Measures	4
This course will explore a number of fields of ecological research and management, focusing first on the reasons for measuring ecosystem attributes pertinent to each field, as well as covering sampling design, analysis, and common measurement techniques. Three required Saturday field trips. Prerequisite: BI 140, BI 143, BI 240. Also listed as BI 304W and ENS 304. Fall semester.	
BI 304L Lab: Ecological Measures	0
BI 306 Medical Microbiology	4
Microorganisms, especially bacteria and viruses of medical importance. Basic structure and physiology of microorganisms, principles and control of growth, antibiotics, a survey of infectious disease. Prerequisite: CH 102. Spring semester. For nursing majors only or by instructor permission.	
BI 306L Medical Microbiology Lab	0

BI 307 Entomology	4
Biology of insects. Course focuses on the evolution, diversity, and ecology of insects, as well as the basics of their physiology, development, and behavior. Important ways insects affect human life are emphasized.	
BI 307W Entomology	4
Biology of insects. Course focuses on the evolution, diversity, and ecology of insects, as well as the basics of their physiology, development, and behavior. Important ways insects affect human life are emphasized.	
BI 307L Entomology Lab	0
See BI 307	
BI 308 Biology of HIV/AIDS	3
Explores the biological, socioeconomic, political and religious factors that influence the transmission, life cycle, pathogenesis and treatment of the human immunodeficiency virus (HIV). No lab. Prerequisites: BI 311. Jan Term, periodic offering.	
BI 311 General Biochemistry	3
General biochemistry course for biology majors. Focus on biopolymers, energy flow and chemical processes in living systems. No lab. Prerequisites: BI 143 and CH 271. Every semester.	
BI 312 Vocational Preparation for Biology Grad School	1
This course focuses on how to apply successfully to a biology graduate program suited to the students future vocational goals. Improving skills that engage primary literature is also addressed. Various speakers will share information about graduate programs and their personal professional trajectories.	
BI 321 Marine Invertebrates/Symbiosis	3
Invertebrate Biology takes a thematic, non-phylogenetic approach to invertebrate animals, the various phenomena they exhibit, and appreciation for the diversity of solutions they employ in the common challenges of life. Symbiotic biology examines the major categories of interdependent associations involving partners in all five kingdoms. Mechanisms by which symbioses are established, maintained and propagated, and the ecological and evolutionary significance of such relationships are examined. Prerequisites: BI 140, BI 143, and BI 240. Periodic Offering.	
BI 323 Animal Physiology	4
Anatomical, physiological and behavioral adaptations of animals to their particular habitats. Lectures focus on respiration in air and water, circulation, metabolism, temperature limits and thermoregulation, osmotic adaptations and excretion, and amoeboid, flagellar, ciliary, and muscular movement. Lab. Prerequisites: BI 140, BI 143, BI 240, CH 271 and BI 311 or CH 401. Junior standing or by permission of instructor.	
BI 323L Lab: Animal Physiology	0
BI 323LR Research Lab for Animal Physiology	0
BI 324 Animal Behavior	4
The study of the mechanisms and evolution of animal behavior. Topics include methods of observation and quantification of behavior, natural selection, sexual selection, evolution of animal choice, and the biological basis of all social interactions. Lab. Prerequisites: BI 140, BI 143, and BI 240. Also listed as ENS 324. Also listed as BI 324W. Fall semester, odd years.	
BI 324L Lab: Animal Behavior	0

BI 331 Plant Physiology	4
Water relations, mineral absorption and nutrition, translocation mechanisms, respiration, photosynthesis, nitrogen metabolism, growth regulators, photomorphogenesis, senescence and stress physiology. Focus on vascular plants. Lab emphasizes whole organism responses. Prerequisites: BI 140, BI 143, BI 240, BI 311, and CH 271. Also listed as BI 331W and ENS 331. Spring semester, odd years.	
BI 331L Plant Physiology Lab	0
BI 332 Plant-Animal Interactions	4
Ecology and evolution of interactions between plants and animals, including herbivory, pollination, seed dispersal, and plant carnivory. Focus on reciprocal adaptations of plants and animals, as well as ecological drivers of plant-animal interactions at multiple scales. Implications of plant-animal interactions for conservation, natural resource management, and human health are emphasized.	
BI 332W Plant-Animal Interactions	4
Ecology and evolution of interactions between plants and animals, including herbivory, pollination, seed dispersal, and plant carnivory. Focus on reciprocal adaptations of plants and animals, as well as ecological drivers of plant-animal interactions at multiple scales. Implications of plant-animal interactions for conservation, natural resource management, and human health are emphasized.	
BI 339 Intro to Field Studies	1
Theoretical and logistical preparation for the field study tour the following Jan Term. Activities will prepare students for field work at an off campus location. Permission of instructor only. Limited enrollment. Prerequisites: BI 140, BI 143 and BI 240. Fall semester.	
BI 341 Central American Field Ecology	4
Field-based course that provides a unique context to perform student designed research in three Central American ecosystems in Costa Rica. Course will focus on field data collection, analysis, and reporting for ecological systems. Requires extensive time outdoors in conditions ranging from wet and cold to hot and dry. Also listed as ENS 341.	
BI 345 Ecology	4
Fundamental relationships and processes by which organisms interact with each other and their physical environment. Focus on physiological adaptations, population growth and regulation, community and ecosystem structure and function, and biogeography. Lab. Prerequisites: BI 140, BI 143, and BI 240. Also listed as BI 345W and ENS 345. Spring semester.	
BI 345L Lab: Ecology	0
BI 346 Field Parasitology	3
Field-based course exploring the interaction between parasites and hosts. Parasites in Northeastern Washington will be studied in relation to prevalence, location and affect upon the host. Organisms in the animal, plant, fungi, and protista kingdoms will be considered. Lab. Prerequisites: BI 140, BI 143, BI 240. By permission of instructor. Periodic Jan Term offering.	
BI 347 Global Change Ecology	4
This course will explore global-scale changes and the interplay of ecosystems with these changes. Topics will explore how changes such as global warming, invasive species and land degradation influence global nutrient and energy cycling, inter- and intra-species interactions, and feedbacks in the earth system.	
BI 347L Lab:Global Change Ecology	0

BI 350 Comparative Vertebrate Anatomy	4
Variations of the basic vertebrate theme that enable the species within the group to exploit the particular environment. Evolutionary development of major organ systems within vertebrate classes. Anatomical features of carnivore, herbivore and omnivore mammals will be discussed in detail. Lab. Prerequisites: BI 140, BI 143, and BI 240, or by permission of instructor. Also listed as BI 350W. Spring semester.	
BI 350L Lab: Comparative Vertebrate Anatomy	0
BI 354 Developmental Biology	4
Developmental processes and patterns of form and function in multicellular organisms, particularly animals. Emphasis on molecular, cellular and environmental factors regulating gene activity, cellular differentiation, and pattern formation during various developmental sequences. Descriptive, comparative and experimental lab activities focus on chordate embryology, specifically gametogenesis, fertilization, cleavage, gastrulation and organogenesis. Prerequisites: BI 140, BI 143. Prerequisite or corequisite: BI 311 or CH 401. Corequisite: BI-354L. Junior standing. Also listed as BI 354W.	
BI 354L Lab: Developmental Biology	0
BI 355 Introduction to Genomics	3
This course will cover how we can use information from the genome, including organization and output, to analyze varying biological conditions, such as different states of development or health. The focus will be on learning about the wide array of techniques that use large data sets collected in vivo (live organism) and analyze them in silico (computer based algorithms). Analyses will be accomplished utilizing various online databases and tools to demonstrate the power within the genomics toolbox. Spring term, even years.	
BI 362 Biotechnology Entrepreneurship	3
This interdisciplinary course offers an exciting look into the world of biotechnology entrepreneurship targeted at business and biology majors. Students will examine how biotech companies are formed and run based on major problems in human health and agriculture. We will emphasize how biotechnology entrepreneurs frame their unique value propositions for potential investors, and in teams, students will create original biotech solutions which will be formally pitched to a panel of biotech industry experts. The course experience offers a unique view of science for business students and important exposure to the business side of science for biology majors.	
BI 363 Genetics	4
Mechanisms that contribute to and maintain intraspecific diversity: meiosis, allelic segregation, chromosomal assortment, dominance-recessive allelic relationships, hybridization, multiple alleles, epistasis, linkage and recombination, polygenic inheritance and mutation. Population genetics, especially the factors that alter relative frequencies of gene pool alleles. Genetic molecules and the processes by which they are replicated, mutated and expressed. Human genetic diseases. Lab. Prerequisites: BI 140, BI 143, BI 240, and CH 271. Also listed as BI 363W.	
BI 363L Lab: Genetics	0
BI 365 Ecological Developmental Biology	4
Developmental processes as they are influenced by their environmental context including: predators, competitors, toxic compounds, changes in temperature and humidity, availability of nutritional resources, and other factors. The influence of epigenetics and evolutionary adaptation on developmental plasticity will also be examined. Additionally, the course will explore insights gained into human health and disease by examining topics mentioned above. Prerequisite: Take BI-240. Corequisite: Take BI-365L. Corequisite or prerequisite: Take BI-311 or CH-401. Spring term, odd years.	
BI 365L Lab: Ecological Development	0
Lab for BI-365.	

BI 371WH Microbial Agents of Disease 3

This course explores the mechanisms by which bacterial pathogens cause infection and disease in humans. The focus is on the underlying similarities in pathogenesis among bacterial agents of disease, and their intimate relationship with the human immune system. Students will explore these mechanisms through a combination of lecture, theoretical problem solving, and directed laboratory research projects. Prerequisites: BI240.

BI 381 Statistical Applications for Biology 3

Introduction to collection, management, statistical analysis, and visualization of biological data. Students will learn to use the R programming language.

BI 399 Molecular Genetics 4

Contemporary molecular genetics: the organization, storage, retrieval and transfer of genetic information at the molecular level. Topics include the chemical and physical properties of nucleic acids, DNA replication, transcription, translation, mutagenesis, DNA repair, gene regulation and expression, techniques of experimental molecular biology and applications to biotechnology. Viral, prokaryotic, and eukaryotic systems examined. Prerequisites: BI-140, BI 143. Must be taken as corequisite or prerequisite: BI 311 or CH-401. Must be taken as corequisite: BI-399L. Junior standing. Also listed as BI 399W. Fall semester.

BI 399L Molecular Genetics Lab 0

Techniques for manipulation and study of DNA. Co-requisite: BI 399 or BI 399W.

BI 400 Biological Research 1-4

Individual student experimental-laboratory or field-research projects. Projects to be approved by department faculty. Prerequisite: BI 140, BI 143, BI 240, and BI 311 and upper-division coursework in biology and other sciences pertinent to research project. Fall and spring semesters, Jan Term and summer.

BI 404 Neurophysiology 3

Structural and functional aspects of the central nervous system of mammals. Basic neuroanatomy, nerve transmission, synaptic function and neuronal control mechanisms. Current research and contemporary topics related to central nervous system function will be investigated. Prerequisite: BI 140, BI 143, and BI 311 or CH 401.

BI 412 Cell Physiology 3

Cell ultrastructure and molecular aspects of cell function. Emphasis on structural and molecular organization of eukaryotic cells and organelles, the regulation and compartmentalization of metabolic activities, cell cycles and reproduction, cellular differentiation and cell interactions. No lab. Prerequisites: BI 140, BI 143, BI 311 or CH 401. Junior standing. Also listed as BI 412W.

The Whitworth School of Business is comprised of the following programs: the undergraduate department of business & economics' bachelor of business administration (BBA) program with concentrations in accounting, management, economics, finance and marketing, as well as undergraduate minors in general business, accounting and leadership; the business management and management & accounting programs for the adult learner seeking a baccalaureate degree offered in conjunction with the Whitworth School of Continuing Studies; and the master of business administration (MBA) and master of business leadership (MBL) graduate programs.

The Whitworth School of Business provides an education of mind and heart in the liberal arts tradition based on Christian principles. We develop adept professionals engaged with their communities through a curriculum emphasizing faith and learning, critical thinking, communication, and global awareness.

To accomplish this purpose, the Whitworth School of Business...

1. Recruits and retains diverse faculty and staff committed to Christian principles (the WSB believes that teaching excellence, research, and practical experience are essential dimensions of the learning experience and education process).
2. Conducts research and other professional engagement to inform our teaching that is of interest to scholars, students, and/or organizations.
3. Fosters and maintains a learning environment that emphasizes the following elements:
 - The integration of Christian faith and learning including the reflective lens of ethical principles in business.
 - Critical thinking and application of theory/knowledge of essential business and economic concepts.
 - Content emphasizing effective written and oral communication skills that help students/graduates function professionally and responsibly.
 - Forming knowledgeable students in the complexities of global markets.

School of Business Residency Policy:

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

Double-Count Policy:

Students who pursue more than one BBA concentration cannot double-count a course toward multiple concentration requirements except in the following specific situation:

1. BU 377 Financial Statement Analysis can count toward both the accounting and finance concentrations.

Students who add the accounting minor to another BBA concentration cannot double-count a course toward multiple requirements except in the following specific situations:

1. BU 377 Financial Statement Analysis can count toward the finance concentration **and** as an elective course toward the accounting minor.
2. Any ONE accounting minor elective course can also count toward the nine credits required for the BBA business core electives.

For students who add the leadership minor to another BBA concentration:

1. Any ONE leadership minor elective course can also count toward the nine credits required for the BBA business core electives.

"Double-count" means one course fulfills two different program requirements. Students will not receive a double number of credits.

Business Management and Management & Accounting Degree Programs:

For program and course description information, see Undergraduate Adult Degree Programs (p. 372).

Prerequisites for all Department of Business & Economics Concentrations

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

1. Prior to the sophomore year:

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

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

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

BU 218	Marketing	3
BU 230	Financial Accounting	3
BU 231	Managerial Accounting	3
BU 240	Business Law	3
BU 274	Principles of Management	3
BU 311W	Principles of International Business	3
BU 357	Financial Management	3
BU 410	Business Strategy Capstone	3
BU 450	Social and Ethical Issues in Business and Economics	3
EC 210	Principles of Microeconomics	3
EC 211	Principles of Macroeconomics	3
EL 211	Introduction to Professional Writing	3
or EL 211H	Introduction to Professional Writing	
Nine credits of any combination of Business Core Electives		9

Electives can be any combination of additional BU or EC prefixed courses including internships (excluding teaching assistant credits), Whitworth-led study-abroad programs (outside of the U.S.), Languages & Cultures courses at 200 level or above (excluding sign language), or any one course from the Approved Interdisciplinary Electives list.

Note: The following global and/or experiential courses are highly encouraged for Business Core Electives:

Whitworth-led study-abroad programs or additional foreign language coursework

BU 338	Voluntary Income Tax
BU 406	Business Planning and Entrepreneurship
BU 490	Internship

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

Note: For students declaring more than one BBA, there may be scheduling conflicts we are unable to adjust. Students would therefore be advised to focus on their primary BBA concentration to complete degree requirements within the desired 4-year timeframe.

Requirements for Accounting Concentration, BBA (69)

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

Requirements for Management Concentration, BBA (57)

Business Core Requirements		45
BU 373	Human Resource Management	3
BU 376	Global Operation/Supply Chain Management	3
BU 425	Organizational Behavior	3
Any one of the following:		3
BU 365	Management Information Systems	
BU 402	International Management	
BU 463	Project Management	
One other upper-division business course approved by advisor and department chair.		

Requirements for Economics Concentration, BBA (57)

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

Requirements for Marketing Concentration, BBA (57)

Business Core Requirements		45
BU 343	Market Research	3
BU 301	Consumer Behavior	3
BU 448	Integrated Marketing Communication	3
BU 489	Marketing Strategy	3

Requirements for Finance Concentration, BBA (60)

Business Core Requirements		45
BU 367	Fundamentals of Investing	3
BU 377	Financial Statement Analysis	3
BU 387	Financial Institutions & Markets	3

BU 467	Advanced International Corporate Finance	3
BU 477	FORAD: Multi-National Finance	3

Business & Economics Minors

Requirements for an Accounting Minor (20)

(Note: Accounting Minors require the prerequisites listed under "Prerequisites for all Department of Business & Economics Concentrations")

BU 230	Financial Accounting	3
BU 231	Managerial Accounting	3
BU 334	Intermediate Accounting I	4
BU 336	Introduction to Taxation	4

Two of the following electives: 6

BU 320	Fraud Examination	
BU 332	Cost Accounting	
BU 333	Accounting Systems and Theory	
BU 335	Intermediate Accounting II	
BU 377	Financial Statement Analysis	
BU 436	Advanced Taxation	

Requirements for a General Business Minor (22)

One of the following math prerequisites: 4

MA 108	Finite Mathematics for Social Sciences	
MA 150	Pre-Calculus	
MA 158	Calculus for Social Sciences	
MA 171	Calculus I	

BU 218	Marketing	3
BU 230	Financial Accounting	3
EC 210	Principles of Microeconomics	3

At least 9 credit hours from the following: 9

BU 231	Managerial Accounting *	
BU 240	Business Law	
BU 274	Principles of Management	
BU 357	Financial Management *	
EC 211	Principles of Macroeconomics *	

One business elective: Students may select any other BU or EC course (3 credits or more), but all required prerequisites for that course must be met unless otherwise approved by department chair.

* Indicates course recommendations for students intending to pursue a Master of Business Administration (MBA) or Master of Business Leadership (MBL) degree. MA 256 Statistics & Probability also recommended for students intending to pursue an MBA or MBL.

Requirements for a Leadership Minor (18)

Core Leadership Coursework: 9

BU 250	Leading Organizations	
BU 350	Leadership of the Self	
BU 451	Critical Thinking in Leadership	

Applied Leadership Coursework (These courses help students apply leadership principles and skills in a variety of practical settings.) Choose 6 credits from the following. All prerequisites apply. 6

AR 435	Leadership in the Arts	
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BU 305	Dean's Executive Leadership Series
BU 425	Organizational Behavior
COM 323	Organizational Communication
COM 353	Communication in Leadership
CS 274	Ethic, Soc & Leg Issues in CS,Ethical, Social & Legal Issues in Computer Science
CS 376	Technology Management
EDU 401W	Democracy, Leadership, and Schooling
EL 319	Writing in the Community Practicum
GE 330	Community Leadership Training
HS 475W	Health Promotion Planning Implementation And Evaluation
KIN 319	Leadership Dev. for Student-Athletes Student-Athletes
KIN 322W	Philosophical and Psychological Aspects Of Coaching
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE
MI 201	Individual Leadership Studies
MI 301	Adaptive Team Leadership
MU 225	General Conducting
MU 427	Advanced Conducting
PO 224	Conflict Mediation
SO 368	The Helping Process in Social Services
TA 250	Production Management
TA 361	Fundamentals of Directing
TH 172	Foundations for Christian Leadership
TH 173	Foundations for Christian Leadership II

1-3 credits of Leadership Internship (approved by advisor & BUEC Chair)

1-3 credits of Leadership Independent Study (approved by advisor & BUEC Chair)

Leadership Supporting Curriculum (These courses help students better understand the context for effective leadership in a diverse society.) Choose 3 credits from the following. All prerequisites apply. 3

BU 325	Gender Issues in Leadership
COM 398	Intercultural Communication
EL 382	Rhetorical Methods and Approaches
EL 384	The Rhetoric of Human Rights
PH 336	Social-Political Philosophy
PO 275	Poverty and Community Development
SO 410	Intergroup Dialogue
SO 425	Making Change: Social Intervention Strategies
TH 174	Diverse Christian Leadership

Or one other course with diversity-related content approved by the BUEC Department Chair

Attention Bachelor of Business Administration Students: BBA students may only double-count one course between their BBA and Leadership Minor coursework. This includes all courses used to fulfill BBA core, BBA core electives, or BBA concentration requirements.

Approved Interdisciplinary Electives

COM 398	Intercultural Communication	3
DS 196	Topics: Intro to Development Studies	3
HI 102	The Pacific World	3
HI 104	Political History of Beijing	3
HI 105	Cultural Odyssey of China	3

HI 204	The Crusades	3
PH 256	Asian Philosophy	3
PO 151	International Relations	3
PO 205	U.S. Foreign Policy in Film	3
PO 240	Comparative Politics	3
PO 250	Environmental Politics	3
PO 340	African Politics	3
PO 346	Contemporary China and East Asia	3
PO 347	Globalization in Southeast Asia	3
PO 353	International Political Economy	3
PO 366	Modern Russia and the Soviet Union	3
PO 425W	International Development	3
SO 203	Globalization	3
SO 307	Latin American Politics	3

BU Courses

BU 120 Career & Vocation Development 3

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

BU 218 Marketing 3

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

BU 230 Financial Accounting 3

A study of the fundamental processes of accounting applied to services and merchandising proprietorships, partnerships and corporations. Analyzing, classifying and recording business transactions; preparation and analysis of financial statements. Course utilizes Excel. CS 110 or CS 125 recommended. Fall and spring semesters.

BU 231 Managerial Accounting 3

Introduction to ways in which management uses accounting information for planning, pricing and controlling and for many special decision-making situations. Prerequisites: BU 230 and either MA 108, MA 150, MA 158 or MA 171 with a C or better. Fall and spring semesters.

BU 240 Business Law 3

A consideration of the laws affecting business transactions. Introduction to law, court systems, torts, criminal law, sales and real property. Fall and spring semesters.

BU 248 Computerized Business Analysis 3

Solutions to business problems using the computerized spreadsheet, elementary database and presentation software. Prerequisite: CS 125. Periodic offering.

BU 250 Leading Organizations 3

This course provides a comprehensive review of essential leadership theories, tools, and applications. It will focus on the theory and fundamental concepts of leadership by studying adaptive and servant-leadership. This theory and the servant-leadership philosophy examine leadership from a faith perspective, as well as study the life and leadership of Nelson Mandela. We will also participate in three community meetings and/or community-based projects. Current understanding and definitions of leadership will be challenged and discussed in this course. Fall or spring semester.

BU 274 Principles of Management	3
A study of the theory and practice of management of organizations, with emphasis on strategy, structure, effective use of human resources, planning, organizing, integrating and controlling functions. Fall and spring semesters.	
BU 301 Consumer Behavior	3
A study of factors that influence the buying behavior of consumers. The relationship between understanding these variables in selected markets and an effective marketing effort will be emphasized. Prerequisite: BU 218. Must have met departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Spring semester.	
BU 303 Human Resources: Strategy & Development	3
For continuing studies students only. A comprehensive review of the HR functions within organizations. Key areas of focus include: strategic workforce planning, assessment of learning & development goals, talent acquisition systems, and an overview of strategic HR data analytics and measurement. Also addressed are the design, communication and evaluation of compensation & benefits systems.	
BU 305 Dean's Executive Leadership Series	3
This course explores the various ways that individuals become successful business leaders. Each week will consist of a lecture and a discussion led by a top executive from the Spokane community. The speakers will share their professional biographies - how they got their start, what happened to them, successes and failures, and what they are doing now. They will also tell us what they have learned about marketing, management, leadership, and life during their careers. Finally, they will provide suggestions and guidance to help you successfully navigate the cross-currents of the business world. Prerequisite: Junior or senior standing. Fall and spring semesters.	
BU 311W Principles of International Business	3
Introduction to and survey of the complex business and economic issues in an international commercial environment. Includes exposure to global marketing, management, finance, economics and accounting issues, integration of cross-cultural communications, history, politics, religion, gender and equity issues, and culture around the globe. Fulfills Shared Curriculum Culture and Diversity requirement. Prerequisites: BU 218, EL 211, and EC 211. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 158 or MA 171 required if declared Economics or Finance concentration. Fall and spring semesters.	
BU 314 Introduction to Operations Management	3
For continuing studies students only. This course will examine the concepts, processes, and methods of managing and controlling operations in manufacturing or service settings at the introductory level. Current issues such as globalization, supply chain strategy, quality control, scheduling and queuing are discussed.	
BU 318 Applied Marketing	3
For continuing studies students only. Successful organizations need to find, attract and retain customers. This course teaches students to apply marketing fundamentals in an increasingly competitive and global environment.	
BU 320 Fraud Examination	3
In this course students will learn about the nature of fraud, its perpetrators and the compelling factors that lead to fraud. Students will evaluate various fraud schemes, prevention & detection methods, and the legal implications for companies and criminals. Prerequisite: BU 230 and junior standing. Must have met departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Periodic Jan Term offering.	
BU 321 Business of Brewing	3
For continuing studies students only. This course surveys the business side of operating a brewing facility. Theoretical business foundations and frameworks will be examined and then applied to existing and/or new brewing operations, and real-world business information and operational advice will be exchanged with brewing professionals.	

BU 323 Career Management & Development 3

This course will address professional and personal development for students interested in pursuing careers in business. Throughout the course students will learn tangible skills needed to succeed in the business world while implementing ways to integrate their Christian faith into their vocation. Students will become familiar with the current hiring environment and explore ways to be the most competitive and prepared candidate post-graduation. Periodic Jan Term offering.

BU 324 Sports Marketing 3

This course will introduce and educate students to the ever-expanding world of sports marketing. Students will learn about the major players, business models, and direction of the industry. Periodic spring offering.

BU 325 Gender Issues in Leadership 3

This course examines leadership and management from a gender-based perspective with the goal of providing tools for addressing challenges facing women in the workplace. Topics include pay inequity; glass ceiling; stereotypes; mentoring/networking; psychology of leadership acceptance; differences in leadership styles; and organizational culture, policy, and practices related to gender equality. Periodic Jan Term offering.

BU 326 The Small Business Entrepreneur 3

For continuing studies students only. This course covers all aspects of business start-up beginning with identifying a product, selection of an entity, business and marketing plans. The tax environment of business will be explored. Investigating financial viability and researching types and sources of funding will be an integral part of the curriculum. Students who want to understand all pieces of starting a business from scratch or expanding their small start-up should take this course.

BU 327 Introduction to Time Value of Money 1

For continuing studies students only. This course presents an introduction to the time value of money. Through a set of exercises and problems students learn about compound interest, present and future values, annuities, loans and bonds. Topics in capital budgeting are presented which include NPV & IRR. Students also compute the weighted cost of capital and use it to evaluate projects.

BU 330 Fund Accounting and Budget Management 3

For continuing studies students only. Overview of the accounting procedures associated with governmental and agency needs. Preparation of required reports and related documents; special focus on monitoring performance.

BU 331 Project Management 3

For continuing studies students only. This courses discusses the factors necessary for successful project management. Topics include project management concepts, needs identification, the project manager, teams, project organizations, project communications, project planning, scheduling, control and associated costs. Project management software tools will be an integral part of the course.

BU 332 Cost Accounting 3

Emphasis on the mechanics and applications of accounting principles and concepts for planning, control and decision-making, cost behavior, cost-volume-profit relationships, responsibility accounting, standard costing, budgeting, relevant costing for non-routine decisions, and capital budgeting. Prerequisites: BU 230, BU 231, and junior standing. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Fall or spring semester. Periodic offering.

BU 333 Accounting Systems and Theory 3

Foundations of accounting concepts and theories with emphasis on the role of information in decision making within and about organizations. Introduction to accounting systems controls and designs. Prerequisites: BU 230, BU 231, and CS 125. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Fall or spring semester. Periodic offering.

- BU 334 Intermediate Accounting I** 4
 Modern accounting theory and practice. Analysis of the determination of income and asset evaluation. Analysis of financial statements; special financial accounting and reporting problems. Explores both US GAAP and IFRS guidelines. Prerequisites: BU 230 and BU 231. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Fall semester.
- BU 335 Intermediate Accounting II** 4
 Second semester of modern accounting theory and practice. Analysis of the determination of income and asset evaluation. Analysis of financial statements; special financial accounting and reporting problems. Explores both US GAAP and IFRS guidelines. Prerequisites: BU 334. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Spring semester.
- BU 336 Introduction to Taxation** 4
 A study of the concepts involved in determination of federal income tax liability, preparation of tax returns. Individual tax problems, tax planning. Prerequisites: BU 230 and junior standing. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Fall semester.
- BU 337 Microsoft Project Workshop** 1
 For continuing studies students only. An optional workshop offered concurrently with BU 331 that introduces students to Microsoft Project software. Students work independently in a computer lab on a series of increasingly difficult exercises using the most widely accepted project management software. Using Microsoft's Project 2010 Step by Step workbook, the students completes a series of 12 problems that gradually increase from simple to complex. These Microsoft-developed problems are designed to challenge the student while also helping them explore the feature-rich Microsoft Project 2010 software product. Instructor support is available before or after class and on an as needed basis.
- BU 338 Voluntary Income Tax** 0-2
 Students apply knowledge and skills learned from coursework to a service context preparing federal tax filings for low-income and elderly taxpayers. Students qualify by exam for the IRS and are technically trained on tax software for preparation and e-filing. Jan Term and spring semester. Prerequisite: BU 336.
- BU 343 Market Research** 3
 A study of contemporary methods of gathering, analyzing and interpreting marketing information and how such information can be used in organizational decision-making. Prerequisites: BU 218, MA 256. Must have departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. Fall semester.
- BU 348 Business Analytics** 3
 Solutions to business problems using the computerized spreadsheet, elementary database and presentation software. Prerequisite: CS 125. Periodic offering.
- BU 350 Leadership of the Self** 3
 An in-depth, reflective course focusing on leadership of the self and the creation of flourishing relationships in familial, organizational, and societal contexts. This course applies concepts from family systems theory and servant leadership to help students develop a clear, non-anxious leadership style, enabling them to manage conflict in organizations. Students engage in a practical application of course tools to an organization in which they belong. Topics covered include leading in relationships with others, managing toxic triangles, and maintaining a sense of separateness while remaining connected in systems of emotional anxiety. Fall or spring offering.
- BU 352 Human Behavior in Organizations** 3
 For continuing studies students only. This course is designed to provide theoretical perspectives and empirical knowledge regarding human behavior as it relates to the organization. Emphasis is placed on the impact and implications of individual values, perceptions, motivation, diversity, growth and development as they relate to organizational culture and expectations.

BU 353W Organizational Development and Change 3

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

BU 354 Management of Human Resources 3

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

BU 355 Managerial Accounting and Finance 3

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

BU 356 Managerial Marketing 3

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

BU 357 Financial Management 3

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

BU 358 Credit Risk Management 3

As new trends continue to shape the field of finance, unique opportunities and different necessary skill sets emerge. Specifically, this course will develop the expertise necessary for Credit Risk Assessment and Loan Evaluation; aka Commercial Lending.

BU 360 Managing Nonprofit Organizations 3

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

BU 361 Lean Management 3

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

BU 362 Biotechnology Entrepreneurship 3

This interdisciplinary course offers an exciting look into the world of biotechnology entrepreneurship targeted at business and biology majors. Students will examine how biotech companies are formed and run based on major problems in human health and agriculture. We will emphasize how biotechnology entrepreneurs frame their unique value propositions for potential investors, and in teams, students will create original biotech solutions which will be formally pitched to a panel of biotech industry experts. The course experience offers a unique view of science for business students and important exposure to the business side of science for biology majors.

BU 363 Small Business Management 3

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

BU 365 Management Information Systems 3

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

BU 367 Fundamentals of Investing 3

This course will provide the student with a solid foundation of the core investment concepts and tools. The course will cover the overall structure of the market and study equities, fixed income, options, mutual funds, commodities/futures as well as some alternative investments. The course will also look at risk and return and the modern portfolio theory. The course will consist of lecture, discussion, presentations and guest lecturers. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Spring semester. Finance concentration students should take spring semester of junior year.

BU 372 Risk Management 3

For continuing studies students only. Risk management professionals look at specific projects or initiatives, assess the potential damage that could occur to any involved parties and set plans for dealing with it. This course is designed to be an introduction to the practice of predicting risks and preparing steps to minimize the damage to an organization if certain events happen. Topics such as natural disasters, computer safety or equipment failure will be discussed. Students seeking careers in management of any type of entity will be benefited by the material presented in this course.

BU 373 Human Resource Management 3

Changes in our social and economic environment have resulted in changes in the management of an organization's human resources. This course is designed to provide a contemporary view of human resource management. Emphasis is placed on the basic functions of human resource management, i.e. planning, recruitment, selection, training, performance appraisal, compensation, and union/management relations. Fall and spring semesters.

BU 376 Global Operation/Supply Chain Management 3

Decision-making involving the management of all aspects of operations in both large-and medium-sized business organizations and in product and service companies. Study of the quantitative tools used in making these analyses and decisions. Prerequisite: Junior standing. Must have met departmental requirements of MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 256 recommended. Fall and spring semesters.

BU 377 Financial Statement Analysis 3

This course will provide you with tools to analyze and exploit information in corporate financial statements. The course will teach you how to use financial statement information for firm valuation and other economic decisions. The course will also help you understand and analyze the issues that corporate managers face as they design and implement financial reporting strategies, increasing your ability to assess accounting quality, and detect and undo earnings management. Prerequisites: BU 231 and BU 357. Must have met departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 158 or MA 171 required if declared Finance concentration. Spring semester. Finance concentration students must take spring semester of junior year.

BU 381 International Business Abroad 3

Establishes a basic understanding of the theory and practical application of the "hows" and "whys" of a particulate international culture abroad, particularly as it relates to the historic, present and future challenges of that economy and to doing business with various people groups at home and abroad. Business models unique to non-American cultures will be explored in depth.

BU 387 Financial Institutions & Markets 3

The course will analyze the risks faced by investors and savers interacting through both financial institutions and financial markets. It will examine strategies that can be adopted to control and better manage these risks. Special emphasis will be put on new areas of operations in financial markets and institutions such as asset securitization, off-balance sheet activities and globalization of financial services. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Jan Term offering. Finance concentration students should take Jan Term of junior year.

BU 402 International Management 3

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

BU 406 Business Planning and Entrepreneurship 3

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

BU 410 Business Strategy Capstone 3

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

BU 411 Human Resources: Compliance & Risk Management 3

For continuing studies students only. Topics include job analysis and documentation, employee records management, key legislation on employee rights (EEO, affirmative action, discrimination and harassment), with particular emphasis given to diversity & inclusion, risk management, and corporate social responsibility. The impact of key federal laws and regulations on occupational health, safety and security will also be covered.

BU 425 Organizational Behavior 3

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

BU 434 Advanced Accounting I 3

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

BU 435 Governmental and Not-For-Profit Accounting 3

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

BU 436 Advanced Taxation 3

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

BU 444 Digital Marketing	3
An examination of the buying/selling/distribution of products, services and information via digital technologies. Students will gain understanding of retail/organizational web site design issues, online consumer behavior, online customer service, and online order and fulfillment. Prerequisite: BU 218. Periodic offering.	
BU 448 Integrated Marketing Communication	3
An in-depth study and application of the role, theory, tools, planning and management of integrated marketing communications. Students will explore communication with customers using various components of the promotional mix through multiple channels such as television, radio, print, direct marketing, outdoor and digital. Prerequisite: BU 218. Fall semester.	
BU 450 Social and Ethical Issues in Business and Economics	3
Contemporary social, political, environmental and ethical forces affecting today's business and economic world. Seminar format. Dialogue with top local business, government and union leaders. Fulfills Shared Curriculum FRCI requirement. Fall and spring semesters.	
BU 451 Critical Thinking in Leadership	3
This leadership course is centered around the ideas and leadership of Aristotle, Plato, Shakespeare, Thoreau, Emerson, Dr. King, and Lincoln. The classics have much to say about current and complex challenges individuals and organizations face today. While many leadership theorists have been inspired and relied on the theories of the classics; this course goes directly to the source of some of the most compelling ideas about leadership. The ability to critical think is fundamental to leading both individuals and organizations. Fall or spring semester.	
BU 457 Employment Laws and Regulations	3
For continuing studies students only. An exploration of employment laws and regulations as they relate to avoiding claims for wrongful termination, ensuring equal employment opportunity, understanding affirmative action obligations and developing sound human resource policies and practice.	
BU 458 Strategic Management	3
For continuing studies students only. This course examines the nature of competition and competitive advantage that are the foundations of business strategy. Theories and frameworks to support the analysis and formulation of successful business strategies are reviewed and applied to a broad range of industries and firms.	
BU 461 Ethics in Management	3
For continuing studies students only. This course will raise foundational issues in connection with ethical values, and will apply those values in the context of organizations. Ethical principles and the process of applying those principles will be addressed, integrating Christian principles with standard ethical inquiry.	
BU 463 Project Management	3
In this course we review best practices in project management, methodologies and techniques for project initiation, project planning, and project control. Throughout we will emphasize the interplay of people, process, and technology that results in well-rounded project management excellence. A combination of simulation, Microsoft Project, and student-developed plans will be used. Prerequisite: BU 274. Fall or spring semester. Periodic offering.	
BU 466 Principles of Auditing	3
Standards, objectives and ethics for auditors in public accounting. Reporting standards, internal control, evidence and statistical sampling. Prerequisite: BU 334. Spring semester.	

BU 467 Advanced International Corporate Finance 3

This course will study capital investment decisions and project analysis as well short term financial planning and management. The course will study the foundations of international management which include foreign exchange exposure and management. The course will also study how international firms manage their businesses which include FDI, capital structure, capital budgeting and management and multinational cash management. Prerequisites: BU 377. Fall semester. Finance concentration students must take fall semester of senior year.

BU 476 Accounting Current Topics 3

Course explores current topics in accounting and their application to business settings. Students will gain a comprehensive overview of accounting. Periodic offering.

BU 477 FORAD: Multi-National Finance 3

This course applies the theories of managerial and international finance to the problems of multinational treasury management. Topics include issues and techniques in multinational funds transfers; identifying and measuring foreign exchange and interest rate risk; multinational tax planning; managing foreign exchange and interest rate risk; hedging instruments, including forward contracts, options, and swaps; and financially engineered synthetics. Students also manage the financial functions of a computer-simulated multinational corporation, construct a biennial report summarizing their management results, and present oral reports to a board of directors consisting of professors and invited business professionals. Prerequisite: BU 467. Spring semester. Finance concentration students must take spring semester of senior year.

BU 489 Marketing Strategy 3

An integrative experience that allows students to understand the relationships between various aspects of marketing and other functional areas of business. Students will study the development of comprehensive marketing plans. Prerequisite: BU 218 and senior standing. Spring semester.

BU 490 Internship 1-12

See information on Directed Studies page.

EC Courses

EC 210 Principles of Microeconomics 3

Economics of the consumer and the firm; principles of market supply and demand and the determination of prices; analysis of competitive, monopolistic and oligopolistic markets; labor and other resource-input markets. Fulfills Social Science Shared Curriculum requirement. Prerequisites: MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 158 or MA 171 required if declared Economics or Finance concentration. Fall and spring semesters.

EC 211 Principles of Macroeconomics 3

Examination of problems of unemployment, inflation, productivity, and economic growth; measurement of national income; Keynesian and classical theories of national income determination; fiscal and monetary policies and their implications; international economics. Fulfills Social Science Shared Curriculum requirement. Prerequisites: MA 108, MA 150, MA 158 or MA 171 with a C or better. MA 158 or MA 171 required if declared Economics or Finance concentration. Fall and spring semesters.

EC 301 Money and Banking 3

Nature, function and regulation of money and credit. Review of the financial institutions that control domestic and international monetary policy. Prerequisites: BU 230, EC 210, and EC 211. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Periodic offering.

EC 320 Intermediate Microeconomic Analysis 3

Theory of consumer and producer behavior; determination of price under various market structures; resource allocation and income distribution; general equilibrium analysis; application of economic principles to social problems. Prerequisites: EC 210 and EC 211. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Fall semester.

EC 321 Intermediate Macroeconomic Analysis	3
Analysis of Keynesian, classical and other models of national income determination; fiscal and monetary policy; evaluation of the impact of international trade and capital flows on national income; theories of economic growth; macroeconomic history of the U.S. Prerequisites: EC 210 and EC 211. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Spring semester.	
EC 325 Economic Development	3
Theories of economic growth and development focusing on the developing countries; measurement of economic development; roles of economic systems, culture, resources, human capital, technology, foreign trade, foreign aid, foreign investment; economic appraisal methodology. Prerequisites: EC 210 and EC 211. Must have met departmental math requirement of MA 108, MA 150, MA 158 or MA 171 with a C or better. EC 320 and EC 321 recommended if declared Economics concentration. Periodic offering.	
EC 328 Poverty, Inequality, and Economics	3
This course introduces you to some of the theories and concepts that social scientists use to examine issues related to the economics of the household. We will focus on analysis of key measures of income and poverty. Key determinants, including marital status, fertility, age, race, gender, and education, will be analyzed in relation to economic status. This course uses Microsoft Excel extensively. Periodic offering.	
EC 345 Economics of Social Issues	3
For continuing studies students only. Economic thinking about social problems such as population growth, price controls, poverty, higher education, energy, crime, pollution, consumerism, health care, social and economic inequality, unemployment, inflation, taxation and the public debt.	
EC 350 Environmental Economics	3
Studies the role of markets, governments, and civil society in shaping the way people behave toward the environment, focusing on the concept of sustainability in terms of society, economics and the environment. Because people interact in a variety of ways, the course moves from local to global and focuses on issues at each level. Prerequisites: EC 210 or MA 171 or MA 158. Periodic offering.	
EC 356 Applied Economic Principles	3
For continuing studies students only. Explore national economic factors and the impact of government policy, as well as the driving force behind all economic decision-making, to analyze how and why consumers and businesses make the choices they do. Decision-making in light of scarce resources will be examined.	
EC 381 Study Abroad Inequality, Environment, Social Change	3
Establishes a basic understanding of the theory and practical application of the "hows" and "whys" of a particulate international culture abroad, particularly as it relates to the historic, present and future challenges of that economy and to doing business with various people groups at home and abroad. Business models unique to non-American cultures will be explored in depth. Also listed as SO 381.	
EC 402 Econometrics	3
Application of statistical modeling to empirical work in economics. A mixture of theory and applied computer work. Primary focus is regression analysis. Prerequisites: EC 320 and EC 321. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Spring semester.	
EC 416 International Trade and Finance	3
Classical and modern theories of international trade; analysis of tariffs and other trade restrictions; balance of payments; foreign exchange-rate determination; relationship between national income and balance of payments; applications to current issues in international economics. Prerequisites: EC 320 and EC 321. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Fall semester.	

EC 430 Money Skills for Life after College

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Review of practical money skills that college students need as they enter the world of work. Covers basic budgeting, credit management, making decisions about employer-provided health care, and savings and investments, especially employer-provided options. Spring semester.

Chemistry

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

The learning outcomes of this major prepare students to...

- understand the development of chemical theory and apply current chemical content to solving problems.
- communicate scientific issues in writing.
- communicate scientific issues verbally.
- use and critically analyze the chemical literature.
- know and use standard lab techniques.
- understand the connections between their faith and/or worldview and the theory and practice of chemistry and ethical decision-making.

B.S. students will also do the following...

- demonstrate the ability to conduct research through the development and use of experiments to test a hypothesis.

Requirements for a Chemistry Major, B.A. (46)

CH 161 or CH 161H	General Chemistry I General Chemistry I Honors	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 315	Chemical Literature	1
CH 381	Chemistry Seminar	0
CH 481	Chemistry Seminar	1
Approved upper-division chemistry electives *		12

*One writing-intensive course and at least two credits of lab required

No more than 2 credits of internships or independent study, no more than 2 credits of teaching assistantships, no more than 4 credits of Chemistry research (CH 488LH or CH 494LH), and no more than 4 total credits for any combination of the above will count towards chemistry electives.

MA 171	Calculus I	4
MA 172	Calculus II	4
One of the following year-long sequences:		8
PS 131 & 131L	College Physics for Life Sciences and College Physics for Life Sciences Laboratory I	
PS 133 & 133L	College Physics for Life Sciences II and College Physics for Life Sciences Lab II	
PS 151 & 151L	General Physics I and General Physics I Lab	
PS 153 & 153L	General Physics II and General Physics II Lab	
For teacher certification, the following course is required:		
EDU 455W	Science in Secondary School (2)	

For teacher certification, the following courses are strongly suggested:

CH 325L	Community Chemistry Outreach	
CH 331	Environmental Chemistry	
CH 335	Analytical Chemistry	
CH 335L	Analytical Chemistry Lab	
CH 401	Biochemistry I	
CH 401L	Biochemistry I Lab	
SI for General Chemistry		
MA 256	Elementary Probability and Statistics (3)	

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

Chemistry Core for B.S. Requirements (36)

One of the following: 3

CH 161	General Chemistry I	
CH 161H	General Chemistry I Honors	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 315	Chemical Literature	1
CH 381	Chemistry Seminar	0
CH 481	Chemistry Seminar	1

One of the following sequences: 2

CH 387 & 387L	Chemistry Experimental Design and Chemistry Experimental Design Lab	
CH 497H & CH 494LH or CH 488LH	Dissemination of Chemistry Research and Chemistry Research Chemistry Research	
MA 171	Calculus I	4
MA 172	Calculus II	4
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L or PS 154L	General Physics II Lab Near Space Research Project	1

Complete one writing-intensive course

For teacher certification, the following course is required:

EDU 455W	Science in Secondary School	
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For teacher certification, the following additional courses are strongly suggested:

CH 325L	Community Chemistry Outreach	
CH 331	Environmental Chemistry	
CH 335	Analytical Chemistry	
CH 335L	Analytical Chemistry Lab	
CH 401	Biochemistry I	
CH 401L	Biochemistry I Lab	
SI for General Chemistry		
MA 256	Elementary Probability and Statistics (3)	

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

General Track for Chemistry, B.S. (60)

Core requirements		36
Five of the following		20
CH 331	Environmental Chemistry (plus lab)	
CH 335	Analytical Chemistry (plus lab)	
CH 336	Spectroscopic Analysis (plus lab)	
CH 351	Inorganic Chemistry (plus lab)	
CH 401	Biochemistry I (plus lab)	
CH 421	Thermochemistry (plus lab)	
CH 423	Quantum Chemistry (plus lab)	

Approved upper-division chemistry electives 4

No more than 2 credits of internships or independent study, no more than 2 credits of teaching assistantships, no more than 4 credits of Chemistry research (CH 488LH or CH 494LH), and no more than 4 total credits for any combination of the above will count towards chemistry electives.

Biochemistry Track for Chemistry, B.S. (65-67)

Core requirements		36
CH 401	Biochemistry I	3
CH 401L	Biochemistry I Lab	1
CH 403	Biochemistry II	3
CH 421	Thermochemistry	3
CH 421L	Thermochemistry Lab	1

One of the following: 4

CH 331	Environmental Chemistry (plus lab)	
CH 335	Analytical Chemistry (plus lab)	
CH 336	Spectroscopic Analysis (plus lab)	
CH 351	Inorganic Chemistry (plus lab)	
CH 423	Quantum Chemistry (plus lab)	

Approved upper-division chemistry electives 3-4

No more than 2 credits of internships or independent study, no more than 2 credits of teaching assistantships, no more than 4 credits of Chemistry research (CH 488LH or CH 494LH), and no more than 4 total credits for any combination of the above will count towards chemistry electives.

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 143	General Biology II: Ecology and Evolution	4

One of the following: 3-4

BI 399	Molecular Genetics	
CH 402	The Biochemistry of DNA and RNA	

Physical Chemistry Track for Chemistry, B.S. (61-64)

Core requirements		36
CH 421	Thermochemistry	3
CH 421L	Thermochemistry Lab	1
CH 423	Quantum Chemistry	3
CH 423L	Quantum Chemistry Lab	1

Two of the following: 8

CH 331	Environmental Chemistry (plus lab)	
CH 335	Analytical Chemistry (plus lab)	
CH 336	Spectroscopic Analysis (plus lab)	

CH 351	Inorganic Chemistry (plus lab)	
CH 401	Biochemistry I (plus lab)	
Approved upper-division chemistry electives		3-4
No more than 2 credits of internships or independent study, no more than 2 credits of teaching assistantships, no more than 4 credits of Chemistry research (CH 488LH or CH 494LH), and no more than 4 total credits for any combination of the above will count towards chemistry electives.		
Approved math or physics courses		6-8
MA 273	Calculus III	
MA 278	Discrete Mathematics	
MA 330	Linear Algebra	
PS 251W	Modern Physics	

Requirements for a Chemistry Minor (20)

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

For teacher certification, the following course is required:

EDU 455W	Science in Secondary School (2)	
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For teacher certification, the following courses are strongly suggested:

CH 278	Organic Chemistry II	
CH 278L	Organic Chemistry II Lab	
CH 325L	Community Chemistry Outreach	
CH 335	Analytical Chemistry	
CH 335L	Analytical Chemistry Lab	
CH 331	Environmental Chemistry	
CH 401	Biochemistry I	
CH 401L	Biochemistry I Lab	
SI for General Chemistry		
MA 256	Elementary Probability and Statistics	
PS 131 & 131L	College Physics for Life Sciences and College Physics for Life Sciences Laboratory I	
PS 133 & 133L	College Physics for Life Sciences II and College Physics for Life Sciences Lab II	

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

Interdisciplinary Courses

STEM 115 Preparing for a STEM Career 1

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

STEM 126 Seminar for Health Professions 1

A seminar to introduce students to the pre-health fields. Visiting speakers will represent medical, dental, pharmacy, and veterinary fields. This course will cover the specifics of courses, majors, and other issues related to pre-health fields. Students will also reflect on the importance of the connections between academic disciplines as they consider future vocational options. Recommended for pre-health professional students interested in the fields listed above. This seminar fulfills the SC 126 Shared Curriculum requirement. Spring semester.

STEM 351 Preparatory Seminar: Health Professions 1

A cross-disciplinary course focusing on synthesis of general biology, general chemistry, general physics, organic chemistry, physiology, NMR and IR spectroscopy. Strategic course for learning to apply introductory science/math knowledge to questions involving higher-order content. Intended for students planning to take the Medical College Admissions Test, Dental Aptitude Test, or veterinary-school entrance exams. Intended primarily for students in their junior or senior year. Students will prepare for health professions both in terms of the entrance exams and by researching each school's focus and prerequisites. Prerequisites: BI 140, BI 143, CH 161, CH 181, CH 271, CH 278, PS 151 & 153 or PS 131 & 133.

Courses

CH 101 Introduction to Chemistry 3

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

CH 101L Introduction to Chemistry Lab 1

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

CH 102 Bioorganic Chemistry 3

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

CH 102L Bioorganic Chemistry Lab 1

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

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

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

CH 105 Chemistry History and Art in Europe 3

This course will examine how chemical ideas have developed over time, how social, cultural and historical factors have influenced the development of science and chemistry and conversely, how chemistry and science have contributed to society and human culture. The course traces the historical development of chemistry from ancient to modern times on site in London, Paris, and Munich. Students will "meet" the chemists, read from their original writings, and see where they lived and what they created. Periodic offering.

CH 111 Green Chemistry 3

The focus will be on environmentally friendly chemistry (green chemistry) applied to the design, development, and implementation of chemical processes and products that are not harmful to humans or the environment. Basic math and algebra skills will be used. For non-majors. Also listed as ENS 112. Periodic Jan Term offering.

CH 112 Chemistry and Health 3

Applications of chemical principles to concepts of health and disease. Overview of chemistry discoveries and their contributions to understanding current health issues. For non-majors. Also listed as ENS 113. Periodic Jan Term offering.

CH 120H The Chemistry in Art 3

Chemistry applied to understanding art media, color, and form as well as art appreciation, history, analysis and conservation. Explore chemistry concepts through arts & crafts projects. Appropriate for non-science students. No pre-requisites. Meets honors course criteria. Periodic Jan term offering.

CH 122 Chemistry in Modern Living 3

Overview of current chemical issues, for the non-science student. Topics may include air pollution, global warming, ozone layer, acid rain, nuclear energy, solar energy, plastics, nutrition and/or pharmaceutical drugs. Basic math and algebra skills will be used. For non-majors. Also listed as ENS 122. Periodic Jan Term offering.

CH 161 General Chemistry I 3

Foundational course in chemistry. Treatment of measurement concepts, atomic and molecular theories, chemical reactions, chemical bonding, basic calculations. One year of high school chemistry recommended. Passing score on placement test and demonstrated mathematics proficiency required. Students without this prerequisite must take CH 101 before electing CH 161. Fall and spring semesters.

CH 161H General Chemistry I Honors 3

Foundational course in chemistry. CHEM 161H differs from the regular CHEM 161 offering in its small class size, its emphasis on active, collaborative, and problem-based learning, and a more rigorous, process-oriented approach. The dominant theme of the course is the connection between the molecular-level attributes of matter (elemental composition, atomic structure and electronic configurations, bonding, molecular structure and intermolecular forces) and the observable physical and chemical properties of individual substances as applied in the real world. One year of high school chemistry recommended and math proficiency required. Passing score on placement test and demonstrated mathematics proficiency required. Fall, periodically.

CH 161L General Chemistry I Lab 1

Basic laboratory techniques, simple synthesis, titration, qualitative analysis. Prerequisite: CH 161, CH 161H, or concurrent enrollment. Fall and spring semesters. Lab fee.

CH 181 General Chemistry II 3

Properties of solutions, introduction to kinetics, acid-base concepts, equilibrium, nuclear radioactivity, electrochemistry, and thermochemistry. Prerequisite: CH 161 or CH 161H. Fall and spring semesters.

CH 181L General Chemistry II Lab 1

Titration, equilibrium constant determination, reaction kinetics, electrochemical studies. Prerequisites: CH 161L and concurrent enrollment in CH 181. Fall and spring semesters. Lab fee.

CH 271 Organic Chemistry I 3

Detailed treatment of basic organic chemistry concepts. Nomenclature, conformational and structural analysis, basic reaction mechanisms. Prerequisite: CH 181. Fall and Spring semesters.

CH 271L Organic Chemistry I Lab 1

Preparation, purification and identification of organic compounds. An introduction to organic synthesis. Prerequisites: CH 181L and concurrent enrollment in CH 271. Fall and spring semesters. Lab fee.

CH 278 Organic Chemistry II 3

Reactions of organic molecules, mechanisms of reactions, and how such reactions may be employed in the synthesis of new compounds. Prerequisite: CH 271 with minimum grade of C-. Spring semester.

- CH 278L Organic Chemistry II Lab** 1
Synthetic techniques for organic compounds, design of multi-step synthesis, introduction to chemical literature, and spectroscopy. Prerequisites: CH 271L and concurrent enrollment in CH 278. Spring semester. Lab fee.
- CH 304 Prep Course for History of Chemistry and Art Study Program in Europe** 1
Preparatory course for students accepted to the History of Chemistry and Art Study Abroad course. Students will study chemical theory, learn about art history, and ties between chemistry and art, in addition to doing an in-depth literature research review of a historical chemist. Students will also examine the culture of the European countries to be visited.
- CH 305 Chemistry History and Art in Europe** 3
This course will examine how chemical ideas have developed over time, how social, cultural and historical factors have influenced the development of science and chemistry and conversely, how chemistry and science have contributed to society and human culture. The course traces the historical development of chemistry from ancient to modern times on site in London, Paris, and Munich. Students will "meet" the chemists, read from their original writings, and see where they lived and what they created. Periodic offering.
- CH 310 Chemical Entrepreneurs** 3
This class will examine in detail the role a chemist plays in bringing products to market, and how Chemistry interfaces with the many facets of modern companies. Be your own boss and explore your entrepreneurial instincts as you and your team "startup" your own company and design a "virtual" chemistry-based product, modelling it by computer. Actual synthesis/building of the product will not be required. Prerequisite: CH 271. Also listed as CH 310W. Periodic offering.
- CH 315 Chemical Literature** 1
An examination of current scientific literature and writing in chemistry. Students will gain skills in searching, reading and analysis of chemical literature. Students will practice writing using conventions found in chemistry. Prerequisite: CH 271. Fall and spring semesters.
- CH 325L Community Chemistry Outreach** 1
Promotion of science education through service-learning opportunities in the community, such as the presentation of fun chemistry experiments/demos as part of departmental outreach efforts to local K-12 students. Prerequisite: CH 101 or CH 161. Jan Term and periodic spring.
- CH 331 Environmental Chemistry** 3
Study of the environment from a systems approach. Includes study of the hydrosphere (water), atmosphere (air), and geosphere (earth) and interactions with the anthroposphere (humans). Offered Spring semesters, even years. Prerequisites: CH 271. Also listed as ENS 331 and CH 331W.
- CH 331L Environmental Chemistry Lab** 1
Explore the laboratory methods typical in environmental analysis. Includes sampling techniques, use of certified protocol(s), and spectroscopic and instrumental analysis. Also listed as ENS-331L. Corequisite: concurrent enrollment in CH331, CH331W, or ENS331. Spring semester even years.
- CH 335 Analytical Chemistry** 3
Approaches to analyte separation and quantification including sampling, quality control, basic statistics, advanced treatment of equilibrium and electrochemistry, spectroscopic instrumentation, and chromatography. Prerequisites: CH 181. Also listed as CH 335W. Fall semesters, even years.
- CH 335L Analytical Chemistry Lab** 1
Statistical analysis of data, separation techniques, use of instrumentation in solving analytical problems. Corequisite: concurrent enrollment in CH 335. Fall semester, even years. Lab fee.
- CH 336 Spectroscopic Analysis** 3
Advanced treatment of the most common spectroscopic techniques including UV-Vis, IR, NMR, and GC-MS. Prerequisites: CH 278. Fall semester, odd years.

CH 336L Spectroscopic Analysis Lab 1

Use of instrumentation in solving analytical problems. Prerequisite: concurrent enrollment in CH 336 or CH 336W. Fall semester, odd years. Lab fee.

CH 340 Forensic Chemistry 3

An examination of chemical theories and practices related to the analysis of chemical evidence in criminal investigations. This course will cover the major techniques and instruments used in the analysis of chemical and pattern evidence commonly used when analyzing forensic samples, including toxicology, explosive and firearms residues, drug classification, and ink and paint analysis. Periodic offering.

CH 345 Supramolecular Chemistry 3

This course will examine the fundamental basis for molecular assembly and illustrate how intermolecular interactions can be exploited to form diverse supramolecular architectures ranging from small molecules to biological systems. The course will present an overview of the current advances in supramolecular systems and provide students with an awareness and appreciation of the broader relevance of Supramolecular Chemistry as applied to organic assemblies, coordination building units and systems of higher complexity.

CH 345W Supramolecular Chemistry 3

This course will examine the fundamental basis for molecular assembly and illustrate how intermolecular interactions can be exploited to form diverse supramolecular architectures ranging from small molecules to biological systems. The course will present an overview of the current advances in supramolecular systems and provide students with an awareness and appreciation of the broader relevance of Supramolecular Chemistry as applied to organic assemblies, coordination building units and systems of higher complexity.

CH 351 Inorganic Chemistry 3

A study of the elements (especially metals) and their compounds. Bonding, crystal-field theory, coordination compounds, organometallics, symmetry, group theory and descriptive inorganic chemistry. Prerequisites: CH 181 and MA 171. Also listed as CH 351W. Fall semester, even years.

CH 351L Inorganic Chemistry Lab 1

Approaches to synthesis of inorganic compounds. Corequisite: concurrent enrollment in CH 351 or CH 351W. Fall semester, even years. Lab fee.

CH 381 Chemistry Seminar 0

Discussion of current chemical topics. Listen to and discuss student presentations, guest lectures. Fall and spring semesters.

CH 387 Chemistry Experimental Design 1

This course is designed for junior or senior students completing a B.S. degree in chemistry who may be interested in pursuing professional school or an industrial position after graduating from Whitworth. Students will be introduced to a research area through reading, discussing, and writing about primary literature. At the beginning of the semester, students will practice skills and techniques using prescribed protocols to hands-on skills and learn about experimental design. For the remainder of the semester, students will carry out a research project in order to gain experience with experimental design, troubleshooting, and the complex nature of scientific inquiry. Prerequisite: CH-315.

CH 387L Chemistry Experimental Design Lab 1

In this laboratory, students will engage in critical thinking, will develop advanced laboratory skills, and work on independent research. Students will be introduced to a research area through primary literature and develop skills and techniques specific to the research area and experimental design. Students will then carry out a research project to gain experience with experimental design, troubleshooting, and the complex nature of scientific inquiry.

CH 394L Chemistry Research 0

Research in chemistry, first semester. By permission.

CH 401 Biochemistry I	3
Structure and function of major classes of biomolecules. Overview of enzyme catalysis and kinetics. Prerequisites: CH 278. Also listed as CH 401W. Fall semester.	
CH 401L Biochemistry I Lab	1
Separations, assays and kinetic studies in biochemical systems. Primary focus is on amino acids, peptides, and protein enzymes. Prerequisites: CH 271L and CH 401. Spring semester. Lab fee.	
CH 402 The Biochemistry of DNA and RNA	3
In depth study of nucleic acid structure and function. Overview of replication, transcription, translation, and control of gene expression. The history and gender inequalities surrounding the discovery of DNA structure will also be examined. Prerequisites: CH 401. Jan Term, odd years.	
CH 403 Biochemistry II	3
Metabolic pathways and biochemical energy conversions. Overview of gene transcription, translation, and cellular controls. Prerequisite: CH 401. Also listed as CH 403W. Spring semester.	
CH 421 Thermochemistry	3
Kinetics, thermodynamics, liquids and solids, changes of state, phase diagrams. Prerequisites: CH 181, PS 153, and MA 172. Also listed as CH 421W. Spring semester.	
CH 421L Thermochemistry Lab	1
Energetic, kinetic and thermodynamic studies. Primary focus is on phase transitions, mixtures, and gases. Corequisite: concurrent enrollment in CH 421 or CH 421W. Spring semester. Lab fee.	
CH 423 Quantum Chemistry	3
Basic quantum mechanical theories, and its application to lasers, magnetism, molecular structure, and vibrational and electronic spectroscopy. Prerequisites: CH 181, PS 153 and MA 172. Also listed as CH 423W. Fall semester, odd years.	
CH 423L Quantum Chemistry Lab	1
Infrared and electronic spectroscopy, laser spectroscopy and computer modeling of quantum chemistry problems. Corequisite: concurrent enrollment in CH 423 or CH 423W. Fall semesters, odd years. Lab fee.	
CH 481 Chemistry Seminar	1
Discussion of current chemical topics. Student presentations, guest lectures; attend local scientific meetings. Oral scientific presentation required. Fall and spring semesters.	
CH 488LH Chemistry Research	1
Student pursuit of a laboratory problem of fundamental interest to chemistry. By permission. Prerequisite: CH 315. Jan Term.	
CH 490H Internship	1-12
CH 494LH Chemistry Research	1
Research in chemistry, second semester, or for students completing research off campus at another university, an industry site or a national laboratory. By permission.	
CH 497H Dissemination of Chemistry Research	1
Research performed on campus or off-campus will be shared with others. Students are expected to complete a research paper and give a presentation to a conference audience. The course should be taken in the Spring semester after completion of chemistry research. By permission. Prerequisite: CH 494L or CH 488L. Spring semester.	

Communication Studies

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

The learning outcomes of this major prepare the student to...

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

The Whitworth Communication Studies Department offers a major with four tracks: communication, journalism & media studies, speech communication, and strategic communication.

The communication major consists of a common foundation (21 credits) and one of four different tracks (24-25 credits). The foundation is as follows:

Requirements for Communication Major-Foundation Courses (21)

COM 113	Interpersonal Communication	3
or COM 113H	Honors Interpersonal Communication	
COM 120	Media and Society	3
COM 212	Theories of Human Communication	3
COM 309W	Introduction to Communication Research	3
COM 402	Mass Media Law	3
or COM 403	Freedom and Responsibility of Speech, Freedom & Responsibility of Speech	
COM 490	Internship	3
COM 493	Media Ethics	3
or COM 494	Communication Ethics	

The communication track is for students who wish to pursue a generalist approach to the broad field of communication. Students completing the communication track must complete the foundation (21 credits) plus:

Requirements for Communication Track (45-46)

Communication Foundation Courses (21)		21
Three of the following skills courses:		9
COM 125	Writing for Mass Media	
or COM 126H	Writing for Digital Media	
COM 210	Introduction to Public Speaking	
COM 231	Photojournalism	
COM 237	Introduction to Video & Audio Production	
COM 244	Publicity and Public Relations	
COM 325	Topics in In-Depth Reporting	
COM 337	Video and Audio Journalism	
COM 343	Editing for Multimedia	

Three of the following concepts courses:	9-10
COM 223	Small Group Communication
COM 270	Mediated Communication & Relationships
COM 313	Advanced Interpersonal Communication
COM 315	Critical Media Analysis
COM 316	International Mass Media
COM 323	Organizational Communication
COM 348	Mass Media History
COM 347W	History and Theory of Rhetoric
COM 353	Communication in Leadership
COM 370	Action Heroes to Zany Moms: Representations of Women in Popular Culture
COM 371	Stereotypes in the Media
COM 398	Intercultural Communication
COM 415	Persuasion
COM 482	Media Innovation

Six credits of department electives with no more than three from applied courses such as COM 245H 246-249, 445H 446-449, or COM 490 6

The journalism & media studies track is for students who wish to pursue either an academic or professional exploration of mass media. Students completing the journalism & media studies track must complete the foundation (21 credits) plus:

Requirements for Journalism & Media Studies Track (45)

Communication Foundation Courses (21)	21	
COM 125	Writing for Mass Media	3
or COM 126H	Writing for Digital Media	
COM 482	Media Innovation	3
Two of the following skills courses:	6	
COM 210	Introduction to Public Speaking	
COM 231	Photojournalism	
COM 237	Introduction to Video & Audio Production	
COM 244	Publicity and Public Relations	
COM 325	Topics in In-Depth Reporting	
COM 337	Video and Audio Journalism	
COM 343	Editing for Multimedia	
Two of the following concept courses:	6	
COM 315	Critical Media Analysis	
COM 316	International Mass Media	
COM 348	Mass Media History	
COM 370	Action Heroes to Zany Moms: Representations of Women in Popular Culture	
COM 371	Stereotypes in the Media	

Six credits of department electives with no more than three from applied courses such as COM 245H 246-249, COM 445H 446-449 or COM 490 6

The strategic communication track is for students who are interested in the persuasive side of mass media, with an emphasis on public relations. Students completing the strategic communication track must complete the foundation (21 credits) plus:

Requirements for Strategic Communication Track (45)

Communication Foundation Courses (21)		21
COM 125	Writing for Mass Media	3
or COM 126H	Writing for Digital Media	
COM 244	Publicity and Public Relations	3
COM 323	Organizational Communication	3
One of the following skills courses:		3
COM 210	Introduction to Public Speaking	
COM 237	Introduction to Video & Audio Production	
COM 337	Video and Audio Journalism	
COM 343	Editing for Multimedia	
COM 344	Strategic Event Planning	
Two of the following concepts courses:		6
COM 223	Small Group Communication	
COM 270	Mediated Communication & Relationships	
COM 316	International Mass Media	
COM 348	Mass Media History	
COM 353	Communication in Leadership	
COM 398	Intercultural Communication	
COM 415	Persuasion	
Six credits of department electives with no more than three from applied courses such as COM 245H 246-249, 445H 446-449, or COM 490		6

The speech communication track is for students who are interested in exploring interpersonal, group and organizational speech dynamics. Students completing the speech communication track must complete the foundation (21 credits) plus:

Requirements for Speech Communication Track (46)

Communication Foundation Courses (21)		21
COM 210	Introduction to Public Speaking	3
COM 223	Small Group Communication	4
COM 347W	History and Theory of Rhetoric	3
Three of the following:		9
COM 270	Mediated Communication & Relationships	
COM 313	Advanced Interpersonal Communication	
COM 323	Organizational Communication	
COM 353	Communication in Leadership	
COM 398	Intercultural Communication	
COM 415	Persuasion	
Six credits of department electives with no more than three from applied courses such as COM 245H 246-249, 445H 446-449, or COM 490		6

Requirements for a Communication Minor (15)

COM 125	Writing for Mass Media	3
or COM 126H	Writing for Digital Media	
COM 113	Interpersonal Communication	3
COM 212	Theories of Human Communication	3
Two approved upper-division courses		6

Requirements for a Journalism & Mass Communication Minor (15)

COM 125	Writing for Mass Media	3
or COM 126H	Writing for Digital Media	
One upper-division skills course (from COM 325, 335, 337, 343.)		3
One upper-division theories course (from COM 315, 348, 370, 402, 493)		3
Two journalism electives (any level, excluding COM 245H, 246, 247, 248, 445H, 446, 447, 448)		6

Requirements for a Speech Communication Minor (15)

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

Requirements for a Communication & Technology Minor (21)

Foundation: Take both courses		6
COM 125	Writing for Mass Media	
or COM 126H	Writing for Digital Media	
CS 171	Computer Science I	
Electives:		12
Two computer science courses, 200 level or higher		
Two communication studies courses, 200 level or higher		
Capstone: Choose one of the following		3
CS 378H	How to Make Darn-Near Anything	
COM 482	Media Innovation	

Requirements for a Communication & Culture Minor (18)

Select one:		3
COM 113	Interpersonal Communication	
COM 120	Media and Society	
Select one: Lower division US Cultural Studies (USCS) or Women's & Gender Studies (WGS) course or pre-approved course dealing with culture, from an outside dept.		3
Select two: Upper division US Cultural Studies (USCS) or Women's & Gender Studies (WGS) course or pre-approved courses dealing with culture, from an outside dept.		6
Select two:		6
COM 315	Critical Media Analysis	
COM 323	Organizational Communication	
COM 345	Media and Society in Germany	
COM 370	Action Heroes to Zany Moms: Representations of Women in Popular Culture	
COM 371	Stereotypes in the Media	
COM 398	Intercultural Communication	

Visual Communication (18 Credits)

Requirements for the visual communication minor are listed on the visual communication page. (p. 338)

Courses

- COM 113 Interpersonal Communication** 3
 Introductory course to communication studies that surveys perception, self-concept, feedback, listening, disclosure, conflict management, language and nonverbal communication. Fall and spring semesters.
- COM 113H Honors Interpersonal Communication** 3
 This course introduces principles of interpersonal relationships in a communal living and learning context off-campus. As an honors course, this class will emphasize experiential learning outcomes. Topics we will examine include: perception, self-concept, feedback, listening, disclosure, conflict management, verbal and nonverbal communication, relationship development, intercultural communication, and relational contexts. Jan term, even years.
- COM 120 Media and Society** 3
 This course looks at the history, culture, impact and future of media in the U.S. and abroad, with an emphasis on media literacy skills for the global citizen. Fall and spring semesters.
- COM 125 Writing for Mass Media** 3
 News values; creativity and structure in news writing; journalistic style and format; accuracy, clarity and conciseness in writing; basic reporting and research skills, interviewing, listening, and observing. Also listed as EP 125. Also listed as VC 125. Fall and spring semesters.
- COM 126H Writing for Digital Media** 3
 Students will explore the research and media theory that covers writing for digital media, then apply those concepts to a weekly online multimedia publication. Spring semester.
- COM 210 Introduction to Public Speaking** 3
 Introduction to speech construction and delivery. Speech skills are surveyed, including research, listening and nonverbal communication. Fall and spring semesters and periodic Jan Terms.
- COM 212 Theories of Human Communication** 3
 A comprehensive treatment of major theoretical approaches toward understanding the production and interpretation of human communication. Also listed as VC 212. Fall and spring semesters.
- COM 223 Small Group Communication** 4
 A theoretical and practical look at group communication processes such as conflict management, decision-making, group dynamics, leadership, and problem-solving. Fall semester.
- COM 231 Photojournalism** 3
 Introduction to photojournalism and the photographic and visual skills needed to create a compelling news image. Students shoot and critique documentary-style photographs and begin to develop a professional portfolio that includes news, feature, sports, portrait and picture stories. Personal camera - preferably a DSLR or advanced point-n-shoot - strongly recommended. Limited equipment available for short-term use. Spring semester. Periodic.
- COM 237 Introduction to Video & Audio Production** 3
 Course introduces students to fundamental concepts and techniques in the production of video and audio content. Skills are relevant to a range of media contexts, from journalism to PR to advertising. The emphasis in this course is on "hands-on" learning of basic video and audio recording, editing and non-fiction storytelling skills. Fall semester.
- COM 244 Publicity and Public Relations** 3
 Role and effect of publicity and public relations in the United States. Public relations process, public-opinion polling, development, evaluation of public relations programs. Prerequisite: COM 125. Also listed as EP 244. Spring semester.

COM 245H Applied Speech: Forensics	1
A practicum course for students involved in the intercollegiate forensics program. An in-depth course in advanced public speaking and debating that may be repeated for credit. Prerequisite: by permission. Fall and spring semesters.	
COM 246 Applied Journalism: Radio	1
Staff work on university radio station. May be repeated for credit. Fall and spring semesters.	
COM 247 Applied Journalism: Yearbook	1
Staff work on university yearbook. May be repeated for credit. Fall and spring semesters.	
COM 248 Applied Journalism: Public Relations Agency	1
Whitworth's student-run public relations agency, Beyond the Pines, is designed to give students of all majors who are interested in public relations an opportunity to practice their skills in a real-world environment. Students work in client-based teams to provide a broad array of public relations services to area nonprofit organizations. May be repeated for credit. Fall and spring semester.	
COM 249 Applied Journalism: Newspaper	1
Staff work on university newspaper. May be repeated for credit. Fall and spring semesters.	
COM 250 Applied Photography and Photojournalism	1
Photo staff for the university yearbook and newspaper. Students shoot and edit photo packages for both publications throughout the academic year.	
COM 270 Mediated Communication & Relationships	3
Communication and relational connections are fundamental to the human experience, and within the last several decades, both realities have been influenced by the increased personal use of electronic mediated devices and communication technologies. This course will explore the individual and collective consequences of mediated communication, and consider the influence of mediated communication on relational development. Fall semester, even years.	
COM 302 Digital Strategic Communication	3
This course covers the paradigm shift that social media is creating at the juncture of communication and technology. Students learn how to utilize online channels such as Twitter, Facebook, blogs, online ads, geo-based location and rating services, and other e-marketing tactics to engage your audience. Explores multiple platforms for monitoring, managing and tracking campaigns. Offered through Continuing Studies. Periodic Offering.	
COM 309W Introduction to Communication Research	3
An introduction to communication studies research methods and tools, including traditional and electronic resources. Students will develop skills in scholarly writing and argumentation. Prerequisite: COM 113 or COM 212. Spring semester.	
COM 311 Public Relations and Communication	3
Students examine the role of managed communication in public relations problems unique to health, education, and human and public service organizations. This study includes the theory and practice of public speaking with a focus on civic persuasion. Students will strengthen written communication skills critical for effectiveness in professional environments. Offered through Continuing Studies. Periodic offering.	
COM 313 Advanced Interpersonal Communication	3
Explores communication issues in the development of personal relationships, specifically friendships, romantic, family, and work relationships. Topics include the processes of establishing relationships, maintaining relationships, and coping with relational challenges. Fall semester, odd years. For Communication majors only.	

- COM 315 Critical Media Analysis** 3
 Analysis of messages from primary mass media sources including print and broadcast news, Internet, entertainment and advertising. Course uses various tools to examine how messages are used by media producers and audiences to create meaning. Also listed as EP/COM 315. Spring semester.
- COM 316 International Mass Media** 3
 Development and operations of global mass communication channels and organizations. Comparative analysis of media, media practices, and flow of media content throughout the world. Fall semester. Even years.
- COM 323 Organizational Communication** 3
 Structure, process and function of communication in organizations, including diagnosing communication problems, analyzing communication networks, and managing communication. Prerequisite: Students must have met the oral communication requirement. Spring semester.
- COM 325 Topics in In-Depth Reporting** 3
 Newsgathering techniques and strategies, including direct observation, participant observation and interviewing; using public records and documents, libraries and statistics; dealing with sources; polls and surveys. Course explores a different news content approach each semester, including sports, arts, politics, science or education. Prerequisite: COM 125.
- COM 326 Advanced Reporting for Digital Media** 3
 Students will gain reporting and publishing experience in digital journalism, developing skills in text, image, audio, video, interactive and social. Students will produce digital story packages and discuss new media theory. Prerequisite: COM 125 or COM 126H.
- COM 337 Video and Audio Journalism** 3
 Development of writing, reporting, editing and production skills for video and audio journalism. Introduction to using field video and audio equipment. Broadcast news writing and production. Includes planning, researching and gathering of material and producing long-form journalistic audio and video pieces. Prerequisite: COM 125 or equivalent. Periodic offering.
- COM 339 Digital Storytelling** 3
 Explores theory and practice of digital, multi-modal writing and storytelling. Students will analyze and create digital stories using freely available tools for capturing, editing, and presenting audio, video, and text. Cross-listed with EL/FVNS 339. Prerequisites: EL 210, EL 245, COM 125, or permission of instructor. Periodic offering.
- COM 339H Digital Storytelling** 3
 Study of digital, multimodal writing/storytelling. Students create a variety of digital texts using freely available audio, video, and text editing tools. Two evening screenings in addition to regular class meetings. Prerequisites: EL 210, EL 245, COM 125, or instructor permission. Also listed as COM/FVNS 339. Jan term.
- COM 343 Editing for Multimedia** 3
 Introduction to principles of editing and design for communication on multiple platforms. Students will explore editing for content and mechanics as well as the important role of design in conveying an effective informational or persuasive message. Jan Term. Even years.
- COM 344 Strategic Event Planning** 3
 In this course, students are introduced to special events as an important area of strategic communication and how events can benefit an organization in various ways, from fundraising, to public relations, to education, to employee engagement. Topics include researching, planning, coordinating, marketing, managing, and evaluating of events. Students will both observe events and facilitate the planning and implementation of at least one on-campus event.

- COM 345 Media and Society in Germany** 3
 Off-campus program in Germany. Students gain basic understanding of contemporary German society and current issues such as European unity, changing demographics, the Christian church and the media in Germany. Students have an opportunity to acquire/solidify digital storytelling and media production skills in a cross-cultural and transnational setting. German language skills not required. May Term, even years.
- COM 346 Media Impact in Contemporary U.S.** 3
 Students taking this study program visit New York and Washington, D.C. to learn from media executives and scholars what they believe are the main issues currently facing the media; course also explores impact of media on contemporary U.S. society. Media industries visited will include newspapers, television, radio, magazine and book publishing, and advertising. Jan Term. Periodic.
- COM 347W History and Theory of Rhetoric** 3
 The origin and development of speech communication from its earliest conceptions in ancient Greece through the present, with particular emphasis on the theories of rhetoric. Prerequisite: COM 212. Offered annually.
- COM 348 Mass Media History** 3
 Origins and development of print and broadcast mass media in the United States. Prerequisite: COM 212 recommended, junior standing, or by permission of instructor. Also listed as EP 347. Fall semester. Odd years.
- COM 351 Group Dynamics** 3
 A focus on group behavior, including work teams and how their functioning affects organizational effectiveness. Emphasis on effective group processes for role clarification, decision-making, problem-solving, conflict resolution and group communications. Students develop communication strategies and application of concepts through completion of a small-group project. Offered through Continuing Studies.
- COM 352 Conflict Management** 3
 Investigates how individuals can manage relational conflict more effectively, with an emphasis on the language and structure of conflict. Students will develop skills in managing social and task conflict in both professional and personal contexts. Periodic offering. Offered through Continuing Studies.
- COM 353 Communication in Leadership** 3
 This course will explore how the practice of leadership is guided by the processes of communication through examining the theories and practice of both leadership and communication. It examines the role that communication plays in the leading of organizations, in navigating change in organizations, and in cultivating and maintaining the leader-follower relationship.
- COM 370 Action Heroes to Zany Moms: Representations of Women in Popular Culture** 3
 This course approaches recent popular culture in the US as more than simply entertainment. Particular attention is paid to representations of gender, sexuality, race, and class as intersecting, dynamic social categories embedded in narratives about women and feminism. Different media effects theories are explored and discussed. Cultural theory is used to learn how social anxieties, problems, and desires are constructed, managed, and challenged through cultural texts, critically analyzing how popular culture shapes who we are. Focus is on primarily visual culture, and a variety of genres and mediums.

- COM 371 Stereotypes in the Media** 3
 This course will explore how stereotypes are used to communicate understandings and misunderstandings about people through mass-mediated communication. An emphasis will be placed on how and why people stereotype and on how those stereotypes are distributed to the mass public through various media, including film, television, print, and advertising. Various stereotypes regarding ethnic and racial minorities, women, the LGBT community, class, age, religious affiliation, and ability will be identified and discussed. Critical analysis and discussion will be used to probe media, gender, racial, class, etc. issues and their intersections.
- COM 375 Hollywood: Spotlight on Gender Representation** 3
 This Jan Term program approaches recent film and television products in the US as more than simply entertainment. Particular attention is paid to representations of gender, sexuality, race, and class as intersecting, dynamic social categories embedded in narratives about gender and feminism. Different media effects theories will be explored and discussed in a hands-on environment. Students will have the opportunity to engage with "media makers" in the heart of the entertainment industry to discuss and explore how intersectional representation is approached.
- COM 398 Intercultural Communication** 3
 Study of how elements such as ritual, status, symbolism, concepts of time and use of space create our worldview. Class promotes cross-cultural understanding using interactive and visual communication to communicate effectively across cultures. Intent is to broaden cultural awareness and enhance multicultural literacy. Jan Term.
- COM 402 Mass Media Law** 3
 The First Amendment and court-protected freedom of expression, libel, right of privacy, copyright, covering government and the courts, broadcast regulation. Fall semester. Even years.
- COM 403 Freedom and Responsibility of Speech** 3
 An in-depth examination of the First Amendment and court-protected freedom of expression including sedition and political speech, religious speech, protest speech, academic freedom, and symbolic expression. Fall semester. Odd years.
- COM 405 Literary Journalism** 3
 Exploration of the literary journalism movement from the early 20th century through the "New Journalism" of the 1960s and 70s to modern work. Students will read and discuss literary journalistic works from a range of authors while developing a proposal for an original piece of their own.
- COM 415 Persuasion** 3
 Study and application of persuasion theories and research as they relate within interpersonal, media, ministry, and other contexts. The course will consider, primarily from a social science perspective, how speakers, messages and various persuasive appeals can modify attitudes and behaviors. Fall semester, even years.
- COM 445H Applied Speech: Forensics** 1
 A practicum course for students involved in the intercollegiate forensics program. An in-depth course in advanced public speaking and debating that may be repeated for credit. Prerequisite: by permission. Fall and spring semesters.
- COM 446 Broadcast Management Practicum: Radio** 1
 Management work on the university radio station. Prerequisite: COM 246 and appointment to management position. May be repeated for credit. Fall and spring semesters.
- COM 447 Editorial Practicum: Yearbook** 1
 Editorial work on the university yearbook. Prerequisites: COM 247 and appointment to editorial position. May be repeated for credit. Fall and spring semesters.
- COM 448 Applied Journalism: PR Leadership** 1
 Leadership of the Whitworth student-run public relations agency. Instructor consent required. May be repeated for credit. Fall and spring semesters.

COM 449 Editorial Practicum: Newspaper

1

Editorial work on the university newspaper. Prerequisite: Appointment to editorial/leadership position. May be repeated for credit. Fall and spring semesters.

COM 461 Applied Cross-Cultural Communication

3

Explores the importance of competent communication in the international arena. Study of how elements such as ritual, status, symbolism, concepts of time and use of space create our world view. This course will provide opportunities for students to enhance both professional and interpersonal skills in the area of communicating effectively across cultures. The intent is to broaden cultural awareness and enhance multicultural literacy as applied in nonacademic settings. For continuing studies students only.

COM 482 Media Innovation

3

Advanced issues-related topics in journalism and mass communication. Combines theoretical, historical and practical knowledge to provide an in-depth examination of new and traditional models of journalism and media with a focus on media innovation and development.

COM 490 Internship**CommunicationStudiesInternshipisrequired-1**

. course that combines an internship fieldwork experience with the academic study of Communication for the purpose of applying Communication theories, concepts and skills in a professional work environment. COM 490 internships require approval and registration by the Communication Studies internship faculty adviser before students start work at internship to be eligible for credit. Students are able to take COM 490 after they have completed 18 credits in Communication courses (12 of these 18 credits must be completed at Whitworth University). COM 490 Internship is offered during the Fall, Spring and Summer terms.

COM 493 Media Ethics

3

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

COM 494 Communication Ethics

3

An in-depth examination of the nature and criteria of ethical oral communication behavior in interpersonal, public speaking, group and intercultural settings. Examines ethical theories and their application to credibility, lying and persuasion in social, political, and religious contexts. Senior standing. Spring semester.

Development Studies (Interdisciplinary Minor)

Description:

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

Program Goals:

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

Requirements for a Development Studies Minor (22)

Required Classes (10 Credits)	10
DS 250/PO 250/ Environmental Politics	
DS 390 Internship (Development Internship)	
DS 465 Development Studies Symposium	
Elective Classes (12 Credits)	12
Cultural Competency: At least 3 Credits from the following	
DS 120/USCS 120 Introduction to U.S. Cultural Studies	
DS 310/USCS 310 U.S. Cultural Studies: Community-Based Research	
DS 311/USCS 311 U.S. Cultural Studies: Campus-Based Research	
DS 335H/USCS 335H U.S. Tribal Identities	
DS 220/SO 220 Race and Ethnicity *	
DS 238/SO 238 Sociology of Middle-Eastern Society	
Professional Competency: At least 6 credits of the following:	
DS 249 Principles of Service and Leadership (Cross-listed as BU 250)	
DS 350/BU 350 Transforming Leadership **	
DS 425/SO 425 Making Change: Social Intervention Strategies *	
Global Structures: At least 3 credits of the following:	
DS 203/SO 203 Globalization	
DS 353/PO 353 International Political Economy	
DS 425W/PO 425W International Development	
DS 325/EC 325 Economic Development	
SO 381/EC 381 Sustainable Development Abroad: Poverty, Inequality, Environment, Social Change	
DS 416/EC 416 International Trade and Finance ***	

* Prerequisites in the Department of Sociology apply.

** Prerequisites in the Leadership Program apply.

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

Courses

DS 120	Introduction to U.S. Cultural Studies	3
DS 196	Topics: Intro to Development Studies (Cross-listed as PO 196)	1-3
DS 203	Globalization (Cross-listed as SO 203)	3
DS 220	Race and Ethnicity (Cross-listed as SO 220)	3
DS 238	Sociology of Middle-Eastern Society (Cross-listed as SO 238)	3
DS 250	Environmental Politics (Cross-listed as PO 250)	3
DS 310	U.S. Cultural Studies: Community-Based Research (Cross-listed as USCS 310)	1
DS 311	U.S. Cultural Studies: Campus-Based Research (Cross-listed as USCS 311)	1
DS 325	Economic Development (Cross-listed as EC 325)	3
DS 335H	U.S. Tribal Identities (Cross-listed as USCS 335H)	3
DS 353	International Political Economy (Cross-listed as PO 353)	3
DS 390	Internship (Development Internship)	1-4
SO 381	Sustainable Development Abroad: Poverty, Inequality, Environment, Social Change (Cross-listed as SO 381)	3
DS 416	International Trade and Finance (Cross-listed as EC 416)	3
DS 425	Making Change: Social Intervention Strategies (Cross-listed as SO 425)	3
DS 425W	International Development (Cross-listed as PO 425W)	3
DS 465	Development Studies Symposium	1

Editing & Publishing (Interdisciplinary Minor)

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

Requirements for Editing & Publishing Minor (21)

Required Editing course	3
EP 248/EL 248 Introduction to Editing	
Take one Writing course	3
EP 245/EL 245 Creative Writing	
EP 125/COM 125 Writing for Mass Media	
EP 211/EL 211 Professional Writing	
Take one Design course	3
EP 348/EL 348 Book Design and Publishing	
EP 343 Editing, Layout and Design	
or COM 343 Editing for Multimedia	
EP 324/AR 324 Graphic Design I	
Take one Historical Context course	3
EP 350H/ American Literary Journals	
EP 347/COM 348 Mass Media History	
Take one Textual Analysis course	3
EP 267/EL 267 Introduction to Critical Strategies	
EP 315/COM 315 Media Criticism	
EP 382/EL 382 Rhetorical Methods and Approaches	
EP 484/EL 484 Literary Criticism	
EP 449W/EL 449W Postmodern Literature and Culture	
Internship	3
Rock & Sling, Whitworthian, PIE, or other approved by director of the minor.	
Elective	3
All students completing this minor should meet with the director of the minor to choose a final elective that will best serve their professional goals. Students are encouraged to meet with the director of the minor as soon as possible after declaring the minor. Some courses students might consider include those listed below, though other courses might apply.	
EP 221/AR 221 Introduction to Printmaking I: Relief and Intaglio	
EP 323/AR 323 Typography I	
EP 326/AR 326 Web Design I	
EP 218/BU 218 Marketing	
EP 325 The Small Bus Entrepreneur (Cross-listed as BU 326)	
EP 274/BU 274 Principles of Management	

EP 357/CS 357	Computer Graphics	
EP 340H/EL 340H	Writing in Virtual Worlds	
EP 396H/EL 396H	This Whitworth Life: Audio Storytelling	
EP 212/COM 212	Theories of Human Communication	
EP 244/COM 244	Publicity and Public Relations	
EL 388	Structure and Development of the English Language	

Courses

EP 125	Writing for Mass Media (Cross-listed as EL 125)	3
EP 211	Professional Writing (Cross-listed as EL 211)	3
EP 212	Theories of Human Communication (Cross-listed as COM 212)	3
EP 218	Marketing (Cross-listed as BU 218)	3
EP 221	Introduction to Printmaking I: Relief and Intaglio (Cross-listed as AR 221)	3
EP 244	Publicity and Public Relations (Cross-listed as COM 244)	3
EP 245	Creative Writing (Cross-listed as EL 245)	3
EP 248	Introduction to Editing (Cross-listed as EL 248)	3
EP 267	Introduction to Critical Strategies (Cross-listed as EL 267)	3
EP 274	Principles of Management (Cross-listed as BU 274)	3
EP 315	Media Criticism (Cross-listed as COM 315)	3
EP 323	Typography I (Cross-listed as AR 323)	3
EP 324	Graphic Design I (Cross-listed as AR 324)	3
EP 325	The Small Bus Entrepreneur (Cross-listed as BU 326)	3
EP 326	Web Design I (Cross-listed as AR 326)	3
EP 340H	Writing in Virtual Worlds (Cross-listed as EL 340H)	3
EL 337H	Audio Storytelling	3
COM 343	Editing for Multimedia	3
EP 348	Book Design and Publishing (Cross-listed as EL 348)	3
EP 357	Computer Graphics (Cross-listed as CS 357)	3
EP 382	Rhetorical Methods and Approaches (Cross-listed as EL 382)	3
EP 350H	American Literary Journals (Cross-listed as EL 350H)	3
EP 449W	Postmodern Literature and Culture (Cross-listed as EL 449W)	3
EP 484	Literary Criticism (Cross-listed as EL 484)	3
COM 246	Applied Journalism: Radio	1
COM 247	Applied Journalism: Yearbook	1
COM 248	Applied Journalism: Public Relations Agency	1
COM 249	Applied Journalism: Newspaper (Applied Journalism courses can be listed with EL 266/466 in internship category)	1
COM 348	Mass Media History	3
COM 447	Editorial Practicum: Yearbook	1
COM 448	Applied Journalism: PR Leadership	1
COM 449	Editorial Practicum: Newspaper	1

Education

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

Mission: The Whitworth University School of Education prepares socially just and inclusive teachers, counselors, therapists and administrators to be educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders and advocates.

Vision: The Whitworth University School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge.

The student learning outcomes of this program prepare students to:

1. Plan for effective instruction and assessment using research-based methods that include differentiation for all learners.
2. Employ effective assessment strategies (formal and informal) throughout the learning cycle to support analysis of student learning and provide informed feedback to students on their progress.
3. Engage K-12 learners in academic and reflective discourse for the purposes of eliciting student voice regarding content understanding and to provide opportunities for student self-reflection.
4. Effectively engage in self-reflection to support continued improvement in instructional practices.
5. Integrate faith and learning by articulating one's personal faith tradition or principals of one's personal worldview; examining how professional practices are aligned to or challenge one's own faith or worldview perspectives; and evaluating one's own positions and choices using faith/worldview perspectives as a framework.
6. The teacher candidate will identify and describe the role that human development and social, cultural, linguistic, physical and community context play as related to the learner and the learning enterprise; apply theories, concepts and strategies for culturally responsive pedagogy to promote inclusive communities for learning that foster the values and gifts of each member.

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

Certification

- While every attempt is made to ensure that certification programs are compatible with degree study, certification requirements may go beyond degree requirements.
- Whitworth University certification programs lead to Washington state certification. For certification in another state, the applicant will need to contact the appropriate state's certification agency to determine requirements.
- Whitworth University certification programs must meet requirements instituted by the Washington Office of the Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB). Hence, certification requirements are subject to change upon notification by the OSPI and PESB and must be incorporated into all appropriate certification plans.
- Certification study without the pursuit of a degree is possible where appropriate.
- Only candidates in good standing will be certified. Contact the Whitworth Educational Certification & Career Services Office, located in Dixon Hall, at 509.777.4403 or 509.777.4405 for details.

Services Provided by the Educational Certification & Career Services Office

- Administrative certification (Principal)
- Educational Staff Associate certification (School Counselor)

- Career service information:
 - Career fairs
 - Résumé and cover letter building
 - Current job openings

Department of Teacher Education Undergraduate Program

The Whitworth Department of Teacher Education views the role of the teacher as a calling – a commitment to understanding and responding compassionately to the needs of children and youth. The undergraduate teacher education program conceptualizes our graduates as educators of mind and heart who serve as scholars, community members, effective practitioners, visionary leaders and advocates. Courses in the program are structured around this conceptual framework, and students are encouraged to view their future roles as teachers through this model. Per Washington state law, all field experiences require current Washington State Patrol/FBI fingerprint clearance, as well as a character clearance application via the Office of Superintendent of Public Instruction (OSPI) website (www.k12.wa.us (<http://www.k12.wa.us>)) for pre-residency clearance. See the School of Education for information and requirements.

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

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

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

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

I. Professional Program: Preliminary (5)

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

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

II. Professional Program: Upper Division A. Teacher-Education Courses (35)

EDU 320	Exceptional Learners and Inclusion (This is the first upper-division course taken in the program.)	3
EDU 321	Intervention for Behavior and Motivation [†]	3
EDU 340	K-8:General/Lang Art Methods [*]	3
EDU 341	Mathematics: Elementary / Middle School Methods (K-9)	2
EDU 342	Elementary Curriculum Field Experience ^{**†}	1
EDU 343	Science: K-9 Methods and Assessment	2
EDU 344	Children's Literature and Social Studies	3
EDU 366	Teaching English Language Learners ^{**}	1
EDU 367	Introduction to Intercultural Education	1
EDU 368	Field Immersion in Intercultural Education ^{****†}	3
EDU 436	Intensive Interventions for Behavioral Challenges	3
EDU 440	Methods for Teaching Reading ^{****}	3
EDU 441	Diagnosis/Interventn Rdg Diff ^{****}	3
EDU 442	Literacy Field Experience ^{****†}	1
EDU 461	Assessment, Management, and Differentiation for Elementary School	3

- * These courses constitute the elementary curriculum block and are taken concurrently.
- ** Waived with any other ELL course
- *** Art, kinesiology, music and theatre majors take EDU 369 instead of EDU 368.
- **** These courses constitute the elementary literacy block and are taken concurrently in the semester following the curriculum block.
- ‡ WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are a prerequisite for these courses.
- † Students must provide their own transportation.

B. Non-Education Required Courses (16)

MA 221	Math for Elementary School Teachers I	3
MA 222	Math for Elementary School Teachers II	3
NS 101	Earth and Sky	3
EDU 261	Social Studies for Educators	3
AR 344	Elementary Art: Curriculum and Methods	1
KIN 344	Curriculum and Methods: Elementary Health, Fitness and PE	1
MU 344	Elementary Music: Music and Movement	1
TA 344	Theatre Across the Curriculum	1

III. Professional Program: Senior Seminars and Student Teaching (14)

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

EDU 470W	Capstone Seminar	1
EDU 472	Professional Issues in Elementary Education	1
EDU 474	Elementary Student Teaching Seminar	1
EDU 496.1	Directed Teaching, Elementary Level	11

‡ WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are a prerequisite for these courses.

† Students must provide their own transportation.

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

Requirements for Secondary Education, B.A. and Certification

To apply for a Washington State Teaching Certificate, this major must be completed in combination with a dual major in an approved content area leading to endorsement.

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

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

I. Professional Program: Preliminary (5)

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

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

II. Professional Program: Upper Division

A. Teacher Education Courses (26-27)

EDU 320	Exceptional Learners and Inclusion (This is the first upper-division course taken in the program.)	3
EDU 329	Principles of Behavior for Mid/Secondary Classroom †	3
EDU 350	Methods of Teaching in Middle and High School *	3
EDU 351	Middle/High School Field Experience *†	1
EDU 366	Teaching English Language Learners **	1
EDU 367	Introduction to Intercultural Education	1
EDU 368	Field Immersion in Intercultural Education ****†	3
EDU 436	Intensive Interventions for Behavioral Challenges	3
EDU 458	Content Area Reading and Writing	2
EDU 465	Assessment, Management, and Differentiation for Middle and High School *****	3
EDU 485	Middle/High School Field Experience ****†	1
Methods course in each endorsed subject area		2-3

* These courses taken concurrently.

** Waived with any other ELL course

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

**** These courses are taken concurrently.

† WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are a prerequisite for these courses.

‡ Students are required to provide their own transportation.

B. Professional Program: Content in the Teaching Area

This major must be taken in conjunction with an academic major (approved by both the major department and the department of teacher education) in an approved area. See department of teacher education for information regarding endorsements, or see each department's section in this catalog.

III. Professional Program: Senior Seminars and Student Teaching (14)

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

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

EDU 470W	Capstone Seminar	1
EDU 476	Professional Issues in Secondary Education	1
EDU 478	Secondary Student-Teaching Seminar	1
One of the following:		11
EDU 493	Directed Teaching, Middle School and Special Education ††	
EDU 494	Directed Teaching, High School and Special Education ††	
EDU 497	Directed Teaching, Middle-School Level ††	
EDU 498	Directed Teaching, High-School Level ††	

** EDU-261 "Social Studies for Educators" is a required shared curriculum course for Education majors. Please see the department with any questions.

‡ WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are a prerequisite for these courses.

† Students are required to provide their own transportation.

Note: Secondary candidates seeking endorsements in art, kinesiology, music and theatre must complete an additional practicum experience at the alternate level. Application for Washington State Teaching Certificate, passing student teaching, passing a state content area exam, and passing a teacher performance assessment are required for program completion.

Requirements for a Special Education Major, B.A. and Endorsement (31)

All endorsements subject to change; see School of Education for updated requirements. To apply for an endorsement, this major must be completed in combination with a dual major in elementary education or in an endorsable subject area major that can be taught with secondary certification. If a student completes this major without the aforementioned dual majors, he or she can apply to add a special education endorsement to a teacher residency certificate earned via a post baccalaureate teacher preparation program such as ETC or MIT.

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

Coursework:

EDU 320	Exceptional Learners and Inclusion	3
EDU 321	Intervention for Behavior and Motivation ‡†	3
EDU 322	Assessment and IEP Planning	3
EDU 323	Intervention for Academic Learning Problems	3
EDU 424	Early Intervention for Special Education	3
EDU 426	Intervention for Severe Communication, Sensory, and Physical Problems	3
EDU 436	Intensive Interventions for Behavioral Challenges	3

Fieldwork:

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

Electives available but not required:

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

‡ WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are a prerequisite for these courses.

† Students must provide their own transportation.

Note: Candidates who complete this major as a stand alone will be required to complete EDU 401W, American Democracy, Leadership and Schooling to meet the "W" course requirement.

The bachelor of arts degree in education studies is designed for individuals who are interested in the field of education, but who do not complete the requirements to become a certified teacher.

Core Requirements for Education Studies, B.A. Elementary & Secondary Tracks (16)

EDU 201	Educational Psychology for Children and Adolescents	3
EDU 202	Exploring Teaching	1
EDU 203	Field Experience	1
EDU 320	Exceptional Learners and Inclusion	3
EDU 366	Teaching English Language Learners	1
EDU 367	Introduction to Intercultural Education	1
EDU 368	Field Immersion in Intercultural Education	3
EDU 401W	Democracy, Leadership, and Schooling	3

Elementary Education Track (41-43 credits)

NS 101	Earth and Sky	3
	100 Level Biology or Alternative Biology	3
EDU 261	Social Studies for Educators	3
MA 221	Math for Elementary School Teachers I	3
MA 222	Math for Elementary School Teachers II	3
AR 344	Elementary Art: Curriculum and Methods	1
KIN 344	Curriculum and Methods: Elementary Health, Fitness and PE	1
MU 344	Elementary Music: Music and Movement	1
TA 344	Theatre Across the Curriculum	1
EDU 321	Intervention for Behavior and Motivation	3
EDU 340	K-8:General/Lang Art Methods	3
EDU 341	Mathematics: Elementary / Middle School Methods (K-9)	2
EDU 343	Science: K-9 Methods and Assessment	2
EDU 344	Children's Literature and Social Studies	3
EDU 440	Methods for Teaching Reading	3
EDU 441	Diagnosis/Interventn Rdg Diff	3
EDU 461	Assessment, Management, and Differentiation for Elementary School	3
EDU 342	Elementary Curriculum Field Experience (OPTIONAL)	1
EDU 442	Literacy Field Experience (OPTIONAL)	1

Secondary Education Track (14-16 credits plus another major)

Must also complete a major in a content area taught in public middle/high school		
EDU 329	Principles of Behavior for Mid/Secondary Classroom	3
EDU 350	Methods of Teaching in Middle and High School	3
EDU 351	Middle/High School Field Experience	1
EDU 458	Content Area Reading and Writing	2
EDU 465	Assessment, Management, and Differentiation for Middle and High School	3
EDU 485	Middle/High School Field Experience	1

Content area methods course (2-3 credits)

Early Childhood Special Education Endorsement (P-3)

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

Requirements for a Special Education Minor (17)

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

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

‡ WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are a prerequisite for these courses.

† Students must provide their own transportation.

Requirements for an English Language Learners (ELL) Minor and Endorsement (P-12) (17-27)

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

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

Meets Washington state endorsement requirements for ELL (P-12) [11 - 13 credits]:

EDU 361	Second-Language Acquisition	0.00,3
EDU 362	ELL Methodology & Assessment	0.00,3
EDU 363	ELL Methods in Language Arts and Reading	3
EDU 364	ELL/TESOL Field Experience *‡†	1-3
EDU 367	Introduction to Intercultural Education	1

Additional requirements for the ELL minor include [6 - 14 credits]:

Two of the following: 6

EDU 372.1	Refugee and Immigrant Experiences	
EDU 434	Early Speech, Language and Literacy	
EL 355	Introduction to Linguistics	
EL 388	Structure and Development of the English Language	
WL 442	Methods for Teaching Languages, K-12	

Competency in a second language; one of the following:

One year of residence in a non-English-speaking country
One year of Peace Corps training and service
Student is a native speaker of a language other than English
Eight semester credits of college coursework in a second language

* May be met as part of other field experience, such as EDU 368 or student teaching.

‡ WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are a prerequisite for these courses.

† Students must provide their own transportation.

Requirements for a Reading Endorsement (P-12) (17-18)

(Meets Washington state reading endorsement requirement (P-12))

EDU 344	Children's Literature and Social Studies	3
EDU 440	Methods for Teaching Reading	3
EDU 441	Diagnosis/Interventn Rdg Diff	3
EDU 442	Literacy Field Experience ‡†	1
EDU 443	Methods for Teaching Writing	2
One of the following with advisor approval:		2-3
EDU 323	Intervention for Academic Learning Problems	
EDU 363	ELL Methods in Language Arts and Reading	
EDU 444	Literacy Center Field Exprnc,Literacy Center Field Experience (must register for 2 credits)	
EDU 458	Content Area Reading and Writing	
One of the following with advisor approval:		3
EDU 434	Early Speech, Language and Literacy	
EL 210	Composition for Writers	
EL 387	English Methods and Adolescent Literature	
EL 388	Structure and Development of the English Language	

‡ WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are a prerequisite for these courses.

† Students must provide their own transportation.

Requirements for Minor in Reading Instruction (18-20)

Complete the above requirements for the reading endorsement and one additional course from the endorsement electives selected (with advisor approval). Electives may include an additional new course developed in consultation with the School of Education.

Requirements for Environmental/Sustainability Education (ESE) Specialty Endorsement (K-12) (14-15)

Meets Washington state environmental and sustainability education specialty endorsement requirement (K-12)

BI 120	Introduction to Environmental Science	3
PO 250	Environmental Politics	3
EDU 410	Environmental and Sustainability Education in the K-12 Classroom	3
or EDU 510	Environmental and Sustainability Education in the K-12 Classroom	
One of the following:		2
EDU 343	Science: K-9 Methods and Assessment	
EDU 453W	Social Studies in Secondary School	
EDU 455W	Science in Secondary School	
One elective from the approved Natural Science or Social Science and Historical Analysis course selections with advisor approval		3-4

Requirements for a Middle Level Mathematics Endorsement (4-9) (39)

In combination with either Elementary or Secondary Certification courses. All endorsement subject to change; see School of Education for updated requirements. Meets Washington state Middle Level Mathematics endorsement requirement (4-9).

MA 150	Pre-Calculus	4
MA 171	Calculus I	4

MA 221	Math for Elementary School Teachers I	3
MA 222	Math for Elementary School Teachers II	3
MA 256	Elementary Probability and Statistics	3
MA 278	Discrete Mathematics	3
EDU 329	Principles of Behavior for Mid/Secondary Classroom ††	3
One of the following:		2
EDU 341	Mathematics: Elementary/Middle School Methods (K-9)	
EDU 454	Mathematics in Secondary School	
One of the following:		3
EDU 461	Assessment, Management, and Differentiation for Elementary School	
EDU 465	Assessment, Management, and Differentiation for Middle and High School	
One of the following:		11
EDU 496	Directed Teaching, Elementary Level ††	
EDU 497	Directed Teaching, Middle-School Level ††	
EDU 498	Directed Teaching, High-School Level ††	

‡ WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are a prerequisite for these courses.

† Students must provide their own transportation.

Requirements for a Middle Level Science Endorsement (4-9) (45)

In combination with either Elementary or Secondary Certification courses. All endorsements subject to change; see School of Education for updated requirements. Meets Washington state Middle Level Science endorsement requirement (4-9).

BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
One of the following with corresponding lab:		4
CH 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Lab	
CH 161 & 161L	General Chemistry I and General Chemistry I Lab	
One of the following with corresponding lab:		4
CH 102 & 102L	Bioorganic Chemistry and Bioorganic Chemistry Lab	
CH 181 & 181L	General Chemistry II and General Chemistry II Lab	
CH 325L	Community Chemistry Outreach	1
PS 151 & 151L	General Physics I and General Physics I Lab	4
PS 153 & 153L	General Physics II and General Physics II Lab	4
NS 101	Earth and Sky	3
EDU 329	Principles of Behavior for Mid/Secondary Classroom ††	3
One of the following:		2
EDU 343	Science: K-9 Methods and Assessment	
EDU 455W	Science in Secondary School	2
One of the following:		3
EDU 461	Assessment, Management, and Differentiation for Elementary School	

EDU 465	Assessment, Management, and Differentiation for Middle and High School	
One of the following:		11
EDU 496	Directed Teaching, Elementary Level ††	
EDU 497	Directed Teaching, Middle-School Level ††	
EDU 498	Directed Teaching, High-School Level ††	

‡ WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are a prerequisite for these courses.

† Students must provide their own transportation.

Important Notes for All Undergraduate Teacher Education Students

1. Requirements for Washington state teacher certification and endorsements are subject to change. Therefore, all teaching areas and programs must be approved by the Whitworth Department of Teacher Education.
2. Admission to the teacher education program and student-teaching program must be approved by the department of teacher education.
3. Full admission to the teacher education program requires a minimum cumulative GPA of 3.0 at Whitworth, which must be maintained through student teaching. See department for admission guidelines.
4. Application for student teaching must be submitted one semester in advance. Admission to student teaching is required before a student enrolls in student teaching courses.
5. Current WSP/FBI fingerprint clearance and completion of the Washington State Pre-Residency Clearance application are prerequisites of each student for any field experience after EDU 203.
6. Admission to the department of teacher education and student teaching do not guarantee state certification.
7. Students cannot enroll in upper-division courses without first being admitted to the teacher education program.
8. All grades received in courses used for teacher certification and endorsements must be “C” or better. Courses that apply toward certification may not be taken P/NC.
9. Students seeking secondary certification must complete a major in an academic area approved by the department of teacher education.
10. Students are responsible for information in the certification handbook, which is available on the department website.
11. Students must have taken and passed the WEST-E or NES in their major before they may begin student teaching.
12. Upon the successful completion of an approved endorsement program, candidates will be recommended to OSPI for the official Washington State Teaching Certificate. Students planning to seek certification in another state must research certification and testing requirements for that state and are encouraged to do so early in their program.
13. An ELL endorsement may be required in certain states, such as California, Florida and Nevada. Students are responsible for knowing state requirements for ELL endorsements.

Post-Baccalaureate Certification Programs

Two teacher certification programs are available at Whitworth for people who already possess undergraduate degrees: (1) the Teacher Certification Program and (2) the Master in Teaching Degree Program.

The Whitworth Teacher Certification Program, a collaborative effort between the School of Education and Whitworth Continuing Studies, allows adults who work full time to complete a teacher certification program in a cohort-based accelerated evening and Saturday format. The program is designed to prepare elementary certificated teachers; however, candidates wishing to obtain secondary certification can complete a program consisting of a combination of traditional day and accelerated evening classes. Within the TCP program, post-baccalaureate students may choose between the master of education and certification-only tracks. Students can enroll in the

500 level of designated courses and apply up to 18 TCP semester credits as electives if accepted to Whitworth's M.Ed. program. For transferability, application must be made within four years of TCP program completion. Cohorts begin in August and February. For more information, please see the TCP program description in the Adult Degree Programs/Continuing Studies section of this catalog or contact an TCP advisor at 509.777.3222.

The Whitworth Master in Teaching Degree Program allows students to pursue a master's degree and teacher certification concurrently. Whitworth was the first university in Washington state to receive approval for an MIT program after state legislation permitted this option. This is an intensive, selective, full-time day-school graduate program that begins in June and continues for 13 months, culminating in June of the following year. Both elementary and secondary certification options are available in the MIT program. Application to the program must be made by April 1. (See graduate section of this catalog.) For more information about the MIT program, contact the Assistant Director at 509.777.3769.

Teacher Certification Program: Degree Completion in Elementary Education

Courses are limited to students enrolled in the Whitworth Teacher Certification Program, a collaborative effort between the School of Education and Whitworth Continuing Studies. Students can earn a bachelor of arts degree in elementary education along with Washington state residency teacher certification. Those currently holding a college degree can complete certification requirements only, or certification in conjunction with a Master of Education degree if accepted to the Whitworth Graduate Studies in Education Program. For complete program and course descriptions, see the Adult Degree Programs/Continuing Studies section of this catalog.

ASL Courses

ASL 100 Intro to Sign Language 3

Preparation for language acquisition via overview of sign language with concentration on language universals of category and relationship. For continuing studies students only.

ASL 101 Introduction to Sign Language & the Deaf 4

Study of American Sign Language, language acquisition, teaching methods, teaching sequences and materials for persons with hearing impairments, communication disorders, and cognitive delays. Overview of the history of sign language as well as receptive and expressive finger-spelling. Also listed as EDS 501 (students must register for graduate-level course and complete extra project if in a graduate program). Fall Semester and Summer.

ASL 102 Sign Language & the Deaf II 4

Advanced study of American Sign Language and the culture of the deaf. Expansion and improvement of manual communication skills, translating or interpreting abilities, and development of mental- processing techniques for comprehending the meaning of unfamiliar signs. Overview of educational aspects of deaf culture and sign language. Also listed as EDS 502. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: ASL 101. Spring Semester and Summer.

EDU Courses

EDU 150 Exceptionality Across the Life Span 2

This course acquaints students with the issues associated with human diversity across the lifespan in today's society. The focus is on individuals who have disabilities, their struggle for legal rights and social inclusion, and resources available for support. Students will also work directly with community agencies that serve people with disabilities. Jan Term.

EDU 201 Educational Psychology for Children and Adolescents 3

A study of children and youth with a focus on psychology in the classroom. Developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) and sociological challenges (abuse and neglect, substance abuse, poverty, familial discord) and their impact on teaching and learning are examined. Pre-requisite or Co-requisite: EDU 202. Fall and spring semesters and Jan term.

- EDU 201H Honors Educational Psychology** 3
 Honors section of Educational Psychology with emphasis on applied research in educational psychology. A study of children and youth with a focus on psychology in the classroom. Developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) and sociological challenges (abuse and neglect, substance abuse, poverty, familial discord) and their impact on teaching and learning are examined. Prerequisite or corequisite: EDU 202. Spring semester.
- EDU 202 Exploring Teaching** 1
 On-campus seminars examine the profession of teaching. Co-requisite: EDU 203. Fall and spring semesters and Jan Term.
- EDU 203 Field Experience** 1
 Semester-long field experience in which candidates are placed in classrooms as teaching assistants and tutors. Opportunity for candidates to reflect on their potential as educators, and relate classroom experience to EDU 201 and Washington state educational reforms. May require transportation to an off-campus placement. Concurrent enrollment in EDU 202 required. Fall and spring semesters and Jan Term.
- EDU 230 Teaching with Trauma in Mind: Practical Strategies to Support Students Affected By Trauma** 2
 The purpose of this course is to educate teacher candidates on childhood trauma and how it affects students' brains. Adverse childhood experiences (ACEs) are prevalent within our schools and affect how students learn and behave. This course will provide an understanding of what trauma is and practical strategies that teacher candidates can implement within their classroom to support students living in trauma. Teacher candidates will have the opportunity to read books, blogs, and articles that include research-based practices and apply what they have learned in their practicum or student teaching setting.
- EDU 261 Social Studies for Educators** 3
 This course will provide an overview of the content of social studies that is covered in grades K-12 based on the National Curriculum Standards for Social Studies. As noted in that document, the aim of all social studies instruction is the promotion of civic competence including developing in the learner the knowledge, intellectual processes, and democratic dispositions needed for active engagement in public life with an emphasis on addressing the cultural, linguistic, racial, ethnic, linguistic, religious, gender-based, and exceptional learning needs of the individual. The class will provide an introduction into the 10 core themes of the National Curriculum Standards for Social Studies: culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals and practices through the lens of United States and world history, geography, and economics.
- EDU 310 Adaptive Aquatic Behavioral Programming** 3
 Application of applied behavior analysis (ABA) in teaching skill acquisition in an aquatic setting. Students will adapt aquatic programming for children with behavior disorders and neuro-developmental disabilities. Conceptual, empirical, and procedural essentials of ABA are reviewed with specific applications to aquatic safety skills for children. No swimming experience required. Also listed as EDU & KIN. Field experience included.
- EDU 320 Exceptional Learners and Inclusion** 3
 Provides an overview of children with disabilities, gifted education, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis placed on accommodations for high incidence conditions. Introduction of Individualized Education Plans and completion of a service-learning experience in a home setting. Also listed as EDS 520 (students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 201, EDU 202, and EDU 203. Fall and Spring Semesters.

EDU 321 Intervention for Behavior and Motivation 3

Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Students plan, collect data, implement and evaluate an intervention. They learn to collect data and do functional assessments and document learning. Field experience included. Also listed as EDS 521. (Students must register for a graduate-level course and complete an extra project if in a graduate program). WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisite: EDU 320. Fall and Spring Semesters.

EDU 322 Assessment and IEP Planning 3

Practice and study of formal and informal, assessments. Integration and implementation of assessment into the development of Individualized Education Plans (IEP) for children and youth in special education settings. Students also will use data-based decision making to inform educational practices and behavior-change interventions. Also listed as EDS 522. (Students must register for graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 320. Concurrent with either EDU 481 or EDU 482. Fall semester.

EDU 323 Intervention for Academic Learning Problems 3

Methods and strategies to address academic learning problems for students with mild disabilities in math, reading, language, writing, and spelling. Includes class-wide peer tutoring, active responding, guided notes, Precision Teaching, Direct Instruction, Success for All, data-based intervention approaches and other relevant curriculum. Service learning project included. Also listed as EDS 523. (Students must register for a graduate-level course and complete an extra project in a graduate program). Prerequisite: EDU 320. Concurrent with either EDU 481 or EDU 482. Fall and Spring Semesters.

EDU 329 Principles of Behavior for Mid/Secondary Classroom 3

This course examines principles and practices of behavior management in the middle and secondary classroom. Fieldwork includes planning and carrying out a classroom intervention for a student with special needs. May require transportation to an off-campus field experience. WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisites: EDU 320. Spring semester.

EDU 340 K-8: General and Language Arts Methods Curriculum 3

This course presents methods and materials for elementary teachers. Observation and teacher assistantship in the public schools, microteaching, Common Core Standards for English/Language Arts and unit preparation utilizing appropriate teaching models based on learning theory, provide opportunities to reinforce course content. The various strands of language arts will be explored including: writing, listening, speaking, and reading. Candidates will gain familiarity with writing programs and methods for assessing student writing. Prerequisite: junior standing. Corequisites: EDU 341 and EDU 342. Meets Whitworth's oral communication requirement. Fall and spring semesters.

EDU 341 Mathematics: Elementary/Middle School Methods (K-9) 2

Introduction to math curriculum, instruction, and assessment in the elementary classroom. Development of lessons and unit plans based on best-practice research and Common Core Standards. Prerequisite: junior standing. Co-requisites: EDU 340, EDU 342. Fall and spring semesters.

EDU 342 Elementary Curriculum Field Experience 1

Semester-long placement in an elementary classroom to develop competencies in teaching and assessing learning in language arts and math. May require transportation to an off-campus field experience. WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisite: junior standing. Corequisites: EDU 340, EDU 341. Fall and spring semesters.

- EDU 343 Science: K-9 Methods and Assessment** 2
Introduction to instruction and assessment of science teaching at the elementary and middle levels and ideas for integrating science concepts in other disciplines. Includes theories, teaching strategies, demonstration and laboratory techniques, and an overview of curriculum, assessment guidelines, Common Core Standards, conducting field trips, and safety considerations. Prerequisite or co-requisite: EDU 340, EDU 341, EDU 342 and one college-level science course. Fall and spring semesters and Jan Term.
- EDU 344 Children's Literature and Social Studies** 3
This course is designed to provide an introduction to children's literature as well as a foundation for teaching social studies. It highlights the genres of the literature, learning about and through literature, and using quality literature integrated with other content. For social studies instruction, the course examines the state standards for social studies in the areas of world and American history, geography and civics and how to use children's literature as a content source for those areas of curriculum. Prerequisite: EDU 201 and EDU 202. Fall and spring semesters and Jan Term.
- EDU 350 Methods of Teaching in Middle and High School** 3
Candidates learn the fundamental knowledge and skills to implement standards-based instructional planning, the Common Core Standards, and to use multiple instructional strategies for teaching in secondary schools. Meets Whitworth's oral communication requirement. Prerequisite: EDU 201, EDU 202, EDU 320, junior standing and completion of at least 9 semester credits in major, or chair permission. Corequisite: EDU 351. Spring semester.
- EDU 351 Middle/High School Field Experience** 1
Placement in a middle or high school for a field experience in teaching area. Includes working with students in groups, assisting teachers, and planning and teaching lessons. A minimum of 30 hours is required. May require transportation to an off-campus field experience. WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisite: EDU 201, EDU 202, EDU 320, junior standing and completion of at least 9 semester credits in major, or chair permission. Corequisite: EDU 350. Spring semesters.
- EDU 361 Second-Language Acquisition** 3
An overview of interdisciplinary theories of how students acquire a first and an additional language informed by the fields of linguistics, psychology, sociocultural, and political studies. A view to gaining informed approaches for supporting English Learners and their access to the core curriculum, including an off-campus, experiential service-learning component. EDU 561 and TES 361. Fall Semester.
- EDU 362 ELL Methodology & Assessment** 3
Application of language-acquisition theory to the teaching of limited-English-proficient students. Listening, speaking, reading and writing strategies as well as the purpose and administration of language-proficiency assessment. Also listed as EDU 562. Spring Semester.
- EDU 363 ELL Methods in Language Arts and Reading** 3
Content centers around the Common Core State Standards intertwined with the Washington State English Proficiency Standards. Strategies for scaffolding content reading tasks for English Learners are explored and practiced. The course also addresses the literacy needs of English Learners in their core curriculum subjects with ways that instructors of core subjects can increase content achievement while supporting literacy needs. Also listed as EDU 563. Spring semester.
- EDU 364 ELL Field Experience** 1-3
The ELL Field Experience provides an opportunity to implement the knowledge and strategies being learned in the content ELL courses. The implementation is designed to occur during students' EDU 368/EDU 369 intercultural placements or in the students' own classrooms, if applicable. May require transportation to an off-campus field experience. WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisite: EDU 363 or EDU 362. Also listed as EDU 564. Fall, Jan Term, and Spring Semesters.

EDU 366 Teaching English Language Learners 1

An introduction to instructional strategies for teaching English Language Learners in the regular classroom and an overview of current programs and laws regarding the teaching of ELL students. Prerequisite: junior standing required. Waived with any other ELL course. Fall semester.

EDU 367 Introduction to Intercultural Education 1

Examination of both personal and institutional cultural proficiency in education. The impact of cultural and linguistic diversity on academic achievement is explored along with the crucial skills for effective intercultural communication. Also included is the examination of one's own cultural values, attitudes, and beliefs as they influence instruction and assessment practices used with P-12 students in the content areas. Offered only for those pursuing a teaching certificate. Prerequisite: junior standing required; senior standing recommended. Also listed as EDU 567. Fall semester.

EDU 368 Field Immersion in Intercultural Education 3

Participation in an intercultural off-campus experience at local, USA, or international educational site. Involves full school day experiences with culturally and linguistically diverse students. Includes observation, lesson planning, assisting students with special needs, tutoring, teaching, and attending professional meetings at culturally diverse sites. Except for local settings, students live in the community and participate in life of the community. Candidates prepare culturally proficient analysis of their experiences, use levels of cultural insights to interview persons of diversity, and infuse lesson plans with culturally and linguistically diverse strategies and assessments. WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisite: EDU 367. Jan Term and alternating May Term.

EDU 369 Field Immersion Intercultural Education 3

Participation in an intercultural off-campus experience at local, USA, or international educational site. Involves full school day experiences with culturally and linguistically diverse students for art, kinesiology, music, and theatre majors. Includes observation, lesson planning, assisting students with special needs, tutoring, teaching, and attending professional meetings at culturally diverse sites. Except for local settings, students live in the community and participate in life of the community. Candidates prepare culturally proficient analysis of their experiences, use levels of cultural insights to interview persons of diversity, and infuse lesson plans with culturally and linguistically diverse strategies and assessments. WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisite: EDU 367. Jan Term and alternating May Term.

EDU 372 Refugee and Immigrant Experiences 3

This course is a hands-on introduction to the lives of refugees and immigrants in the USA and the local area, with emphasis on second-language learning and teaching. It looks at the experiences of immigrant populations through the lens of their cultural and linguistic adjustment, including an off-campus, experiential service-learning component. Fall semester.

EDU 401W Democracy, Leadership, and Schooling 3

A capstone course to clarify spiritual, philosophical, social, and educational convictions as they relate to the teaching profession. Exploration of ways to translate worldview convictions into educational practice. Recommended elective for all elementary and secondary ed majors. Prerequisite: EDU 320. Fall and spring semesters.

EDU 410 Environmental and Sustainability Education in the K-12 Classroom 3

This course is designed to prepare teacher candidates to integrate environmental and sustainability education principles in the elementary, middle level or high school classroom. The primary focus of the course is to develop candidates' skills in methodology that can be used in indoor and outdoor settings to engage students in activities that promote environmental understanding and sustainability through inquiry, place-based learning, field investigation and civic engagement. Periodic offering.

EDU 424 Early Intervention for Special Education 3

Instructional methods, management strategies and interdisciplinary intervention techniques appropriate for working with children with disabilities from birth to age six in integrated settings. Includes strategies for supporting families and developing Individual Family Service Programs (IFSP). Also listed as EDS 524. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 320. Fall Semester.

EDU 426 Intervention for Severe Communication, Sensory, and Physical Problems 3

This course will examine the characteristics of individuals identified with severe disabilities, their unique educational and service delivery needs, family and community issues, and instructional strategies and supports. Methods and strategies will emphasize assessment, functional skills, adaptive behaviors, augmentative communication, generalization, and specific behavior-change procedures. Technology, trends, and evidence-based behavior analytic practices will also be taught. Also listed as EDS 526. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 320. Spring Semester.

EDU 434 Early Speech, Language and Literacy 3

Introduction to components of speech and language; and change involving second language acquisition whether oral or manual, with application to literacy and learning for students with disabilities. Junior/Senior standing or Graduate students. Also listed as EDS 534. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 320. Spring semester.

EDU 436 Intensive Interventions for Behavioral Challenges 3

An overview of theory, research and methods related to identifying community values and establishing school-wide Positive Behavior Support. Includes functional behavior assessment, data collection methods, interventions and behavior management strategies to respond effectively to students who exhibit severe challenging behavior. Also listed as EDS 536. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDU 321. Fall and Spring Semesters. Required for all Elementary and Secondary Ed majors.

EDU 438 Early Intervention Interdisciplinary Method 3

Early childhood special education methods using an interdisciplinary and Activity-Based Intervention approach. Requires on-site seminar and fieldwork. Junior/Senior standing or Graduate student. Also listed as EDS 538. (Students must register for a graduate-level course and complete an extra project if in a graduate program). WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisite: EDU 424. Alternate Summers.

EDU 440 Methods for Teaching Reading 3

Processes of teaching reading, reading skills, reading comprehension and vocabulary development at the elementary level. Includes hands-on use of current published reading materials for planning reading lessons and an overview of Common Core Standards. This course may be taught at an off-campus location. Prerequisites: EDU 340, EDU 341 and EDU 342. Corequisites: EDU 441 and EDU 442. Fall and spring semesters.

EDU 441 Diagnosis/Intervention Reading Difficulties 3

Study and use of instruments to assess reading abilities and the diagnosis and intervention of specific reading problems. Candidates assess elementary students, identify reading problems, and design and implement an intervention. This course may be taught at an off-campus location. Corequisites: EDU 440 and EDU 442. Fall and spring semesters.

EDU 442 Literacy Field Experience 1

Placement in an elementary school for a semester-long field experience to observe reading and language-arts lessons modeled by classroom teachers and to assess reading abilities of selected students. May require transportation to an off-campus field experience. WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Corequisite: EDU 440, EDU 441. Fall and spring semesters.

- EDU 443 Methods for Teaching Writing** 2
 This course will focus on strategies for teaching and assessing writing for grades K-8. Emphasis will be on the writing process, writer's workshop, writing across the curriculum and using the Common Core State Standards (CCSS) to develop prompts for the three genre expectations for elementary and middle grades. Prerequisite: EDU 201 or EDU 202. Fall and spring semesters.
- EDU 444 Literacy Center Field Experience** 1-2
 This class will be largely clinical in nature and will allow students pursuing a reading endorsement to have additional time to learn various intervention programs and to work individually with a struggling reader. Students will find the experience to be extremely valuable in helping them understand the nature of reading difficulties and one method for structured intervention. Application required. Fall and Spring semesters.
- EDU 453W Social Studies in Secondary School** 2
 Overview of social studies curriculum, instruction, and assessment in middle/high school. Emphasis on Common Core Standards in the area of social studies. Prerequisite: EDU 350. Fall semester.
- EDU 454 Mathematics in Secondary School** 2
 Overview of mathematics curriculum, instruction, and assessment in middle/high school. Emphasis on Common Core Standards in mathematics. Prerequisite: EDU 350. Fall semester.
- EDU 455W Science in Secondary School** 2
 Overview of science curriculum, instruction, assessment, and classroom/lab safety in middle/ high school. Emphasis on Common Core Standards in science. Prerequisite: EDU 350. Fall semester.
- EDU 458 Content Area Reading and Writing** 2
 Strategies for improving comprehension of content area materials, adapting lessons for a wide range of learners, analyzing the appropriateness of written materials, and connecting writing to the content area. Also listed as EDU 548 (students must register for a graduate-level course and complete an extra project if in a graduate program). Fall and spring semesters.
- EDU 461 Assessment, Management, and Differentiation for Elementary School** 3
 The purpose of this course is to prepare elementary teacher candidates to use appropriate instructional assessments, differentiation techniques, and classroom management strategies for K-8 classrooms. Prerequisites: Junior standing and EDU 340, EDU 341, & EDU 342. Corequisite: EDU 440. Fall and spring semesters.
- EDU 465 Assessment, Management, and Differentiation for Middle and High School** 3
 The purpose of this course is to prepare secondary teacher candidates to use appropriate instructional assessments, differentiation techniques, and classroom management strategies for 4th-12th grade classrooms. Prerequisites: Junior standing and EDU 350 & EDU 351. Corequisite: EDU 485. Fall semester.
- EDU 470W Capstone Seminar** 1
 This one-credit class will address state requirements for end-of-program pedagogy assessments. This will include evidence that the candidate can effectively plan, instruct, manage and assess students as well as self-reflect on his/her practice. The course will also address state requirements for evidence of knowledge in social-emotional learning and standards, tribal history learning and standards, and diversity/equity/inclusion learning and standards.
- EDU 472 Professional Issues in Elementary Education** 1
 Seminar on professional responsibilities, membership in professional organizations, faith and values related to teaching and parent/community relations. Fall and spring semesters.
- EDU 474 Elementary Student Teaching Seminar** 1
 Professional portfolio development, issues in student teaching, documentation of positive impact on student learning, and certification and job placement. Fall and spring semesters.

EDU 476 Professional Issues in Secondary Education	1
Public-school laws, professional rights and responsibilities, membership in professional organizations, faith and values related to teaching and parent/community relations. Fall and spring semesters.	
EDU 478 Secondary Student-Teaching Seminar	1
Professional portfolio development, issues in student teaching, documentation of positive impact on student learning, and certification and job placement. Fall and spring semesters.	
EDU 480 Field Experience (Level Specified)	1-6
May require transportation to an off-campus field experience. WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course.	
EDU 481 Special-Education Practicum, Early Childhood or K-8	1
A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDU 483, Advanced Practicum: Special Education, Early Childhood/ K-8. Application is required. Grade is Satisfactory/Not Satisfactory. Also listed as EDS 581. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisites: EDU 320 and EDU 321. Fall, Spring, Jan Term, and Summer Semesters.	
EDU 482 Special-Education Practicum, Middle Or High School	1
A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDU 484, Advanced Practicum: Special Education, Middle/High School. Application is required. Grade is Satisfactory/Not Satisfactory. Also listed as EDS 582. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisite: EDU 320 and EDU 321. Fall, Spring, Jan Term, and Summer Semesters.	
EDU 483 Advanced Special-Education Practicum: Early Childhood or K-8	4
A practicum of 120 hours in a special-education classroom under teacher supervision. Application and permission required. Also listed as EDS 583. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Prerequisites: EDU 321 and EDU 481. Fall, Spring, Jan Term, and Summer Semesters.	
EDU 484 Advanced Special-Education Practicum, Middle or High School	4
A practicum of 120 hours in a special education classroom under teacher supervision. Application and permission required. Also listed as EDS 584. (Students must register for graduate level course and complete extra project if in a graduate program). WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Pre-requisites: EDU 321 and EDU 482. Fall, Spring, Jan Term, and Summer Semesters.	
EDU 485 Middle/High School Field Experience	1
Placement in a middle or high school in teaching area immediately prior to the student teaching semester. Includes working with students in groups, assisting teachers, and planning and teaching lessons. A minimum of 30 hours is required. May require transportation to an off-campus field experience. WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Corequisite: EDU 465. Fall semester.	
EDU 490H Internship	1-12
EDU 493 Directed Teaching, Middle School and Special Education	11
WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Pre-requisites: EDU 329, EDU 465 and EDU 485.	

EDU 494 Directed Teaching, High School and Special Education 11

WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Pre-requisites: EDU 329, EDU 465 and EDU 485.

EDU 496 Directed Teaching, Elementary Level 11

WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Pre-requisites: EDU 321, EDU 440, EDU 441, and EDU 442.

EDU 497 Directed Teaching, Middle-School Level 11

WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Pre-requisites: EDU 329, EDU 465 and EDU 485.

EDU 498 Directed Teaching, High-School Level 11

WA State Patrol / FBI fingerprint clearance and OSPI Pre-Residency Clearance application are required for this course. Pre-requisites: EDU 329, EDU 465 and EDU 485.

Engineering & Physics

The purpose of the Whitworth University Department of Engineering & Physics is to provide our students with an academically rigorous education in physics and engineering. This education takes place in a context of committed Christian faith, intellectual challenge and holistic mentoring. Through a foundation in physics and engineering as well as professional communication and ethics, we prepare students for lives of meaningful work in which they will explore the laws of the natural world that God has made and will design solutions to meet the needs of humanity.

Engineering

Program Educational Objectives

The B.S. in engineering from Whitworth University is designed to prepare our graduates for professional practice or advanced studies by providing a broad education in engineering fundamentals in a liberal arts environment. The objectives of the program are that recent graduates will...

1. be active in engineering practice or apply their engineering background and problem-solving skills in fields outside engineering.
2. increase their capacity to serve their profession, their community and the world by building on the foundational knowledge, skills and values gained at Whitworth.
3. help meet the needs of humanity as professionals who exhibit high ethical and professional standards.
4. communicate truthfully and effectively with various audiences on both technical and non-technical topics.
5. serve their profession, the community and God's creation.

Student Outcomes

Upon graduation, Whitworth University engineering majors will be able to demonstrate...

1. an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics.
2. an ability to apply the engineering design process to produce solutions that meet specified needs with consideration for public health and safety, as well as global, cultural, social, environmental and economic factors.
3. an ability to communicate truthfully and effectively with a range of audiences.
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts as informed by Christian and other applicable perspectives.
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
8. An ability to articulate how their values and beliefs are connected to their vocation.

Physics

Student Outcomes

Upon graduation, Whitworth University physics majors will be able to demonstrate...

1. knowledge of physics.
2. the ability to design and conduct experiments, as well as to analyze and interpret data.
3. the ability to develop appropriate computational tools for the practice of physics.
4. an ability to articulate how their values and beliefs are connected to their vocation.
5. the ability to communicate truthfully and effectively.
6. the knowledge, experience and attitude to enhance their capabilities and adapt continuously to a changing world.

7. the knowledge and habits required to continue with successful advanced study in physics or related fields.
8. significant experience conducting original research in basic or applied science.

Important note:

Completion of PS 151 and PS 153 with at least a 2.7 GPA is required for enrollment in all courses numbered above 220 in the department. Students with a GPA between 2.3 and 2.7 in those two courses are eligible to file a petition with the chair of the Whitworth Department of Engineering & Physics for a provisional exemption to enroll in further courses.

Requirements for a Physics Major, B.A. (46)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
PS 251W	Modern Physics	4
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
15 credits from the following:		15
PS 351	Dynamics	
PS 353	Advanced Dynamics	
PS 361	Nuclear Physics	
PS 363	Thermal Physics	
PS 371	Optics	
PS 451	Electricity and Magnetism I	
PS 453	Electricity and Magnetism II	
PS 455	Quantum Mechanics	
EN 271	Computational Methods	
EN 356	Mathematical Methods I	
EN 358	Mathematical Methods II	

For 4-12 teaching endorsement, the following additional courses are required:
 All endorsements subject to change; see School of Education for updated requirements.

MA 256	Elementary Probability and Statistics	
EDU 455W	Science in Secondary School	
EN 121	Epic Fails in Engineering	

Requirements for an Applied Physics Major, B.A. (56-58)

EN 130	Introduction to Engineering	2
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
PS 251W	Modern Physics	4

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CS 171	Computer Science I	3
One of the following:		3
EN 171	Engineering Graphics & CAD	
CS 172	Computer Science II	
CH 181	General Chemistry II	
One of the following:		3
EN 211	Statics	
EN 230	Electric Circuit Analysis	
EN 271	Computational Methods	
EN 173	Introduction to Embedded Systems	
Two of the following:		4-6
EN 356	Mathematical Methods I	
EN 358	Mathematical Methods II	
MA 330	Linear Algebra	
MA 357	Mathematical Statistics I	
Ten (10) additional approved upper-division credits from physics, engineering, computer science, or chemistry with at least three (3) of those credits from physics or engineering		10

Requirements for a Physics Major, B.S. (69)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
PS 251W	Modern Physics	4
PS 351	Dynamics	3
PS 353	Advanced Dynamics	4
PS 363	Thermal Physics	4
PS 451	Electricity and Magnetism I	3
PS 453	Electricity and Magnetism II	4
PS 455	Quantum Mechanics	4
PS 388	Internship Preparation	1
PS 393	Internship Reflection	1
One of the following:		4
PS 361	Nuclear Physics	
PS 371	Optics	
One of the following:		3
CS 171	Computer Science I	
EN 173	Introduction to Embedded Systems	
EN 271	Computational Methods	
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4

MA 281	Differential Equations	3
EN 356	Mathematical Methods I	2
EN 358	Mathematical Methods II	2
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3

For 4-12 teaching endorsement, the following additional courses are required:
All endorsements subject to change; see School of Education for updated requirements.

MA 256	Elementary Probability and Statistics	
EDU 455W	Science in Secondary School	
EN 121	Epic Fails in Engineering	

Requirements for a Biophysics Major, B.S. (66-70)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
PS 251W	Modern Physics	4
PS 363	Thermal Physics	4
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
BI 140	General Biology I: Genes, Cells and Evolution	4
BI 143	General Biology II: Ecology and Evolution	4
MA 281	Differential Equations	3
One of the following:		3
BI 311	General Biochemistry	
CH 401	Biochemistry I	
Electives		
Four of the following with at least one from physics and one from biology:		12-16
BI 363	Genetics	
BI 399	Molecular Genetics	
BI 404	Neurophysiology	
BI 412	Cell Physiology	
CH 278	Organic Chemistry II	
CH 403	Biochemistry II	
EN 230	Electric Circuit Analysis	
EN 271	Computational Methods	
PS 351	Dynamics	
PS 361	Nuclear Physics	
PS 371	Optics	

PS 451	Electricity and Magnetism I	
PS 455	Quantum Mechanics	

Requirements for an Engineering Major, B.S. (88)

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
CH 161	General Chemistry I	3
CS 171	Computer Science I	3
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
or PS 154L	Near Space Research Project	
PS 251W	Modern Physics	4
EN 130	Introduction to Engineering	2
EN 171	Engineering Graphics & CAD	3
EN 211	Statics	3
EN 230	Electric Circuit Analysis	3
EN 230L	Electric Circuit Lab	1
EN 287	Principles of Engineering Design	2
EN 300	Engineering Thermodynamics	3
EN 320	Fluid Mechanics and Heat Transfer	3
EN 321L	Thermal and Fluids Laboratory	1
EN 330	Semiconductor Electronic Devices	3
EN 330L	Electronic Devices Lab	1
EN 335	Signals and Systems	3
EN 351	Dynamics	3
EN 356	Mathematical Methods I	2
EN 358	Mathematical Methods II	2
EN 388	Internship Preparation	1
EN 393	Internship Reflection	1
EN 484	Engineering Design Project I	2
EN 487H	Engineering Design Project II	3
One of the following:		3
EN 173	Introduction to Embedded Systems	
EN 181	Manufacturing Processes	
EN 271	Computational Methods	
One of the following:		3
EN 311	Mechanics of Materials	
CS 373	Digital Logic Design	
One of the following:		3
EN 411	Materials Science and Engineering	
PS 451	Electricity and Magnetism I	
One of the following:		4
PS 353	Advanced Dynamics	
PS 361	Nuclear Physics	
PS 371	Optics	
PS 453	Electricity and Magnetism II	
PS 455	Quantum Mechanics	

Important Notes for the B.S. in Engineering Program

Due to their resource-intensive nature, five courses in the department are restricted to students who have been admitted to the B.S. in Engineering. The restricted enrollment courses are: EN 287, EN 321L, EN 330L, EN 484 and EN 487H.

Standard Admission Process

Students wishing to be admitted to the B.S. in Engineering program will normally apply during their sophomore year. Applicants must have completed the engineering foundation courses:

1. All of the following: PS 151, PS 151L, PS 153, PS 153L (or PS 154L), PS 251W, MA 171, MA 172 and MA 273
2. At least three of the following: EN 130, EN 171, EN 211, CH 161 and CS 171

An application consists of the following:

1. Applicant information form (available online),
2. A one- to two-page essay describing the applicant's reasons for pursuing a major in engineering, and
3. A one- to two-page essay describing the applicant's growth academically and professionally while at Whitworth.

Applications must be submitted via email to the department program assistant by the first Friday in the spring semester. Applicants will be informed whether or not they have been admitted to the B.S. in Engineering program by the second Friday in March.

Applicants denied admission to the B.S. in Engineering may submit an appeal, due two weeks after the end of the spring semester. Students will receive a response to the appeal by the end of June.

Transfer Student Policies

An entering transfer student may apply for admission to the B.S. in Engineering prior to his/her first semester at Whitworth. Transfer applicants must have completed the equivalents of Whitworth's engineering foundation courses (see above). The application has the same format as that for other students with the exception of the second essay. This essay should describe academic and professional growth since the student started taking college-level courses. The application materials must be received no later than four weeks prior to the first class day of the student's first semester at Whitworth. The application will be reviewed within three weeks of being received. Alternatively, transfer students may apply for admission to the program through the standard process in the spring semester.

Because our graduates represent the quality of our program to the outside, it is important that those earning the B.S. in Engineering truly reflect that education. We therefore require transfer students to complete at least 48 credits at Whitworth in order to earn the B.S. in Engineering.

Dual Degree Pre-Engineering Transfer Program

Pre-engineering advisor: Richard Stevens

Whitworth's pre-engineering program is designed to give students the broad foundation of a liberal arts education, as well as technical training to be successful in a variety of engineering disciplines. Arrangements have been made with several top engineering schools to allow pre-engineering students to complete their first two or three years of coursework at Whitworth and the remainder of the five-year program at a partner engineering school. Partnership arrangements exist with Washington University (St. Louis), Washington State University and Columbia University. Students report that the broad knowledge base and the critical-thinking, teamwork and communication skills acquired at Whitworth have enabled them to thrive in both engineering school and the professional environment. Recent graduates are working at successful engineering firms around the country. The following courses are required to qualify for our partner engineering schools, with additional courses available to prepare for specific engineering fields.

Pre-Engineering Recommended Courses (39)

EN 130	Introduction to Engineering	2
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3

PS 153L	General Physics II Lab	1
PS 251W	Modern Physics	4
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CS 171	Computer Science I	3
EL 110	Writing & Design	3

Requirements for a Physics Minor (21-24)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
PS 251W	Modern Physics	4
Three additional courses in physics (with no more than one of these at the 100-level)		9-12
Complete the following courses for Washington state endorsement in physics:		
MA 256	Elementary Probability and Statistics (3)	
MA 273	Calculus III (4)	
EDU 455W	Science in Secondary School (2)	
MA 281	Differential Equations (3)	
EN 121	Epic Fails in Engineering	

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

Requirements for a Science Endorsement for Majors in Biology, Chemistry or Physics

The science endorsement requires a major in biology, chemistry or physics plus additional courses. For a list of these additional courses, please see the biology or chemistry sections of the catalog.

Interdisciplinary Courses

STEM 115 Preparing for a STEM Career 1

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

STEM 126 Seminar for Health Professions 1

A seminar to introduce students to the pre-health fields. Visiting speakers will represent medical, dental, pharmacy, and veterinary fields. This course will cover the specifics of courses, majors, and other issues related to pre-health fields. Students will also reflect on the importance of the connections between academic disciplines as they consider future vocational options. Recommended for pre-health professional students interested in the fields listed above. This seminar fulfills the SC 126 Shared Curriculum requirement. Spring semester.

STEM 351 Preparatory Seminar: Health Professions 1

A cross-disciplinary course focusing on synthesis of general biology, general chemistry, general physics, organic chemistry, physiology, NMR and IR spectroscopy. Strategic course for learning to apply introductory science/math knowledge to questions involving higher-order content. Intended for students planning to take the Medical College Admissions Test, Dental Aptitude Test, or veterinary-school entrance exams. Intended primarily for students in their junior or senior year. Students will prepare for health professions both in terms of the entrance exams and by researching each school's focus and prerequisites. Prerequisites: BI 140, BI 143, CH 161, CH 181, CH 271, CH 278, PS 151 & 153 or PS 131 & 133.

EN Courses

EN 121 Epic Fails in Engineering 3

This course will study notorious engineering failures and the scientific, political, and ethical considerations that are associated with these disasters. Failure will be studied not only for its negative consequences, but also from a redemptive perspective. This class is intended for non-science majors, and a high-school level knowledge of algebra and geometry is expected.

EN 130 Introduction to Engineering 2

This course introduces students to the way different engineering disciplines contribute to society, so they can begin to understand their career options. The course also describes the degree options available to Whitworth students and their respective requirements. The course includes an engaging design project and orientation to the engineering tool shop. Spring semester. Co-requisite MA-171.

EN 171 Engineering Graphics & CAD 3

An introduction to modern concepts, standards, and techniques for preparing technical drawings and CAD models that provide effective communication between design engineers, analysts, and fabricators. Engineering graphics techniques including spatial visualization, two-dimensional sketching, multi-view orthographic projection, pictorial drawing, solid modeling, and working drawings will be accomplished using computer aided design software. Fall and spring semesters..An introduction to modern concepts, standards, and techniques for preparing technical drawings and CAD models that provide effective communication between design engineers, analysts, and fabricators. Engineering graphics techniques including spatial visualization, two-dimensional sketching, multi-view orthographic projection, pictorial drawing, solid modeling, and working drawings will be accomplished using computer aided design software. Fall and spring semesters.

EN 171 Engineering Graphics & CAD 3

An introduction to modern concepts, standards, and techniques for preparing technical drawings and CAD models that provide effective communication between design engineers, analysts, and fabricators. Engineering graphics techniques including spatial visualization, two-dimensional sketching, multi-view orthographic projection, pictorial drawing, solid modeling, and working drawings will be accomplished using computer aided design software. Fall and spring semesters..An introduction to modern concepts, standards, and techniques for preparing technical drawings and CAD models that provide effective communication between design engineers, analysts, and fabricators. Engineering graphics techniques including spatial visualization, two-dimensional sketching, multi-view orthographic projection, pictorial drawing, solid modeling, and working drawings will be accomplished using computer aided design software. Fall and spring semesters.

EN 173 Introduction to Embedded Systems 3

This course provides an introduction to embedded systems, the computers that are inside the devices you use each day and which allow those devices to monitor and react to the outside world. Learn about the hidden workings of the systems designed by engineers to make modern cars and phones smart. Some prior programming experience recommended. January.

- EN 181 Manufacturing Processes** 3
A comprehensive introduction to the processes used in the manufacture of plastic and metal products. This course focuses primarily on the practical aspect of manufacturing, such as process steps and machinery. The concepts discussed in class will be augmented with multiple field trips to local manufacturing facilities. Students will gain a beginning experience which informs design and tradeoffs in the choice of material, features, and process selection.
- EN 211 Statics** 3
Mathematical review, equilibrium of a particle, free-body diagrams, equilibrium of a rigid body, structural analysis, friction, center of gravity, moments of inertia. Prerequisite: PS 151 and MA 171. Fall semester.
- EN 230 Electric Circuit Analysis** 3
Introduction to fundamentals of electric circuit analysis. Techniques include node-voltage, mesh-current, phasor representation, and Laplace transform. Transient and steady-state responses of RLC circuits. Single-phase sinusoidal steady-state and three-phase balanced systems. Introduction to filters and operational amplifiers. Circuit simulation with PSpice. Prerequisite: PS 153. Co-requisite: MA 281. Spring semester.
- EN 230L Electric Circuit Lab** 1
Design, assembly, and testing of electrical circuits with a focus on linear analog systems. Introduction to the use of common laboratory electronic equipment. Co-requisite: EN 230. Spring semester.
- EN 254H CubeSat Research and Development** 1
A practicum course for students involved in a multi-year effort to design, build, test, launch, and monitor a small satellite.
- EN 271 Computational Methods** 3
Introduction to the investigation of physical processes using computers. Survey of various computational techniques to solve equations commonly used in physics and engineering. This is a hands-on course with an emphasis on solving these equations for applications in physics. Prerequisite: MA 273. January, even years.
- EN 287 Principles of Engineering Design** 2
Introduction to methodologies, goals and challenges in engineering design. Also covers issues in communication, cost analysis, and ethics in engineering design. Restricted to students who have been admitted to the B.S. in Engineering. Prerequisite: EN 130. Co-requisite: EN 171. Spring Semester, Even Years.
- EN 300 Engineering Thermodynamics** 3
This course will cover the interaction of matter and energy, analyze energy transfer, and consider the limitations of thermodynamic systems due to energy and entropy. These considerations will be applied to real-world applications such as engines and heat pumps. Prerequisite: PS 251W. Spring semester, even years.
- EN 311 Mechanics of Materials** 3
Basic concepts of solid mechanics & mechanical behavior of materials, including stress-strain relationships, stress transformation, beam bending, elasticity, plasticity and fracture. Quantitative analysis of materials-limiting problems in engineering design. Prerequisite: EN 211. Spring semester, odd years.
- EN 320 Fluid Mechanics and Heat Transfer** 3
This course presents the fundamentals of both fluid mechanics and heat transfer from an engineering perspective. The fluids portion considers fluid statics, fluids in motion, momentum and energy equations, boundary layers, internal flows (e.g. pipes), and external flow (drag and lift). The heat transfer portion considers steady and transient conduction, internal and external forced convection, natural convection, radiation heat transfer, and heat exchangers. All topics are presented in the context of real world applications to create engineering estimates of performance. Prerequisite: EN 300. Fall semester, even years.

- EN 321L Thermal and Fluids Laboratory** 1
 Practical experience measuring thermodynamics, fluid mechanics, and heat transfer phenomenon with an emphasis on applications in engineering and making engineering judgments based on data. Restricted to students who have been admitted to the B.S. in Engineering. Co-requisite: EN 320. Fall semester, even years.
- EN 330 Semiconductor Electronic Devices** 3
 Provides a foundation in the science of semiconductor materials so the student is able to understand the characteristics and behavior of semiconductor electronic devices. Key devices such as diodes, field-effect transistors, and bipolar junction transistors are examined in detail. Prerequisite: PS 251W and EN 230. Spring semester.
- EN 330L Electronic Devices Lab** 1
 Experimental measurement of properties of semiconductor materials, pn-junction diodes, bipolar junction transistors, and field effect transistors. Also includes an introduction to the application of these devices. Restricted to students who have been admitted to the B.S. in Engineering. Co-requisite: EN 330. Spring semester.
- EN 335 Signals and Systems** 3
 An introduction to time and frequency domain analysis of continuous-time and discrete-time signals and linear systems. Topics include Fourier series, Fourier transform, fast Fourier transform, Laplace transform, z transform, convolution, sampling, aliasing, communications, modulation, and filters. Prerequisite: EN 230. Fall semester, even years.
- EN 351 Dynamics** 3
 Fundamental principles and methods of Newtonian mechanics including kinematics and kinetics of motion and the conservation laws of mechanics. Basic particle and rigid-body applications. Also listed as PS 351. Prerequisites: PS 153 and MA 281. Fall semester, odd years.
- EN 356 Mathematical Methods I** 2
 Survey of various mathematical methods commonly used in physics and engineering. Topics covered will include linear algebra, vector calculus, and complex analysis. The emphasis will be not just on the mathematical theory, but also on the various applications of these methods. Prerequisite: MA 273. Spring semester.
- EN 358 Mathematical Methods II** 2
 Survey of various mathematical methods commonly used in physics and engineering. Topics covered will include ordinary differential equations, elliptic, parabolic, and hyperbolic partial differential equations, and various analytical and numerical solution techniques for them. The emphasis will be not just on the mathematical theory, but also on the various applications of these methods. Prerequisite: MA 273 and MA 281. Fall semester.
- EN 388 Internship Preparation** 1
 Students will receive guidance in seeking an internship and will set objectives for that experience. Reading and reflection will deepen students' understanding of the role of work in life and how that is shaped by faith and values. Fall semester.
- EN 393 Internship Reflection** 1
 Students will assess an internship experience and how it has shaped their thinking about their career. Reading and reflection will further deepen their understanding of the role of work in life and important workplace issues. Fall semester.
- EN 411 Materials Science and Engineering** 3
 This survey course introduces the atomic nature of materials and how it can be manipulated and intentionally designed. Materials processing is connected with the resulting properties and performance of engineering materials. Prerequisite: PS 251W. Fall semester, odd years.
- EN 454H CubeSat Leadership** 1
 A practicum course for student leaders involved in a multi-year effort to design, build, test, launch, and monitor a small satellite.

EN 484 Engineering Design Project I 2

This is the first course in a two-course capstone design sequence. In this sequence students apply engineering procedures and practices to a comprehensive design project. Throughout both courses the students work in teams to create typical industry project documentation such as written reports, CAD models and drawings, engineering performance estimates, schedules and status reports, and oral presentations. Emphasis in the first course is on early project work such as initial planning, alternative solution generation, and initial design models and analyses. Restricted to students who have been admitted to the B.S. in Engineering. Prerequisite: EN 287. Fall semester, Even years.

EN 487H Engineering Design Project II 3

This is the second course in a two-course capstone design sequence. In this sequence students apply engineering procedures and practices to a comprehensive design project. Throughout both courses the students work in teams to create typical industry project documentation such as written reports, CAD models and drawings, engineering performance estimates, schedules and status reports, and oral presentations. Emphasis in the second course is on project completion. Typical work includes completion of design detailing, performance analyses, prototype construction, verification testing, and final reporting. Restricted to students who have been admitted to the B.S. in Engineering. Prerequisite: EN 484. Spring Semester, Odd Years.

EN 488 Engineering Analysis in Design Practicum 3

This course reinforces the use of engineering analysis in an open-ended design project. Students will use engineering analysis to estimate the performance of alternative project design concepts. These estimates will be used to compare and down select competing alternatives relative to design target specifications. The chosen design alternative will be fully documented with engineering drawings and appropriate analysis. This work will be summarized in the final engineering reports. The major emphasis in this course will be applying prior coursework to an open-ended design project. All project work will be completed in teams utilizing the design process.

GL Courses**GL 131 Understanding Earth** 4

Structure of the earth and the forces of plate tectonics that build and move continents. Examination of the dynamic interactions between the lithosphere (crust), atmosphere, and hydrosphere. Laboratory included. Also listed as ENS 131.

GL 131L Lab: Understanding Earth 0**GL 139 Environmental Geology** 3

Interactions of the human species with land, sea and air. Geologic hazards, earth resources, oceanography, meteorology. Also listed as ENS 139.

GL 141 Introduction to Oceanography 3

This course provides a broad introduction to the oft times mysterious oceanographic realm. Topics include: nature of the seafloor; seabed resources; chemical and physical properties of water; currents, waves and tides; coastlines; primary production and other "life in the water".

GL 149 Science in Hawaii 4

This science course is taught on the "Big Island" of Hawaii and is designed to provide a basic understanding of foundational earth science topics including: plate tectonics; earthquakes; volcanoes; coastlines; climates; renewable energy; and Earth's place in the Universe.

NS Courses**NS 101 Earth and Sky** 3

A broad study of earth science including geology and astronomy, oceans, the atmosphere and fundamental underlying physical concepts. Includes the nature and the origin of the solar system, the structure of the earth, and how earth processes operate and affect human life; for example: volcanoes, earthquakes, rivers, groundwater, glaciers, ocean processes, atmosphere and weather. For elementary education students. Also listed as ENS 101. Fall and spring semesters.

NS 103 Climate Change: Past, Present & Future 3

Climate change is a global problem that requires understanding, a sense of concern and then action to be solved. Understanding will be accomplished by learning about mechanisms that have produced changes in global climate over the past millions of years, what is presently occurring and what can be accurately predicted for the future. Through this understanding, students will develop a stronger sense of caring for our planet and, from caring, create openings for action. Climate is energized by ocean temperatures. Ocean currents, both surface and flowing deeply undersea, bring this stored energy to interact with the atmosphere throughout the globe. This energy produces air temperature, rainfall and wind patterns. Radical climate changes have occurred throughout geological history. We will study why these changes have occurred and learn that they have taken place over thousands of years, allowing life to adapt. We are presently experiencing similar changes that are occurring over decades; and they are projected to accelerate over the foreseeable future. We will explore the agents of these changes, what can be done to reduce the impact as well as what we must do to adapt.

PS Courses

PS 101 Physics of Weapons 3

A science course specifically designed for non-majors, this course will examine the ties between science and the technology of weapons. Societal impacts of these weapons and Christian responses will be examined. The primary focus of the course will be on physics, and knowledge of high-school algebra and geometry is expected.

PS 121 Concepts of Physics 3

A study of fundamental unifying ideas of physics and of how scientists learn about the physical world. Emphasis on the comprehension of concepts. For non-science majors. Periodic offering.

PS 123 Origins 3

Examination of the human quest to understand the origins of the Universe. Emphasis given to the historical development of scientific theories and the spectrum of Christian perspectives on origins. For non-science majors; algebra and geometry will be used. Periodic offering.

PS 125 Introduction to the Cosmos 3

This course provides a broad introduction to the science of astronomy. The initial emphasis consists of a brief overview of the universe and of scientific inquiry, as well as historical astronomy. Subsequent studies take an inside-out approach beginning with residents of the solar system and then progressing to stars, pulsars, black holes, and galaxies. The course also examines the factors that contribute to Earth's ability to sustain life. The last topic to be considered is cosmology, the science of the origin and development of the universe. Throughout the course we will contemplate the tensions that arise when viewing our universe through the lenses of divine action and natural forces.

PS 127 Introduction to Space Flight 3

A study of the scientific concepts behind the development and practice of space flight. Other topics include the history of space flight, military applications, socio-political implications, crew training, commercial spinoffs of space exploration and the outlook for the future. For non-science majors. Prerequisite: MA 107 or MA 108. Periodic Jan Term offering.

PS 130 Physics for Sports Science 3

Physics for Sports Science applies Newtonian mechanics to sporting activities. In this course students will learn how to calculate position, velocity, acceleration, and related forces, as well as internal forces and stresses that lead to injuries.

PS 131 College Physics for Life Sciences 3

The first in a two-semester sequence of basic physics designed to present concepts and applications of the following: kinematics, dynamics, gravitation, energy, momentum and heat. High school-level algebra and trigonometry will be used. There are three hours of lecture a week, and an associated laboratory PS 131L.

PS 131L College Physics for Life Sciences Laboratory I	1
Laboratory accompanying PS 131	
PS 133 College Physics for Life Sciences II	3
The second in a two-semester sequence of basic physics designed to present concepts and applications of the following: Electricity and Magnetism, Optics, Sound and Waves, Quantum and Nuclear physics.	
PS 133L College Physics for Life Sciences Lab II	1
Laboratory associated with PS 133	
PS 141 Introduction to Astronomy	4
Nature and origin of the solar system, starlight and star life, components and structure of a galaxy, the expanding universe and cosmology. Astronomical instruments are also discussed. Includes laboratory. Spring semester.	
PS 146 Physics in Current Events	3
Using current events as a starting point, we will discuss the physics behind these events and explore where it leads. Topics may include forces, energy, waves, sound, electricity and magnetism, heat, fluids, relativity, nuclear and particle physics, astronomy, and astrophysics. The selection will be based largely on current events in news media, such as newspapers, TV, radio, and the Internet. Students are encouraged to suggest topics of interest to them. Course includes a lab component. Fulfills the natural science requirement. Also listed as ENS 146.	
PS 151 General Physics I	3
Basic principles of mechanics. Corequisite: PS 151L & MA 171. Fall semester.	
PS 151L General Physics I Lab	1
Laboratory experiments in mechanics. Includes an introduction to the propagation of uncertainty. Prerequisite: PS 151 or concurrent enrollment. Fall semester.	
PS 153 General Physics II	3
Basic principles of thermodynamics, electricity and magnetism. Prerequisites: PS 151, also MA 172 or concurrent enrollment. Spring semester.	
PS 153L General Physics II Lab	1
Laboratory experiments in thermodynamics, electricity and magnetism. Prerequisites: PS 151L, also PS 153 or concurrent enrollment. Spring semester.	
PS 154L Near Space Research Project	1
Laboratory course involving the design, implementation, testing, and analysis of an experiment in near space. Provides project-based learning in thermodynamics, electromagnetism, and electronics.	
PS 200 Physics Outreach	1
Promotion of physics and engineering education through service-learning in the community. An example of this outreach is working with local middle school students to help design and construct experiments to be flown to the upper atmosphere with a high-altitude balloon.	
PS 251W Modern Physics	4
Continuation of PS 153. Basic principles of optics special relativity, and modern physics. Includes laboratory. Prerequisite: PS 153. Completion of this three-semester sequence is the normal pattern for entry into all upper-level physics courses. Fall semester.	
PS 251L Lab: Modern Physics	0

PS 351 Dynamics	3
Fundamental principles and methods of Newtonian mechanics including kinematics and kinetics of motion and the conservation laws of mechanics. Basic particle and rigid-body applications. Also listed with EN 351. Prerequisites: PS 153 and MA 281. Fall semester, odd years.	
PS 353 Advanced Dynamics	4
Continuation of PS 351. Numerical techniques in dynamics, velocity-dependent forces, oscillations (linear, nonlinear, and coupled), motion in a noninertial reference frame, and alternative formulations of mechanics (Lagrangian and Hamiltonian). Includes laboratory. Prerequisite: PS 351. Spring semester, even years.	
PS 353L Advanced Dynamics Lab	0
PS 361 Nuclear Physics	4
Nuclear structure, radioactivity, nuclear reaction interactions of nuclear radiations with matter. Includes Lab. Prerequisites: PS 251W. Fall semester, even years.	
PS 361L Lab: Nuclear Physics	0
PS 363 Thermal Physics	4
Statistical mechanics, kinetic theory, laws of thermodynamics and states of matter. Implications for engines and other applications in many areas of science. Includes laboratory. Prerequisites: PS 251W and MA 281. Spring semester, odd years.	
PS 363L Lab: Thermal Physics	0
PS 371 Optics	4
Nature of light, geometrical and physical optics, interference, quantum optics, optical instruments. Includes laboratory. Prerequisites: PS 251W and MA 281. Spring semester, even years.	
PS 371L Optics Lab	0
PS 388 Internship Preparation	1
Students will receive guidance in seeking an internship and will set objectives for that experience. Reading and reflection will deepen students' understanding of the role of work in life and how that is shaped by faith and values. Fall semester.	
PS 393 Internship Reflection	1
Students will assess an internship experience and how it has shaped their thinking about their career. Reading and reflection will further deepen their understanding of the role of work in life and important workplace issues. Fall semester.	
PS 451 Electricity and Magnetism I	3
Electric and magnetic fields, boundary value problems, steady and alternating currents, electrical instruments, and measurement techniques. Prerequisites: PS 153, MA 273, and MA 281. Fall semester, even years.	
PS 453 Electricity and Magnetism II	4
Continuation of PS 451. Maxwell's equations, electromagnetic waves, advanced topics in electrical and magnetic phenomena. Includes laboratory. Prerequisite: PS 451. Spring semester, odd years.	
PS 453L Lab: Electricity and Magnetism II	0
PS 455 Quantum Mechanics	4
Principles of quantum mechanics, including Schrodinger's equation applied to the rigid rotor, the hydrogen atom and the harmonic oscillator. Includes laboratory. Prerequisites: PS 251W and MA 281. Fall semester, odd years.	

PS 455L Lab: Quantum Mechanics	0
PS 471 Research in Physics	1-4
Supervised research projects in areas such as electronics, optics, nuclear physics, computer applications, atmospheric physics. Prerequisite: permission of professor. Jan Term.	
PS 473 Experimental Physics	1-4
Supervised research projects in areas such as electronics, optics, nuclear physics, computer applications, atmospheric physics. Prerequisite: permission of professor.	

The English department offers two majors – English and, especially for those double majoring in education, English/language arts. Students in both majors complete challenging courses in literature, writing and critical theory, so that all majors become careful and insightful readers, judicious and flexible researchers, and clear, imaginative writers. We aim to graduate students whose strong speaking, writing, analysis and problem-solving skills make them extraordinary, resourceful professionals.

In addition to a general (and flexible) English minor, the department supports a **rich set of minors** designed to allow students to deepen their studies in one particular area of interest:

- Creative Writing
- Literature
- Writing Studies
- Editing & Publishing (interdisciplinary)
- Film & Visual Narrative (interdisciplinary)
- Medieval & Early Modern Studies (interdisciplinary)
- U.S. Cultural Studies (interdisciplinary)
- Women's & Gender Studies (interdisciplinary)
- Teaching English to Speakers of other Languages (TESOL) (interdisciplinary)
- English/Language Arts (for teaching majors outside the department)

Most students may easily complete both a major in English and a specialized minor supported by the English department, if they wish.

Each year we see graduates go on to excellent graduate programs or begin careers in a variety of fields, including teaching (at all levels, at home and abroad), marketing, professional writing, community outreach/nonprofit work, banking, management, and work in the film and publishing industries.

The Whitworth English faculty includes Christian scholars and creators specializing in British and American literature, creative writing, and composition and rhetoric. Our students have the opportunity to take traditional literature and writing courses alongside courses that investigate subjects such as digital composition, public discourse and rhetoric, professional writing, community art, film, and publishing. We are committed to mentoring and guiding our students through their studies, and we love to see the hallways, offices and student-lounge space in Westminster Hall (our departmental home) full of enthusiastic students. Our students complete a senior portfolio process during which they refine their professional documents, consider career pathways, and work directly with a mentoring faculty member to revise and reflect on major writing projects. As we work to prepare our students for professional success, we also hope to pass on to them our own love of reading, writing, language and storytelling in all forms. Through our teaching, our research and writing, and our shared community events, we hope to encourage our students to live lives of spiritual commitment, resolved to act as stewards of God's creation while promoting civil and personal justice, at home and in the community.

The English major prepares students as follows:

Analytical/Critical Writing. Students who complete the English major will compose well-supported arguments that exhibit their sound judgments about the effects of literary/rhetorical choices within texts.

Creative Writing. Students who complete the English major will demonstrate knowledge of and capability with creative writing craft elements and techniques, including communal workshoping and self-editing practices.

Multimodal Composition. Students who engage in multimodal composing opportunities offered by the English department will apply design thinking as a writing process, demonstrating understanding of the affordances and constraints of visual, aural, spatial, gestural and/or linguistic modal choices made in contemporary composing contexts.

Professional Writing. Students who engage in professional writing opportunities offered by the English department will – with skillful attention to accuracy, brevity, clarity and design – adapt their writing for professional stakeholders.

Research. Students who complete the English major will research rigorously, systematically and ethically, developing projects that are appropriate in scope and situated within the larger field of English studies.

Critical Vocabulary. Students who complete the English major will demonstrate a grasp of key theoretical and technical vocabulary useful for textual analysis.

Literary History. Students who complete the English major will demonstrate their knowledge of literary history.

Community Engagement. Students participating in department-sponsored service-learning and professionalization opportunities will apply their literacy and writing skills to support community building.

Faith. Students who complete the English major will take faith and worldview into account as they produce and/or analyze complex texts.

Professionalization. Students who complete the English major will make a strong case for their skills and preparation as they enter their careers and vocations.

Teacher Professionalization. Students who complete the English/language arts major (in combination with the secondary education certification/major in the education department) will practice professional development and curriculum development in the context of English language arts content and skills.

Teacher Certification. Students who complete the English/language arts major (in combination with the secondary education certification/major) will be prepared to take and pass the Washington state teacher certification exam for English language arts.

Requirements for English Major, B.A. (45-46)

1. INTRODUCTION TO CRITICAL READING and CULTURAL STUDIES

3

These courses include an introduction to basic literary terms; practice in close reading and analysis; practice in writing literary analysis; coverage of more than one genre; and a cultural studies component, either through the kinds of literature read or through the issues focused on in the literature (e.g., issues of ethnicity, gender, or class).

Choose one from the following:

EL 115H	Reading in Action
EL 124	African American Literature
EL 125	Reading Literature
EL 126	Women Writers
EL 127	African American Women Writers
EL 128	Multicultural American Literature
EL 131	Native American Literature
EL 132	American Immigrant Literature
EL 136	Asian American Literature
EL 204	Film Noir Hardboiled Lit
EL 212	Religious Themes in Modern Literature
EL 215	Contemporary African Literature
EL 216	Modern Drama
EL 222	Gender and Faith in Film and Literature
EL 226H	The Story of the Holy Grail
EL 233	The Epic
EL 238	Arthurian Literature
EL 242	Crime Fiction
EL 251	Modern Global Literature
EL 252	Literature of the Americas in Translation
EL 260	Sin and Chaos in Literature
EL 262	The Bible as Literature
EL 264	Homer to Shakespeare

EL 275	Utopian Literature	
EL 276	Medical Humanities	
EL 279	J.R.R. Tolkien	
2. INTRODUCTION TO CREATIVE WRITING		3
EL 245	Introduction to Creative Writing	
3. THEORETICAL FOUNDATIONS		6
EL 267	Introduction to Critical Strategies	
or EL 484	Literary Criticism	
EL 358	Composition Theory	
or EL 382	Rhetorical Methods and Approaches	
or EL 420	Writing Center: Theory and Practice	
4. PROFESSIONALIZATION		2-3
Take at least two credits from the following:		
EL 211	Introduction to Professional Writing	
or EL 211H	Introduction to Professional Writing	
EL 248	Introduction to Editing	
EL 266	Applied Editing: Rock & Sling	
EL 319	Writing in the Community Practicum	
EL 390	English Internship	
EL 421	Writ Center II: Theory & Prac	
EL 466	Applied Editing: Rock & Sling	
5. LITERARY HISTORY		9
EL 207	British Literature Before 1800	
EL 205	American Literature Before 1865	
or EL 208	British Literature Since 1800	
EL 206	American Literature After 1865	
or EL 208	British Literature Since 1800	
6. ADVANCED CREATIVE WRITING WORKSHOP		3
Choose one from the following:		
EL 304	Fiction Writing	
EL 344	Autobiographical Writing	
EL 345	Poetry Writing	
EL 347	Creative Nonfiction Writing	
EL 357	Creative Nonfiction Workshop: Environmental and Nature Writing	
7. ADVANCED WRITING STUDIES or CREATIVE WRITING		6
Chose any two from the following:		
EL 304	Fiction Writing	
EL 311	Playwriting	
EL 314H	Church Drama	
EL 318	Writing in the Community	
EL 320	Pilgrimage: Walking and Writing	
EL 339H	Digital Storytelling	
EL 340H	Writing in Virtual Worlds	
EL 344	Autobiographical Writing	
EL 345	Poetry Writing	
EL 346W	Essay Writing	
EL 347	Creative Nonfiction Writing	
or EL 344	Autobiographical Writing	
or EL 357	Creative Nonfiction Workshop: Environmental and Nature Writing	
or EL 337H	Audio Storytelling	

EL 348	Book Design and Publishing
EL 355	Introduction to Linguistics
EL 358	Composition Theory
EL 382	Rhetorical Methods and Approaches
EL 384	The Rhetoric of Human Rights
EL 388	Structure and Development of the English Language
EL 420	Writing Center: Theory and Practice
EL 444	Advanced Writing Workshop

8. ADVANCED LITERATURE STUDIES 6

Starred (*) courses below are offered at both the 200- and 300-level. Students may count only one or the other toward the major.

Choose any two from the following:

EL 301	Children's Literature
EL 305W	Contemporary American Poetry
EL 307W	Women in American Fiction
EL 308W	18th Century British Literature
EL 310	Northwest Writers
EL 314H	Church Drama
EL 316W	American Drama Since 1900
EL 317	Whitman/Dickinson Seminar
EL 321W	The American Novel to 1900
EL 322	Gender and Faith in Film and Literature (*)
EL 329	Visual Narratives
EL 330H	The Book in America to 1900
EL 338	Arthurian Literature (*)
EL 342	British Women Writers
EL 343	Shakespeare on Film
EL 349W	20th Century American Fiction
EL 360W	20th Century British Literature
EL 362	The Bible as Literature (*)
EL 363	Seminar in Poetry of Witness
EL 364	Homer to Shakespeare (*)
EL 368	Postcolonial British Lit
EL 371W	British Renaissance
EL 372W	American Renaissance
EL 373	Poe
EL 374W	17th Century British Poetry/Milton
EL 375W	Victorian Literature
EL 376W	British Romanticism
EL 377W	Modern Poetry
EL 378	Jane Austen
EL 401W	Moby Dick
EL 405W	Chaucer and Medieval Literature
EL 415W	Beowulf & Beyond
EL 422H	Joyce and Woolf Seminar
EL 436	Francophone African Lit/Film
EL 447	Shakespeare Seminar
EL 449W	Postmodern Literature and Culture
EL 454	Russian Literature
EL 460	Irish Literature
EL 465W	English Novel

Choose any two courses from sections 7 or 8, above, or from the following:

EL 247	Shakespeare
EL 250	Introduction to Film Studies
EL 300H	Domain of the Arts
EL 333	Literary England (Study Abroad Program)
EL 350H.1	American Literary Journals
EL 351	Documentary/Avant Garde Film
EL 352	World Cinema
EL 387	English Methods and Adolescent Literature

10. SENIOR PORTFOLIO

1

Generally, EL 498, Senior Portfolio, should be taken in the fall of a student's senior/final year of study.

EL 498	Senior Portfolio
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Requirements for English/Language Arts Major, B.A. (45)

This major is especially intended for students who are simultaneously completing education certification through Whitworth's School of Education.

A "W" (Writing Intensive) course within the major is required for graduation. "W" courses are available throughout the English department's offerings, especially among upper-division literature courses. The department recommends that students in English/Language Arts choose at least one literature course with a "W" designation (see Section 4).

Students who hope to enter a master's-level teaching certification program in English soon after graduation are well served by either major. Such students are heartily encouraged to speak with (1) an academic advisor in English and (2) Whitworth's MIT (Master in Teaching) advisor about how best to prepare for a graduate-level teaching certification program in English.

When taken alongside a teacher certification program through the School of Education, this major addresses all required English/Language Arts endorsement competencies for the State of Washington's Residency Teacher Certificate. It is designed to be excellent preparation for the state-required content exam for the English/Language Arts endorsement and to strategically deepen the future teacher's preparation for teaching literature, writing, and text production.

If interested, students in this major should consult with their advisors about coursework and experiences that might help prepare them to lead secondary school journalism, yearbook, debate, or drama programs.

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

1. INTRODUCTION TO CRITICAL READING and CULTURAL STUDIES (3 credits)

These courses include an introduction to basic literary terms; practice in close reading and analysis; practice in writing literary analysis; coverage of more than one genre; and a cultural studies component, either through the kinds of literature read or through the issues focused on in the literature (e.g., issues of ethnicity, gender, or class).

See the list in the English Major for course options.

2. FOUNDATIONS (24 credits)

EL 245	Introduction to Creative Writing	3
EL 267	Introduction to Critical Strategies	3
EL 387	English Methods and Adolescent Literature	3
EL 388	Structure and Development of the English Language	3
Literature Surveys (Take Three.)		9

EL 205	American Literature Before 1865	
EL 206	American Literature After 1865	
EL 207	British Literature Before 1800	
EL 208	British Literature Since 1800	
Shakespeare (Choose one of the following courses.)		3
EL 247	Shakespeare	
or EL 447	Shakespeare Seminar	
3. WRITING STUDIES and DIGITAL HUMANITIES (9 credits)		
Take One of the Following Composition/Rhetoric Courses:		3
EL 358	Composition Theory	
or EL 382	Rhetorical Methods and Approaches	
Take One of the Following Text Production/Digital Humanities Courses:		3
EL 248	Introduction to Editing	
EL 329	Visual Narratives	
EL 340H	Writing in Virtual Worlds	
EL 339	Digital Storytelling	
EL 348	Book Design and Publishing	
Take One of the Following Upper-Division Writing Workshops:		3
EL 304	Fiction Writing	
EL 344	Autobiographical Writing	
EL 345	Poetry Writing	
EL 347	Creative Nonfiction Writing	
4. ADVANCED LITERATURE COURSES (9 Credits)		
- A global literature course from the following list:		3
EL 215	Contemporary African Literature	
EL 216	Modern Drama	
EL 226H	The Story of the Holy Grail	
EL 233	The Epic	
EL 251	Modern Global Literature	
EL 252	Literature of the Americas in Translation	
EL 262	The Bible as Literature	
or EL 362	The Bible as Literature	
EL 363	Seminar in Poetry of Witness	
EL 436	Francophone African Lit/Film	
EL 454	Russian Literature	
- Two additional upper-division literature courses		3
Students should consider “W” (Writing Intensive) offerings for fulfilling this requirement, especially if no other English course has filled the “W” requirement for them.		
5. SENIOR PORTFOLIO		
0		
During fall semester of senior year, English/Language Arts students must complete a writing portfolio, working with advisors from the English and education departments. This process requires pairing with an appropriate advisor, gathering a selection of work done as an English/Language Arts major, and meeting to discuss the portfolio with an advisor. After the meeting, the advisor will inform the registrar that this benchmark has been passed and the requirement will be marked complete.		
English/Language Arts students, whose student teaching serves as a capstone experience, are NOT required to take EL 498 (Senior Portfolio), though they may choose to do so. In such cases, EL 498 will take the place of the portfolio process outlined above.		

The standard English minor (p.) allows students a wide range of choices, so that they can choose to focus their coursework on writing, literature or another desirable combination of

courses from among our offerings. Focused minors in **Creative Writing, Literature** and **Writing Studies** allow students to deepen their studies in those areas. We also offer a language arts minor (p.), intended for students who are completing education certification or for students who plan to apply to a master's in teaching program immediately after graduation. In addition to the standard minor and the language arts minor, English supports and encourages minors in editing & publishing (p. 161), film & visual narrative (p. 161), medieval & early modern studies (p. 162), teaching English to speakers of other languages (TESOL) (p.), and women's & gender studies (p.). Links to the requirements for those minors have been provided below.

Requirements for an English Minor (18)

1. Introduction to Critical Reading and Cultural Studies (3 credits)	3
See Track I (Literature) for course options.	
2. ENGLISH ELECTIVES (15 credits)	15
15 English course credits (usually 5 courses), including at least two upper-division courses (which may have prerequisites).	
Note: EL 110 (Writing I) does not count toward the English minor.	

This minor invites students to explore creative writing in a number of genres. Students will analyze and practice different writing styles, as well as different approaches to talking about the art of writing. Workshops are central to these courses. Students in the creative writing minor learn to give and receive specific, constructive feedback, a highly transferable and employable skill.

Requirements for a Creative Writing Minor (15)

Any two courses (or up to six credits) from this minor may also, if appropriate, count toward completion of a major in English.

1. INTRODUCTION TO CREATIVE WRITING	3
EL 245	Introduction to Creative Writing
2. CREATIVE WRITING ELECTIVES	12
Choose any four from the following:	
EL 304	Fiction Writing
EL 311	Playwriting
EL 314H	Church Drama
EL 318	Writing in the Community
EL 319	Writing in the Community Practicum
EL 320	Pilgrimage: Walking and Writing
EL 345	Poetry Writing
EL 346W	Essay Writing
EL 347	Creative Nonfiction Writing
or EL 344	Autobiographical Writing
or EL 357	Creative Nonfiction Workshop: Environmental and Nature Writing
or EL 337H	Audio Storytelling
EL 339H	Digital Storytelling
EL 444	Advanced Writing Workshop

This minor invites students to read and analyze a wide variety of literature, from different eras and different cultures. Upper division courses in the minor will be small, discussion-oriented seminars, typically limited to 15 students and demanding in depth analysis and research.

Requirements for a Literature Minor (15)

Any two courses (or up to six credits) from this minor may also, if appropriate, count toward completion of a major in English.

1. INTRODUCTION TO CRITICAL READING and CULTURAL STUDIES	3
EL 115H	Reading in Action
EL 124	African American Literature
EL 125	Reading Literature
EL 126	Women Writers

EL 127	African American Women Writers	
EL 128	Multicultural American Literature	
EL 131	Native American Literature	
EL 132	American Immigrant Literature	
EL 136	Asian American Literature	
EL 204	Film Noir Hardboiled Lit	
EL 212	Religious Themes in Modern Literature	
EL 215	Contemporary African Literature	
EL 216	Modern Drama	
EL 222	Gender and Faith in Film and Literature	
EL 226H	The Story of the Holy Grail	
EL 233	The Epic	
EL 238	Arthurian Literature	
EL 242	Crime Fiction	
EL 251	Modern Global Literature	
EL 252	Literature of the Americas in Translation	
EL 262	The Bible as Literature	
EL 264	Homer to Shakespeare	
EL 260	Sin and Chaos in Literature	
EL 275	Utopian Literature	
EL 276	Medical Humanities	
EL 279	J.R.R. Tolkien	
2. GLOBAL LITERATURE		3
EL 215	Contemporary African Literature	
EL 216	Modern Drama	
EL 226H	The Story of the Holy Grail	
EL 233	The Epic	
EL 251	Modern Global Literature	
EL 252	Literature of the Americas in Translation	
EL 262	The Bible as Literature	
or EL 362	The Bible as Literature	
EL 363	Seminar in Poetry of Witness	
EL 436	Francophone African Lit/Film	
EL 454	Russian Literature	
3. ADVANCED LITERATURE COURSES (9 Credits)		
a. Beginnings Through Renaissance		3
EL 247	Shakespeare	
or EL 447	Shakespeare Seminar	
EL 338	Arthurian Literature	
EL 343	Shakespeare on Film	
EL 371W	British Renaissance	
EL 374W	17th Century British Poetry/Milton	
EL 405W	Chaucer and Medieval Literature	
EL 415W	Beowulf & Beyond	
b. 18th-19th Century		3
EL 307W	Women in American Fiction	
EL 308W	18th Century British Literature	
EL 317	Whitman/Dickinson Seminar	
EL 321W	The American Novel to 1900	
EL 330H	The Book in America to 1900	
EL 342	British Women Writers	

EL 372W	American Renaissance
EL 373	Poe
EL 375W	Victorian Literature
EL 376W	British Romanticism
EL 378	Jane Austen
EL 401W	Moby Dick
EL 454	Russian Literature
EL 465W	English Novel

c. 20th-21st Century 3

EL 305W	Contemporary American Poetry
EL 310	Northwest Writers
EL 316W	American Drama Since 1900
EL 329	Visual Narratives
EL 349W	20th Century American Fiction
EL 360W	20th Century British Literature
EL 363	Seminar in Poetry of Witness
EL 368	Postcolonial British Lit
EL 377W	Modern Poetry
EL 436	Francophone African Lit/Film
EL 449W	Postmodern Literature and Culture
EL 460	Irish Literature

This minor explores writing studies broadly – rhetoric, theories of composition, the intersection of culture and language, and contemporary approaches to composing in both traditional and digital spaces.

Requirements for a Writing Studies Minor (15)

Any two courses (or up to six credits) from this minor may also, if appropriate, count toward completion of a major in English.

1. FOUNDATIONS 6

EL 358	Composition Theory
EL 382	Rhetorical Methods and Approaches

2. WRITING STUDIES ELECTIVES 9

Choose any three from the following:

EL 339H	Digital Storytelling
EL 340H	Writing in Virtual Worlds
EL 355	Introduction to Linguistics
EL 384	The Rhetoric of Human Rights
EL 388	Structure and Development of the English Language
EL 420	Writing Center: Theory and Practice
EL 421	Writ Center II: Theory & Prac

Requirements for an English/Language Arts Minor (18)

This minor will familiarize students with basic English/Language Arts teaching competencies and content via courses in literature, creative writing, and language arts pedagogy. It is helpful for those looking to add English/Language Arts as a second content area endorsement. Students choosing this minor should consult with advisors in both the School of Education and the department of English about their plans. All endorsements subject to change; see School of Education for updated certification requirements.

When taken alongside a teacher certification program through the School of Education, this minor addresses all required English/Language Arts endorsement competencies for the State of Washington’s Residency Teacher Certificate. Based on those official competencies, and in the context of a Whitworth undergraduate education (which will include a course in Written Communication and courses devoted to cultural studies), the minor is designed to prepare students for the state-required content exam for the English/Language Arts endorsement.

Students choosing this minor should consult with advisors in both the School of Education and the Department of English about their plans.

Students interested in additional coursework to deepen their preparation for the certification exam or for teaching in the English/Language Arts area should consult with an English department advisor about strategically enrolling in additional coursework covering cultural studies, the history of literature, global literature, critical theory, and/or writing studies.

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

1. LANGUAGE ARTS EDUCATION (6 Credits)

EL 387	English Methods and Adolescent Literature	3
EL 388	Structure and Development of the English Language	3

2. LITERATURE (9 Credits)

EL 206	American Literature After 1865	3
EL 207	British Literature Before 1800	3
Any Literature Seminar at the 300 or 400 Level		3

These upper division literature seminars are included under “Advanced Literature Courses” in English Track I (Literature).

Other courses may be substituted in consultation with an English advisor.

3. WRITING (3 Credits)

EL 245	Introduction to Creative Writing	3
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Requirements for a TESOL Minor (16)

TES 361/EDU 361	Second-Language Acquisition	3
TES 362/EDU 362	ELL Methodology	3
TES 388/EL 388	Structure and Development of the English Language	3
TES 372/EDU 372	Refugee and Immigrant Experiences	3
One of the following:		3
TES 120/SO 120	Introduction to Sociology	
TES 398/COM 398	Intercultural Communication	
TES 364/EDU 364		1

Editing & Publishing (21 Credits)

Requirements for the Editing & Publishing minor are listed on the Editing & Publishing page.

http://catalog.whitworth.edu/undergraduate/interdisciplinarystudies/editing_and_publishing
[\(http://catalog.whitworth.edu/undergraduate/interdisciplinarystudies/editing_and_publishing/\)](http://catalog.whitworth.edu/undergraduate/interdisciplinarystudies/editing_and_publishing/)

The Editing & Publishing (EP) minor provides focused engagement and practical experience with text production, editorial discernment, and multiplatform design and publishing. EP students study the aesthetics and ethics of editorial work and multiple methods of textual production. They will create portfolio- and resume-worthy projects, and they will undertake significant professional internships. The EP Minor provides students with a unique opportunity to directly apply their humanities education to professional situations and future careers.

(EP Requirements (p. 116))

Film & Visual Narrative (18-20 Credits)

Requirements for the Film & Visual Narrative Minor are listed in the Film & Visual Narrative page

http://catalog.whitworth.edu/undergraduate/interdisciplinarystudies/film_and_visual_narrative (http://catalog.whitworth.edu/undergraduate/interdisciplinarystudies/film_and_visual_narrative/)

The Film & Visual Narrative Minor is designed for students who are interested in focused engagement with film, visual storytelling, and emerging forms of digital narrative. FVN students study the history and aesthetics of film and related sequential visual media. While the minor focuses mainly on analyzing and responding to media, rather than on production, some electives in the minor give students the chance to experiment in various ways with media production.

(FVN Requirements (p. 184))

Medieval & Early Modern Studies (19-20 Credits)

Requirements for the Medieval & Early Modern Studies minor are listed at the Medieval & Early Modern Studies page

http://catalog.whitworth.edu/undergraduate/interdisciplinarystudies/medieval_early_modern_studies (http://catalog.whitworth.edu/undergraduate/interdisciplinarystudies/medieval_early_modern_studies/)

The Medieval & Early Modern Studies (MEMS) Minor is designed for students interested in early time periods (from the fall of Rome in 450 CE to about 1800). The minor draws from many different fields on campus, including English, History, Music, and Art. Students will study these fields and time periods using interdisciplinary approaches.

(MEMS Requirements (p. 250))

Women's & Gender Studies (18 Credits)

Requirements for the Women's & Gender Studies minor are listed at the Women's & Gender Studies page.

<http://catalog.whitworth.edu/undergraduate/womensgenderstudies> (<http://catalog.whitworth.edu/undergraduate/womensgenderstudies/>)

The Women's & Gender Studies program provides students with an intellectual framework for analyzing the role of gender in all aspects of their lives. It empowers each minor to imagine a world in which equality and freedom are possible for all people, and it invites them to take action to bring that world into being. Whether students hope to launch a business with women in developing countries, minister from a lens of equality, study environmental law, write novels, practice obstetrics, or pursue elected office, Women's and Gender Studies will allow them to frame a course of study to help find a path best suited to their interests.

(WGS Requirements (p. 339))

EL Courses

EL 100 Research & Writing Workshop 3

Workshop format. Particular attention given to individual writing process. Focus will be on a full range of academic writing skills; projects include narratives, essays and culminate in a final research paper. Periodic offering in evening/accelerated program.

EL 101 Writing Wksp: Polishing Prose 1

This one credit writing course will focus on detailed development of various writing modalities including audience awareness, document design and formatting, tone, accuracy, and writing style. Students will have the opportunity to develop and enhance their writing skills in an interactive workshop format. This course may be taken twice.

EL 102 Writing Wksp: Struc. Engl Grmr 1

Structure of English, Grammar & Effective Writing Focus on the structure and rules of standard English and their relationship to effective writing. Students will have both in-class and assigned writing opportunities to practice skills such as active voice, parallel structures, point of view and more.

EL 109 Introduction to Academic Writing	3
Introduction to critical writing in response to reading and research. Practice in using writing processes (invention, drafting, revision, editing) to create effective academic arguments. Style and grammar issues and strategies for avoiding plagiarism presented as needed. Offered in the continuing-studies program only.	
EL 110 Writing & Design	3
An introduction to academic writing and research. Emphasis on revision and adaptation of writing for appropriate audiences. Practice in analyzing, synthesizing, and responding to academic readings focused on a topic. Workshop and discussion format. Does not count toward English majors or minors. Fall and spring semesters.	
EL 110H Honors Writing & Design: Writing in the World	3
An introduction to academic writing and research, with an emphasis on writing for real-world contexts and multimodal composition. Workshop and discussion format. Service learning. Recommended especially for honors students or students with advanced placement credit in English.	
EL 115H Reading in Action	3
This freshman level honors course explores a variety of reading practices beginning with our initial love of literature, moving into advanced scholarly reading, and engaging in service-learning with reading communities in Spokane.	
EL 124 African American Literature	3
Introduction to literary study through African American literature. Covers poetry, fiction, and drama. May also consider sermons, songs, and film by African Americans.	
EL 125 Reading Literature	3
An introduction to literary close reading and analysis in multiple genres: fiction, drama, and poetry. Attention to multicultural literature.	
EL 126 Women Writers	3
An overview of women's literary history and an introduction to feminist literary theory. Emphasis on reading, discussion and student response through written and oral assignments. Readings include poetry, fiction, and drama. Also listed as WGS 126.	
EL 127 African American Women Writers	3
Survey of the literature and cultural histories of African American women writers of various genres, along with a selection of black feminist scholarship and critical race theory. Elective for women's and gender studies minor and United States cultural studies minor. Also listed as WGS 127.	
EL 128 Multicultural American Literature	3
A multicultural introduction to careful, appreciative reading of the major literary genres (fiction, poetry, drama). Students will read and analyze texts representing at least two (and often more) minority cultural perspectives from within the US cultural context. African American, Asian American, Hispanic American, and/or Native American literary works are often featured.	
EL 131 Native American Literature	3
Emphasis on fiction and poetry since 1965, with a look at autobiographies of 19th-century Crow man and woman, three Native-made / starring / themed movies, and footage of contemporary pow-wow dancing. N. Scott Momaday, Leslie Marmon Silko, Linda Hogan, Louise Erdrich, Sherman Alexie, and others.	
EL 132 American Immigrant Literature	3
Explores the American immigrant experience through stories, journals, poems, and plays written by explorers, colonists, and immigrants from the time of Columbus to the present. A multicultural introduction to the major genres (fiction, poetry, drama).	

EL 136 Asian American Literature 3

Asian American poetry, prose, and plays, along with Asian American history.

EL 202 Classic American Films 1

Seven American films, from the 1940s through the 1980s, introducing students to important American classics. Attendance & participation required. Meets every other week. Four short papers. 1 credit. Also listed as FVNS 202.

EL 204 Film Noir Hardboiled Lit 3

An introduction to major hardboiled fiction authors (Hammett, Chandler, Cain, Highsmith) and classic films noir (e.g., *The Maltese Falcon*, *Double Indemnity*). We will analyze these genres in their historical and ideological contexts, examining post-war paranoia, existentialism, literary modernism, etc. Also listed as FVNS 204.

EL 205 American Literature Before 1865 3

Overview of major periods, authors and representative works of American literature from the earliest writers through the Civil War. Preparation for upper division. Prerequisite: American Cultural Studies course strongly suggested. Fall semester.

EL 206 American Literature After 1865 3

Overview of major periods, authors and representative works of American literature from end of the Civil War to present. Preparation for upper division. Prerequisite: American Cultural Studies course strongly suggested. EL 206 may be taken before EL 205. Spring semester.

EL 207 British Literature Before 1800 3

British literature from the Anglo-Saxon period through the Renaissance and 18th century. Major period characteristics, authors and representative works. Prerequisite: American Cultural Studies course strongly suggested. Also listed as EMS 207. Fall semester.

EL 208 British Literature Since 1800 3

British literature from the Romantic period through the 20th century. Major period characteristics, authors and representative works. Prerequisite: American Cultural Studies course strongly suggested. EL 208 may be taken before EL 207. Spring semester.

EL 210 Composition for Writers 3

A written communication option for students who are confident in their writing and looking for new composition challenges; especially recommended for potential English majors and minors, and for students who enter with a love of writing and the confidence to work independently. Study of traditional textual composition along with multimodal composing (e.g., multimedia composing that might include images or sounds), design thinking, rhetorical analysis, research as a rhetorical process, and argument for audiences, including public audiences.

EL 211 Introduction to Professional Writing 3

An introduction to professional writing, including business and technical writing. Emphasis on writing in context, project management, document design, teamwork, research, and technology. Prerequisite: Satisfaction of Written Communication requirement. Recommended freshman/sophomore years; Must be completed prior to senior year. Fall and spring semesters.

EL 211H Introduction to Professional Writing 3

An introduction to professional writing, including business and technical writing. Emphasis on writing in context, project management, document design, teamwork, research, and technology. Prerequisite: Satisfaction of Written Communication requirement. Recommended freshman/sophomore years; Must be completed prior to senior year. Fall and spring semesters.

EL 212 Religious Themes in Modern Literature 3

Fiction (mostly novels) from a variety of contemporary fiction writers. Class explores 20th / 21st century treatments of religious themes; class is not a course in Christian literature.

EL 215 Contemporary African Literature	3
Introduction to the African literary tradition since the mid-20th century through prose, poetry, orality and film by African writers on the continent and abroad. Includes contextual study of relevant colonial and migration histories and specific cultures.	
EL 216 Modern Drama	3
A survey of modern drama including major movements, playwrights, and representative plays from 1900 to the present. International in scope, with attention to the ways that plays emerge from, reflect, contend with, and contribute to culture. Please watch the following video for more information: EL-216	
EL 220 Pilgrimage: Walking and Writing	3
This course explores pilgrimage from a variety of eras, perspectives, and genres. Through reading, writing, multimedia, and research assignments, students consider a range of pilgrimage experiences, as well as contemporary uses and adaptations. Students will create their own pilgrimage, documenting and reflecting on their practice.	
EL 222 Gender and Faith in Film and Literature	3
Explores how religious beliefs shape our cultural and personal understandings of gender roles and gender identity. Also listed as WGS 122. Also listed as WGS 222.	
EL 223 Adventure Writing	3
Viewed as both an expression of our enduring courage and our tendency toward folly, adventure has long held a place as a central literary trope. In this course students will examine a texts from different historical periods that deal with adventure, broadly conceived, and the relationship between humans and the wilderness. This course will also ask students to try their hand at adventure writing after completing a mountaineering experience for which they train with the Outdoor Rec. Center for credit as PE 196 Introduction to Mountaineering.	
EL 226H The Story of the Holy Grail	3
This course will examine Arthurian legends as recorded in the literary oeuvre of Chretien de Troyes. Students will read the original unfinished version of the quest of the Holy Grail and devise and film their own unique ending to this enduring legend. Periodic offering.	
EL 233 The Epic	3
A survey of the classical and medieval epics, including Gilgamesh, Homer's Iliad and Odyssey, Virgil's Aeneid, and Dante's Divine Comedy. Attention to development of epic. Some emphasis on classical mythology. Periodic offering.	
EL 238 Arthurian Literature	3
This course studies Arthurian texts as well as more recent interpretations of the Arthurian stories. Cross-listed as HI 238. Also listed as HI/EMS 238.	
EL 242 Crime Fiction	3
The mystery novel and story from Sherlock Holmes to Stephanie Plum, with attention to the genre's archetypes, conventions, mythic systems, and moral vision. Non-majors welcome. Periodic Jan Term offering.	
EL 245 Creative Writing	3
An introduction to creative writing, including multiple genres. Workshop approach. Prerequisite: American Cultural Studies course strongly recommended. Also listed as EP 245. Fall and spring semesters.	
EL 245H Creative Writing	3
An introduction to creative writing, including multiple genres. Workshop approach. Prerequisite: American Cultural Studies course strongly recommended. Also listed as EP 245. Fall and spring semesters.	

EL 246H Crime Media in Norway 3

In this class, we will study crime's representation in media from a sociological and cultural studies perspective. That means that you will both be learning how to assess crime in culture from the methodological perspective of sociology, but you will also read crime literature (fictional and non-fictional) to study how crime media as a genre has changed over time. We will finish our course with a trip to Norway (a nation uniquely intrigued by crime and simultaneously very progressive in their criminal justice system), to study the themes we've covered (prison system reform, cold cases, women in crime, and musical representations of crime) in this cultural context.

EL 247 Shakespeare 3

Survey of Shakespeare's poetry, comedies, tragedies, histories, and romances. Active learning through reading, discussing, studying, watching and performing plays. Also listed as EMS 247.

EL 248 Introduction to Editing 3

Course introduces students to multiple disciplines within the editor's purview, including literary, journalistic, and web-based environments. Topics include aesthetics, magazine, newspaper, and web publishing, copyediting, and teaches significant textual analysis for contemporary rhetorical situation. Students will work on actual texts for final projects. Prereq: Written Com. gen ed, EL 245, or instructor permission. Also listed as EP 248.

EL 250 Introduction to Film Studies 3

An introduction to film studies and film analysis with an emphasis on primarily US filmmakers. One evening per week for film viewing, in addition to regular class sessions. Also listed as FVNS 250. Film fee.

EL 251 Modern Global Literature 3

Global literature, novels and short fiction, after 1945.

EL 252 Literature of the Americas in Translation 3

Introduction to non-English-language literature of the Americas from outside the United States in translation, mostly 20th/21st centuries. Cultivate appropriate reading practices across linguistic and cultural boundaries. Works considered in light of historical and cultural contexts, with a focus on the role of translation in interpretation. Taught in English.

EL 257 Creative Nonfiction Workshop: Environmental and Nature Writing 3

Students will read contemporary examples of environmental and nature writing. They will produce, workshop, and revise texts about experiences in nature and current environmental issues.

EL 260 Sin and Chaos in Literature 3

In this course, students will read contemporary social theory as well as traditional theological accounts of what it means to be human. These accounts will be put into dialogue with a diverse range of American writers.

EL 260H Sin and Chaos in Literature 3

In this course, students will read contemporary social theory as well as traditional theological accounts of what it means to be human. These accounts will be put into dialogue with a diverse range of American writers.

EL 262 The Bible as Literature 3

Reading the Bible as a literary artifact: hero stories, prophetic oracles, myth, apocalypse, poetry. Use of literary criticism and its varied approaches.

EL 264 Homer to Shakespeare 3

This course reads classic texts as foundational for contemporary literature. By examining works from Homer to Shakespeare, students will explore the way historical and geographical context affects storytelling. Students will produce their own retelling of an ancient tale, while they will also critically reflect on the ways that retelling is a form of interpretation. To discuss reinterpretations, the course will include discussion of contemporary adaptations in film, poetry, and literature.

EL 266 Applied Editing: Rock & Sling	1
Applied Editing puts students on the staff of Rock & Sling, a nationally-distributed literary magazine. Their work helps develop their resumes and provides a practical professional experience as editorial assistants. Students will attend one, if not both, of the weekly meetings, per instructor discretion.	
EL 267 Introduction to Critical Strategies	3
Introduction to the strategies and terminology of literary criticism and the discipline of literary studies. Emphasis on the theoretical, historical, and practical applications of both traditional and contemporary literary criticism. Also listed as EP 267. Fall and spring semester.	
EL 273 Poe	3
Study of the poetry, fiction and essays of Edgar Allan Poe. Approximately forty short stories and sketches, his sole novel, several poems, three major essays, and selections from "Eureka".	
EL 275 Utopian Literature	3
Broad overview of utopian literature, theory, and activism, emphasizing historical context and real-world applications. Traces utopian fiction from its early roots in didactic literature to 20th-century and contemporary science fiction and fantasy.	
EL 276 Medical Humanities	3
Students will investigate interdisciplinary approaches to medical sciences by close-reading and literary analysis of both traditional and non traditional texts (novels, poetry, as well as video games and web-site design).	
EL 279 J.R.R. Tolkien	3
Introduction to the life and works of J.R.R. Tolkien. Readings of his major literary works as well as folklore and medieval literature that influenced him and shaped his life as a scholar.	
EL 300H Domain of the Arts	3
Exploration of theater, literature, music, museums, and film. The arts in relation to society, economics, politics, values, faith. Taught in San Francisco, Los Angeles, and other major US cities. Periodic Jan Term offering.	
EL 301 Children's Literature	3
Reading and evaluation of a broad range of literature for children. Periodic Jan Term offering.	
EL 304 Fiction Writing	3
Advanced-level workshop in the crafting of narrative and the marketing of fiction. Students read several examples of contemporary fiction. Workshop format. Prerequisite: EL 245 or permission of instructor. Fall and spring semester.	
EL 305W Contemporary American Poetry	3
Study of American poets and movements, 1955 to present. Engagement with historical and cultural context. Reading includes mid-modern poets (such as Adrienne Rich, Elizabeth Bishop, and Robert Lowell) and contemporary poets (such as Louise Gluck, Li-Young Lee, Christian Wiman, D. D. Wright, Naomi Shihab Nye, and many others).	
EL 307W Women in American Fiction	3
Portrayals of women in American fiction and popular literature. Female and male authors, primarily late 19th century. Also listed as WGS 307W.	
EL 308W 18th Century British Literature	3
Study of major 18th-century British authors, genres, social history. Particular emphasis on fiction, Restoration comedy, satire.	

- EL 310 Northwest Writers** 3
Readings from a diverse group of Northwestern poets, fiction writers, and creative nonfiction writers, with consideration of central themes and concerns shared among them. Explores the relationship between these writers and their region. Also listed as ENS 310.
- EL 311 Playwriting** 3
Fundamentals of playwriting. Students will learn to write monologues, scenes and short plays, how to analyze a script, and the differences between play-writing and screen-writing. Prerequisite: Writing I. Periodic offering.
- EL 314H Church Drama** 3
This course involves study of classic and contemporary drama used in Christian worship. Students will engage in biblical text study, critical writing, playwriting, and performance of original theatre on campus and in area churches.
- EL 316 American Drama Since 1900** 3
Examines a variety of American plays written and produced since 1900, with particular attention to how direction, staging, and performance factors affect the critical reading of dramatic texts.
- EL 316W American Drama Since 1900** 3
Examines a variety of American plays written and produced since 1900, with particular attention to how direction, staging, and performance factors affect the critical reading of dramatic texts.
- EL 317 Whitman/Dickinson Seminar** 3
Seminar focuses on the relation between the poetic forms and voices of Walt Whitman and Emily Dickinson. Research project explores political & cultural events of the mid 19th century.
- EL 318 Writing in the Community** 3
Students will work together to design and lead creative writing activities with community groups in Spokane. Students will write alongside our community participants. Students will produce some new writing, workshop those pieces, and revise them into a portfolio. Students develop leadership skills while serving their community.
- EL 319 Writing in the Community Practicum** 1
Students will lead a creative writing workshop with a community group in Spokane. They will adapt and present writing exercises, and they will write along with the community group. Students will edit, design, and publish an anthology of participants' work. Students will develop professional skills while serving their community. Students should have completed or be currently enrolled in a 200 or 300-level creative writing workshop.
- EL 320 Pilgrimage: Walking and Writing** 3
This course explores pilgrimage from a variety of eras, perspectives, and genres. Through reading, writing, multimedia, and research assignments, students consider a range of pilgrimage experiences, as well as contemporary uses and adaptations. Students will create their own pilgrimage, documenting and reflecting on their practice.
- EL 321W The American Novel to 1900** 3
Development of the novel in the U.S. from 1794 to the dawn of the 20th century. 10 - 12 novels, including writers such as Brown, Cooper, Hawthorne, Melville, Twain, James, Howells, Crane, Chopin.
- EL 322 Gender and Faith in Film and Literature** 3
Exploration of how religious beliefs shape our cultural and personal understanding of gender roles and gender identity.

- EL 325 Studies in American Literature** 3
Read and analyze a variety of American literary texts, including novels, written by a set of authors representing different times, places, perspectives, and experiences of American life and culture. Students will develop higher-level research skills while conducting research on course authors, and they will write about and respond to course authors and texts. Course includes the composition of a long analytical essay. Offered for School of Continuing Studies only.
- EL 329 Visual Narratives** 3
Exploration of graphic novels, comics, and transmedia storytelling. Readings will include both exemplary visual narratives and relevant critical theory on such texts. Two evening screenings in addition to regular class meetings. Also listed as FVNS 329.
- EL 330H The Book in America to 1900** 3
This course engages the history of the book in colonial America and the United States before 1900. Understanding "the book" in the broadest possible sense of material texts intended for communication, this interdisciplinary course takes up foundational readings on the history of the book and media studies, focusing on the specific contexts of colonial America, the early Republic, and the age of the Industrial book, and providing a distinctive angle on literary and cultural history.
- EL 333 Literary England (Study Abroad Program)** 4
Focus on British authors and works in relation to their settings. Part of British Isles study program, every third year (spring semester 2018, 2021, and so on).
- EL 337H Audio Storytelling** 3
Inspired by This American Life, The Moth Radio Hour, Story Corps, and other audio programs, students will build a portfolio of their own audio work. Topics will include elements of storytelling and narrative design, ethical obligations in handling other people's stories, and basic audio recording and editing.
- EL 338 Arthurian Literature** 3
See EL 238. Also listed as EMS 338.
- EL 339 Digital Storytelling** 3
Study of digital, multimodal writing/storytelling. Students create a variety of digital texts using freely available audio, video, and text editing tools. Two evening screenings in addition to regular class meetings. Prerequisites: EL 210, EL 245, COM 125, or instructor permission. Also listed as COM/FVNS 339. Jan term.
- EL 339H Digital Storytelling** 3
Study of digital, multimodal writing/storytelling. Students create a variety of digital texts using freely available audio, video, and text editing tools. Two evening screenings in addition to regular class meetings. Prerequisites: EL 210, EL 245, COM 125, or instructor permission. Also listed as COM/FVNS 339. Jan term.
- EL 340H Writing in Virtual Worlds** 3
An introduction to writing in, with, and about virtual worlds, including exploration of MUDs/ MOOs, RPGs, MMORPGs, and others. Also listed as EP 340H.
- EL 342 British Women Writers** 3
Examines the contributions of familiar (e.g., Austen, Bronte, Woolf) and less familiar women writers of Britain. Considers literary history in light of recent revisions of that history. Women's and gender studies elective; also listed as WGS 342. Please watch the following video for more information: <https://www.youtube.com/watch?v=cyELr10kws8&feature=youtu.be> target="_blank">EL-342

- EL 343 Shakespeare on Film** 3
 This course is an upper-division introduction to Shakespeare. By reading plays and by viewing filmed versions of Shakespeare plays, students will gain familiarity with both the play texts and the variety of ways that they have been reinterpreted on film and in other media. Also listed as EMS 343.
- EL 344 Autobiographical Writing** 3
 Practical and theoretical approaches to autobiography writing, including the personal essay. Readings in literary autobiography. Workshop format. Prerequisite: EL-245.
- EL 345 Poetry Writing** 3
 Advanced workshop in poetry composition and revision. Study of forms and movements. Reading of contemporary American and International poets. Prerequisite: EL 245.
- EL 346W Essay Writing** 3
 Advanced workshop in writing contemporary essay genres including experimental critical writing and the literary essay. Reading of current literary essays. Prerequisite: written communication course and one other writing course strongly suggested.
- EL 347 Creative Nonfiction Writing** 3
 Advanced workshop in memory-based or fact-based writing that is literary, employing stylistic devices of fiction and lyrical narrative poetry. No prerequisite, though it is recommended that students take their written communications course before or concurrently with EL-347. Most semesters.
- EL 348 Book Design and Publishing** 3
 Exploration of print design and professional publishing. Extensive training in professional design software. Students produce a printed book and develop text-based print projects, as well as conduct significant research into contemporary publishing issues. Required: either sophomore status (or higher) or a declared Editing and Publishing minor. Also listed as EP 348.
- EL 349W 20th Century American Fiction** 3
 Significant American novelists from the World War I era to the contemporary era.
- EL 350H American Literary Journals** 3
 Study the history and development of significant literary journals across American history. Students will gain an understanding of the role of magazines in the development of American literature, and practical insight into the administration and aesthetic concerns of contemporary magazines. Students will also research new developments in periodic literary publishing, including online magazines, print zines, e-books, and other digital environments.
- EL 351 Documentary/Avant Garde Film** 3
 Focusing mostly on ethical and aesthetic issues in non-fiction film since Flaherty and Grierson in the 1930s, with emphasis on documentary filmmaking since the 1980s. A secondary emphasis on experimental short films (e.g. Maya Deren and Brakhage). One evening per week for film viewing, in addition to regular class sessions. Also listed as FVNS 351. Film fee.
- EL 352 World Cinema** 3
 Major movements and filmmakers from Europe, Asia and other regions (e.g., German Expressionism, French New Wave, Bergman, Kurosawa, Latin American film, Eastern European film). Also listed as FVNS 352. Film fee.
- EL 355 Introduction to Linguistics** 3
 A general study of language content and systems, with primary focus on sounds, meaning, historical change, and social contexts.
- EL 357 Environmental and Nature Writing** 3
 Students will read contemporary examples of environmental and nature writing. They will produce, workshop, and revise texts about experiences in nature and current environmental issues.

- EL 358 Composition Theory** 3
In this course students will read and discuss landmark essays and studies about composing processes and theories. Attention will be given to intellectual foundations of composition studies and current practice in the teaching of writing.
- EL 360W 20th Century British Literature** 3
The fiction of the British Isles from 1900 to the present.
- EL 362 The Bible as Literature** 3
Reading the Bible as a literary artifact: hero stories, prophetic oracles, myth, apocalypse, poetry. Use of literary criticism and its varied approaches.
- EL 363 Seminar in Poetry of Witness** 3
Seminar explores WWII and post-WWII European and Eastern European poets, along with more recent poets from Israel and Palestine. Focus on the transcendent, truth-telling role of poetry and art that bears witness to unthinkable cultural destruction.
- EL 364 Homer to Shakespeare** 3
This course reads classic texts as foundational for contemporary literature. By examining works from Homer to Shakespeare, students will explore the way historical and geographical context affects storytelling. Students will produce their own retelling of an ancient tale, while they will also critically reflect on the ways that retelling is a form of interpretation. To discuss reinterpretations, the course will include discussion of contemporary adaptations in film, poetry, and literature.
- EL 368 Postcolonial British Literature** 3
An examination of key texts and debates in postcolonial British writing. Representative areas and writers may include India (Kipling, Forster, Rushdie, Roy), the African Continent (Conrad, Achebe, Coetzee, Gordimer), Ireland (Joyce, Yeats, Bowen), and theory by Said, Spivak, and Bhabha. Prerequisite: American Cultural Studies course strongly recommended. Please watch the following video for more information: <https://www.youtube.com/watch?v=RioFRcPeV40&feature=youtu.be> target="_blank"> EL-368
- EL 371W British Renaissance** 3
Examination of the major poetry, plays, and prose of the period, excluding Shakespeare. Prerequisite: EL-207. Also listed as EMS 371W.
- EL 372W American Renaissance** 3
Major figures of the extraordinarily rich blossoming of American literature, 1835-1860 (e.g., Emerson, Thoreau, Hawthorne, Melville, Whitman, and less lights). Please watch the following video for more information: <https://youtu.be/HmkvDXH0dx0>> EL-372W
- EL 373 Poe** 3
See EL 273.
- EL 374W 17th Century British Poetry/Milton** 3
English poetry of the 17th century: metaphysical and cavalier (e.g., Donne, Herbert, Jonson, Marvell) plus Milton, with emphasis on "Paradise Lost."
- EL 375W Victorian Literature** 3
Seminar focusing on literary figures and genres of 19th-century Britain, including fiction, prose, poetry, autobiography and drama. Explores Victorian visual media and other popular print culture.
- EL 376W British Romanticism** 3
Romantic literature in an age of revolution (e.g., Wollstonecraft, Blake, Wordsworth, Austen, Keats).

EL 377W Modern Poetry 3

The revolution of Modernism in American poetry, 1910-1940 (e.g., Eliot, Pound, Williams, Stevens).

EL 378 Jane Austen 3

A seminar on Jane Austen's major works. Some literary background strongly suggested. Also listed as WGS 378.

EL 382 Rhetorical Methods and Approaches 3

This course concerns the rationale, methods and applications of both classical and contemporary rhetorical theory. Includes a survey of historical and contemporary rhetorics and their effect on both the analysis and production of texts, including digital media. Prerequisite: completion of written communication requirement and one other writing course recommended. Also listed as EP 382.

EL 384 The Rhetoric of Human Rights 3

An advanced seminar in which classical and contemporary rhetorical theory is utilized to understand the historical development of human rights discourse. Students will use historical and theoretical texts to analyze works of fiction, non-fiction, and digital media used by contemporary non-profits in order to understand how language shapes our perceptions of human rights concerns.

EL 387 English Methods and Adolescent Literature 3

English methods, including theory and practice of teaching the writing process. Reading adolescent literature. Spring semester.

EL 388 Structure and Development of the English Language 3

Review of traditional grammar, exposure to various new grammars, development of usage. Designed for prospective teachers. Also listed as TES 388. Fall and spring semesters.

EL 390 English Internship 1-3

English Internships are off-campus experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of their academic study, and the practical application of that study in a professional work environment. Designed to be a capstone experience for students, the internship offers students the opportunity to gain relevant experience and build professional connections.

EL 390H Honors English Internship 1-3

Honors English Internships are off-campus experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of their academic study, their broader liberal arts education, and the practical application of those studies in a professional work environment. In addition to its investment in interdisciplinary learning, all Honors internships likewise have a public-facing component, meaning that students must present to a public audience evidence of their learning experiences. Designed to be a capstone experience for students, the internship offers students the opportunity to make connections across their liberal arts education, to gain relevant experience, and to build professional connections.

EL 396H This Whitworth Life: Audio Storytelling 3

Inspired by This American Life, The Moth Radio Hour, Story Corps, and other audio programs, students will build a portfolio of their own audio work. Topics will include elements of storytelling and narrative design, ethical obligations in handling other people's stories, and the technical components of this kind of work, including recording and editing. Also listed as EP 396H. Jan Term. Periodic Offering. Please watch the following video for more information: [EL-396H](https://www.youtube.com/watch?v=RgRoISfAXmI&feature=youtu.be)

EL 401W Moby Dick 3

A close study of Herman Melville's famous whale story in its literary and historical context. Periodic Jan Term offering.

- EL 405W Chaucer and Medieval Literature** 3
Emphasis on Canterbury Tales (in Middle English). Other poetry and plays of the late medieval period will be read. Also listed as EMS 405W.
- EL 415W Beowulf & Beyond** 3
Emphasis on Old English poetry and prose, including Beowulf.
- EL 420 Writing Center: Theory and Practice** 3
Initial training for Whitworth Writing Center consultants. Includes writing center theory and philosophy along with development of analytical insight into papers and interpersonal skills necessary for consulting. Prerequisite: faculty nomination and then completion of application and selection process. Spring semester.
- EL 421 Writing Center II: Theory & Practice** 1-2
Further class work in addition to consulting hours in the Writing Center. Prerequisite EL 420. Spring or Fall semesters.
- EL 422H Joyce and Woolf Seminar** 3
Examines fiction by major twentieth-century authors James Joyce and Virginia Woolf, using collaborative, creative projects. Recommended that students have prior courses in the honors program or English department.
- EL 436 Francophone African Lit/Film** 3
Introduction to literature and film from French-speaking African countries after independence, including historical and cultural background. Also listed as FR 436. Periodic offering.
- EL 444 Advanced Writing Workshop** 3
Workshop/seminar for serious, self-motivated students who have completed EL 245, EL 304 and EL 345. Introduction to the major contemporary literary journals, on-line publications, writer's markets, and contemporary theory. Much of course devoted to developing a single substantial writing project.
- EL 447 Shakespeare Seminar** 3
Special topics course on Shakespeare's dramatic and non-dramatic literature. Topics vary but will focus upon particular genres, historical contexts, and ideas in a limited number of plays. Also listed as EMS 447.
- EL 449W Postmodern Literature and Culture** 3
Readings in postmodern literature and theory, with attention to the break from aesthetic Modernism and to cultural dilemmas commonly informing postmodern texts. Any lower-division literature course recommended as preparation. Also listed as EP 449W.
- EL 454 Russian Literature** 3
Russian fiction of the 19th century (e.g., Turgenev, Gogol, Dostoevsky, Tolstoy). Non-majors welcome. Periodic offering.
- EL 460 Irish Literature** 3
Fiction, drama, poetry, and film by Irish artists (e.g., Joyce, Yeats, Bowen, Beckett) along with study of political and cultural contexts.
- EL 465W English Novel** 3
The history and development of the novel from 1720 through 1895 (e.g., Defoe, Fielding, Austen, Gaskell, Hardy). Please watch the following video for more information: EL-465W
- EL 466 Applied Editing: Rock & Sling** 1
For assistant editors of Rock & Sling, indicating leadership role. Students will attend one, if not both, of the weekly meetings, per instructor discretion.

EL 480 Field Studies	1-4
EL 484 Literary Criticism	3
Learning to write from various critical perspectives. Major literary theories from Aristotle to the 21st Century. Junior standing strongly suggested. Also listed as EP 484.	
EL 494 Track III Portfolio	0
EL 497 Medieval and Early Modern Studies Senior Portfolio	1
Students will submit a portfolio by April 15 of their final year (or midway through their final term). The portfolio will include a selection of work from 3 to 4 courses in the minor. Also listed as HI/EMS 497. Spring semester.	
EL 498 Senior Portfolio	1
Capstone colloquium for English majors, including revision and submission of their best work in portfolio form. Fall semester.	
HU Courses	
HU 201 International Films	1
Professors from different disciplines present seven international films; students view films together and react to them through short papers. Learn about international cinematic traditions and film history. Also listed as FVNS 201. Fall semester.	
HU 300 Introduction to the Culture of the British Isles - Abroad	2
This course will provide a survey of the art, history, and literature of England, Ireland, Scotland, and Wales. Required for and exclusive to students participating in the British Isles Study Program.	
HU 302 French Civilization - Abroad Program Preparation	2
A survey of French history from the Gauls and Romans through the 19th century, with emphasis on contemporary French culture. Required for and exclusive to students participating in the France Study Program. Fall semester, every third year preceding the program.	
HU 314 Tanzania Study Program: Preparation Course	1
This course is designed to equip you with the academic and logistical background you need to thrive on the Tanzania Study Program. The preparation course will prepare you to live in east Africa for a semester, and will include a primer for the courses you will take while in Tanzania.	

Environmental Studies

The environmental studies program draws on the expertise of faculty distributed throughout the academic disciplines at Whitworth to provide a robust interdisciplinary approach to the study of the natural world. The program integrates insights from the natural sciences, social sciences, humanities and theology to develop students' environmental literacy and competence, providing a holistic education that encourages thoughtful and informed care of the earth and its creatures. Both interdisciplinary majors that are a part of the program require students to develop competence across a range of fields. The B.A. in environmental studies focuses in particular on the social, political, ethical and religious dimensions of environmental challenges and opportunities, while the B.S. in environmental science focuses on the physical and biological dimensions, providing a thorough grounding in the sciences. Both programs reflect Whitworth's long-standing commitment to the care of creation as an integral part of our mission to love the God who created all things, to follow Christ who redeems all things, and by the power of the Spirit to serve our fellow human beings with whom we are bound to the life of all of creation.

Student Learning Outcomes

Environmental studies programs will equip Whitworth students with:

1. **Critical Thinking.** Students develop an ability to think critically about some of the most pressing questions of our day by considering the environmental impact of their personal and professional decisions.
2. **Interdisciplinary Competence.** Students are able to assess the causes and consequences of environmental issues from the perspective of the natural and social sciences, theology, and the humanities.
3. **Faith and Learning.** Students actively demonstrate the application of their faith or worldview to care for the whole creation.
4. **Effective Communication.** Students will communicate about the causes and consequences of environmental issues from an interdisciplinary perspective in both oral and written form.
5. **Field Skills.** Students will spend time in the field, experiencing a broad array of field-based environmental skills, preparing them for future careers as environmental professionals.

Requirements for an Environmental Science Major, B.S. (55-58)

ENS Core Courses (9)

BI 120	Introduction to Environmental Science	3
PO 250	Environmental Politics	3
One of the following:		3
TH 212	Redemption of Creation	
TH 214	Theology & Ecology	

General Science Requirements (20)

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 143	General Biology II: Ecology and Evolution	4
BI 240	General Biology III: Organismal Diversity	4
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1

Chemistry Requirements (7)

CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 331	Environmental Chemistry	3

Ecology Requirements (8)

BI 304	Ecological Measures	4
BI 347	Global Change Ecology	4

Field Intensive Requirements (one of the following)	3-4
BI 341 Central American Field Ecology	
BI 346 Field Parasitology	
*Approved Au Sable Field-Based Course	
Geographic Information Systems (one of the following)	3-4
ENS 255 Introduction to GIS	
*Au Sable course EnvST 362 Environmental Applications for GIS	
Seminar (2)	2
ENS 301 Environmental Studies Seminar	
ENS 401 Environmental Studies Seminar	
One additional course from the ENS major electives list (must be 200 or higher)	3-4
Students pursuing the Environmental/Sustainability Education endorsement must take the following among their electives:	
EDU 343 Science: K-9 Methods and Assessment	
or EDU 455W Science in Secondary School	
EDU 410 Environmental and Sustainability Education in the K-12 Classroom	

Requirements for an Environmental Studies Major, B.A. (36-39)

ENS Core Courses (9 credits)	
BI 120 Introduction to Environmental Science	3
or ENS 120 Introduction to Environmental Science	
PO 250 Environmental Politics	3
or ENS 250 Environmental Politics	
One of the following:	3
TH 212 Redemption of Creation	
or ENS 212 Redemption of Creation	
TH 214 Theology & Ecology	
or ENS 214 Theology & Ecology	
Environmental Science Courses (7)	
BI 347.4 Global Change Ecology	4
or ENS 347 Globalization in Southeast Asia	
ENS 255 Introduction to GIS	3
Field Intensive Requirement (one of the following)	4
BI 341 Central American Field Ecology	
or ENS 341 Central American Field Ecology	
*Approved Au Sable Field-Based Course	
Environmental Writing (one of the following)	3
ENS 357W Creative Nonfiction Workshop: Environmental and Nature Writing	
EL 210 Composition for Writers (Environmental Writing Section)	
or ENS 210 Composition for Writers	
Environmental Ethics (3)	3
ENS 302W Environmental Ethics	
or TH 302W Environmental Ethics	
Society and the Environment (one of the following)	3
HI 384 Pacific Northwest History	
or ENS 384 Pacific Northwest History	
ENS 360 Sociology of the Environment	
or SO 360 Sociology of the Environment	

EC 350	Environmental Economics	
or ENS 350	Environmental Economics	
PO 356	Global Climate Change Governance	
or ENS 356	Global Climate Change	
PO 359	Global Environmental Politics	
or ENS 359	Global Environmental Politics	
Seminar - Must take both (2)		2
ENS 301	Environmental Studies Seminar	
ENS 401	Environmental Studies Seminar	
Two additional courses from the ENS major elective list. At least one must be 200 level or higher.		5-8
Students pursuing the specialty endorsement in Environmental/Sustainability Education (ESE) must take the following among their electives:		
EDU 343	Science: K-9 Methods and Assessment	
or EDU 455W	Science in Secondary School	
EDU 410	Environmental and Sustainability Education in the K-12 Classroom	

Requirements for an Environmental Studies Minor (20-25)

ENS 120/BI 120	Introduction to Environmental Science	3
ENS 250/PO 250	Environmental Politics	3
One of the following:		3
ENS 212/TH 212	Redemption of Creation	
ENS 214/TH 214	Theology & Ecology	
Four courses total, at least one from the Natural Science category and one from the Social Science/Humanities category		11-16
Students pursuing the Environmental/Sustainability Education endorsement must take the following among their electives:		
EDU 343	Science: K-9 Methods and Assessment **	
EDU 410	Environmental and Sustainability Education in the K-12 Classroom **	

* Selected sections only. Please see your advisor.

** Students fulfilling requirements for the ESE endorsement should take EDU 410 AND either EDU 343 OR EDU 455.

Environmental Science/Studies Elective Courses

Natural Science Electives		
BI 102	Introductory Biology	3
BI 105	Plants in Culture	3
BI 111	Marine Biology	3
BI 303	Plant Taxonomy	4
BI 304	Ecological Measures	4
BI 311	General Biochemistry	3
BI 323	Animal Physiology	4
BI 324	Animal Behavior	4
BI 331	Plant Physiology	4
BI 341	Central American Field Ecology	4
BI 345	Ecology	4
BI 347	Global Change Ecology	4
BI 350	Comparative Vertebrate Anatomy	4

BI 363	Genetics	4
BI 365	Ecological Developmental Biology	4
BI 381	Statistical Applications for Biology	3
BI 399	Molecular Genetics	4
CH 111	Green Chemistry	3
CH 112	Chemistry and Health	3
CH 122	Chemistry in Modern Living	3
CH 331	Environmental Chemistry	3
GL 139	Environmental Geology	3
NS 101	Earth and Sky	3
Social Science Electives		
EC 350	Environmental Economics	3
EC 381	Study Abroad Inequality, Environment, Social Change	3
EL 110	Writing & Design	3
EL 210	Composition for Writers	3
EL 357	Environmental and Nature Writing	3
HI 384	Pacific Northwest History	3
PO 356	Global Climate Change	3
PO 359	Global Environmental Politics	3
SO 360	Sociology of the Environment	3
SO 465	Population Analysis	3
TH 212	Redemption of Creation	3
TH 214	Theology & Ecology	3
TH 302W	Environmental Ethics	3

*These courses may have prerequisites that are not included in the major. Please refer to the catalog and talk with your advisor when planning to take these courses.

Courses

ENS 101 Earth and Sky 3

A broad study of earth science including geology and astronomy, oceans, the atmosphere and fundamental underlying physical concepts. Includes the nature and the origin of the solar system, the structure of the earth, and how earth processes operate and affect human life; for example: volcanoes, earthquakes, rivers, groundwater, glaciers, ocean processes, atmosphere and weather. For elementary education students. Also listed as NS 101. Fall and spring semesters.

ENS 102 Introductory Biology 3

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

ENS 105 Plants in Culture 3

Basic structures and life processes in plants. Survey of historical and contemporary uses of plants. Focus on ways in which human life is physically dependent on plants, and on the many ways in which human cultures reflect the specific plants available to them. No lab. For non-science majors. Meets natural science requirement. Also listed as BI 105. Periodic offering.

ENS 111 Marine Biology 3

Introduction to life in the sea. Emphasis on the diversity of marine organisms and adaptations to marine habitats, marine ecosystems and food webs. No lab. For non-science majors. Meets natural science requirement. Also listed as BI 111. Jan Term. Periodic offering.

- ENS 112 Green Chemistry** 3
The focus will be on environmentally friendly chemistry (green chemistry) applied to the design, development, and implementation of chemical processes and products that are not harmful to humans or the environment. Basic math and algebra skills will be used. For non-majors. Also listed as CH 111. Periodic Jan Term offering.
- ENS 113 Chemistry and Health** 3
Applications of chemical principles to concepts of health and disease. Overview of chemistry discoveries and their contributions to understanding current health issues. For non-majors. Also listed as CH 112. Periodic Jan Term offering.
- ENS 120 Introduction to Environmental Science** 3
Overview of how science informs our approach to environmental concerns, with application to specific current environmental challenges, including water resources, energy, land use, biodiversity, and global change. Also discussed how faith integrates with science to shape our approach to the environment. Meets natural science requirement. Also listed as BI 120. Spring semester.
- ENS 122 Chemistry in Modern Living** 3
Overview of current chemical issues, for the non-science student. Topics may include air pollution, global warming, ozone layer, acid rain, nuclear energy, solar energy, plastics, nutrition and/or pharmaceutical drugs. Basic math and algebra skills will be used. For non-majors. Also listed as CH 122. Periodic Jan Term offering.
- ENS 131 Understanding Earth** 4
Structure of the earth and the forces of plate tectonics that build and move continents. Examination of the dynamic interactions between the lithosphere (crust), atmosphere, and hydrosphere. Laboratory included. Also listed as GL 131. Jan Term.
- ENS 139 Environmental Geology** 3
Interactions of the human species with land, sea and air. Geologic hazards, earth resources, oceanography, meteorology. Also listed as GL 139. Fall semester, odd years.
- ENS 146 Physics in Current Events** 3
Using current events as a starting point, we will discuss the physics behind these events and explore where it leads. Topics may include forces, energy, waves, sound, electricity and magnetism, heat, fluids, relativity, nuclear and particle physics, astronomy, and astrophysics. The selection will be based largely on current events in news media, such as newspapers, TV, radio, and the Internet. Students are encouraged to suggest topics of interest to them. Course includes a lab component. Fulfills the natural science requirement. Also listed as PS 146.
- ENS 210 Composition for Writers** 3
A written communication option for students who are confident in their writing and looking for new composition challenges; especially recommended for potential English majors and minors, and for students who enter with a love of writing and the confidence to work independently. Study of traditional textual composition along with multimodal composing (e.g., multimedia composing that might include images or sounds), design thinking, rhetorical analysis, research as a rhetorical process, and argument for audiences, including public audiences.
- ENS 212 Redemption of Creation** 3
An introduction to the whole story of the Bible with a focus on the created order and God's plans in redemption and new creation. Considers the significance of a biblical theology of creation and redemption for contemporary issues. Also listed as TH 212. Fall semester.
- ENS 214 Theology & Ecology** 3
Develops a biblical theology of creation care rooted in Scripture's portrayal of creation and redemption in Christ. Attention is given to environmental issues and the ecology and natural history of the Northwest. Includes study, work, worship, outdoor exploration and disciplined reflection. Also listed as TH 214. January, odd years, Tall Timber Ranch in the Cascades.

ENS 250 Environmental Politics	3
Studies the role of markets, governments, and civil society in shaping the way people behave toward the environment, focusing on the concept of sustainability in terms of society, economics and the environment. Because people interact in a variety of ways, the course moves from local to global and focuses on issues at each level. Also listed as PO/EC 250.	
ENS 255 Introduction to GIS	3
Introduction to the collection, management, analysis, and presentation of spatial data using the tools of Geographic Information Systems and Global Positioning Systems. Includes 3 full-day field trips during the week.	
ENS 257 Creative Nonfiction Workshop: Environmental and Nature Writing	3
Students will read contemporary examples of environmental and nature writing. They will produce, workshop, and revise texts about experiences in nature and current environmental issues.	
ENS 274 Environment and Performance	3
Explore our relationships with the land we inhabit through engagement with indigenous elders, artists, scientists, and the land itself. Learning will culminate in original performance pieces, crafted in response to and in dialogue with the ecosystem encountered. Most class days spent partially or entirely outside.	
ENS 301 Environmental Studies Seminar	1
Prepares environmental studies students for next steps in environmental careers. Intended for sophomores or juniors in the environmental studies program. Students prepare for an internship, research experience, or environmentally related temporary employment.	
ENS 302W Environmental Ethics	3
An exploration of scientific, philosophical, and religious views concerning the non-human world and our responsibilities towards other creatures, fellow human beings, and future generations. Includes readings in classic environmental texts, a service learning component, and a focus on practical issues relevant to the northwestern United States.	
ENS 303 Plant Taxonomy	4
History, theories and methods of classification, identification, nomenclature and description. Role of taxonomy as a biological discipline. Types of taxonomic evidence. Descriptive terminology. Survey of selected families. Lab focuses on use and construction of diagnostic keys, identification of local flora, preparation of field data records and herbarium specimens. Lab. Prerequisites: BI 140 and BI 141. Also listed as BI 303. Spring semester, even years.	
ENS 304 Ecological Measures	4
This course will explore a number of fields of ecological research and management, focusing first on the reasons for measuring ecosystem attributes pertinent to each field, as well as covering sampling design, analysis, and common measurement techniques. Three required Saturday field trips. Prerequisite: BI 345. Also listed as BI 304. Fall semester.	
ENS 305 Landscape Ecology	4
Landscape ecology is the study of the causes and consequences of landscape-scale pattern and process. Topics will include ecological scale, restoration ecology, disturbance ecology, ecological modeling, and geospatial ecological techniques. Includes 1 Saturday field trip. Prerequisite: BI 345. Also listed as BI 305. Spring semester. Periodic offering.	
ENS 305W Landscape Ecology	4
Landscape ecology is the study of the causes and consequences of landscape-scale pattern and process. Topics will include ecological scale, restoration ecology, disturbance ecology, ecological modeling, and geospatial ecological techniques. Includes 1 Saturday field trip. Prerequisite: BI 345. Spring semester.	
ENS 305L Lab: Landscape Ecology	0

- ENS 310 Northwest Writers** 3
Readings from a diverse group of Northwestern poets, fiction writers, and creative nonfiction writers, with consideration of central themes and concerns shared among them. Explores the relationship between these writers and their region. Also listed as EL 310.
- ENS 323 Animal Physiology** 4
Anatomical, physiological and behavioral adaptations of animals to their particular habitats. Lectures focus on respiration in air and water, circulation, metabolism, temperature limits and thermoregulation, osmotic adaptations and excretion, and amoeboid, flagellar, ciliary, and muscular movement. Lab. Prerequisites: BI 140, BI 143, BI 240, CH 271 and BI 311 or CH 401. Junior standing or by permission of instructor.
- ENS 324 Animal Behavior** 4
The study of the mechanisms and evolution of animal behavior. Topics include methods of observation and quantification of behavior, natural selection, sexual selection, evolution of animal choice, and the biological basis of all social interactions. Lab. Prerequisites: BI 140 and BI 141. Also listed as BI 324. Fall semester, odd years.
- ENS 331 Plant Physiology** 4
Water relations, mineral absorption and nutrition, translocation mechanisms, respiration, photosynthesis, nitrogen metabolism, growth regulators, photomorphogenesis, senescence and stress physiology. Focus on vascular plants. Lab emphasizes whole organism responses. Prerequisites: BI 140, BI 141, BI 311, and CH 271. Also listed as BI 331. Also listed as CH 331. Spring semester, odd years.
- ENS 331L Environmental Chemistry Lab** 1
Explore the laboratory methods typical in environmental analysis. Includes sampling techniques, use of certified protocol(s), and spectroscopic and instrumental analysis. Also listed as ENS-331L. Corequisite: concurrent enrollment in CH331, CH331W, or ENS331. Spring semester even years.
- ENS 332 Environmental Chemistry** 3
Study of the environment from a systems approach. Includes study of the hydrosphere (water), atmosphere (air), and geosphere (earth) and interactions with the anthroposphere (humans). Prerequisites: CH 271.
- ENS 341 Central American Field Ecology** 4
Field-based course that provides a unique context to perform student designed research in three Central American ecosystems in Costa Rica. Course will focus on field data collection, analysis, and reporting for ecological systems. Requires extensive time outdoors in conditions ranging from wet and cold to hot and dry. Also listed as BI 341.
- ENS 342 Field Marine Ecology** 4
Field-based course designed to explore the interactions of temperate marine organisms with their living and non-living environment. Students explore life histories and ecology of intertidal marine life in rocky shore, sand, mud flat, and planktonic communities. The class will be stationed at the Friday Harbor Marine Laboratory on San Juan Island, Puget Sound, Washington. Permission of instructor; limited enrollment. Prerequisites: BI 140, BI 141, BI 339 and BI 345. Also listed as BI 342. Jan Term, odd years.
- ENS 345 Ecology** 4
Fundamental relationships and processes by which organisms interact with each other and their physical environment. Focus on physiological adaptations, population growth and regulation, community and ecosystem structure and function, and biogeography. Lab. Prerequisites: BI 140 and BI 141. Also listed as BI 345. Spring semester.

ENS 347 Global Change Ecology 4

This course will explore global-scale changes and the interplay of ecosystems with these changes. Topics will explore how changes such as global warming, invasive species and land degradation influence global nutrient and energy cycling, inter- and intra-species interactions, and feedbacks in the earth system.

ENS 347W Global Change Ecology 4

This course will explore global-scale changes and the interplay of ecosystems with these changes. Topics will explore how changes such as global warming, invasive species and land degradation influence global nutrient and energy cycling, inter- and intra-species interactions, and feedbacks in the earth system.

ENS 347L Lab:Global Change Ecology 0

ENS 350 Environmental Economics 3

Studies the role of markets, governments, and civil society in shaping the way people behave toward the environment, focusing on the concept of sustainability in terms of society, economics and the environment. Because people interact in a variety of ways, the course moves from local to global and focuses on issues at each level. Prerequisites: EC 210 or MA 171 or MA 158. Periodic offering.

ENS 353 International Political Economy 3

Progress of people in organizing beyond national borders; prospects for a world community based on world law. Advanced study in international relations. Also listed asx PO/ENS 353.

ENS 356 Global Climate Change 3

This course focuses on global climate governance, a process through which different political actors seek solutions to tackle the many challenges of global climate change. It also brings students to the United Nations Climate Change Summits as an off-campus program.

ENS 357W Environmental and Nature Writing 3

Students will read contemporary examples of environmental and nature writing. They will produce, workshop, and revise texts about experiences in nature and current environmental issues.

ENS 359 Global Environmental Politics 3

Investigating the political dynamics of environmental affairs from a global perspective.

ENS 360 Sociology of the Environment 3

This course explores social issues related to environmental justice using theories and concepts from the field of Sociology. Sociological issues addressed include inadequate access to healthy food, inadequate transportation, air and water pollution, unsafe homes, etc. Students will examine contemporary environmental concerns associated with the unequal distribution of environmental hazards across societies, social groups, and communities. Students will explore the social, industrial, and government forces that create inequitable burdens of environmental pollution as well as movements to reduce such burdens. This course considers the global impact of environmental injustices.

ENS 365 Ecological Developmental Biology 4

Developmental processes as they are influenced by their environmental context including: predators, competitors, toxic compounds, changes in temperature and humidity, availability of nutritional resources, and other factors. The influence of epigenetics and evolutionary adaptation on developmental plasticity will also be examined. Additionally, the course will explore insights gained into human health and disease by examining topics mentioned above. Prerequisite: Take BI-240. Corequisite: Take BI-365L. Corequisite or prerequisite: Take BI-311 or CH-401. Spring term, odd years.

ENS 369 Mycology 4

Aspects of growth, metabolism, genetics and environmental modification peculiar to fungi. Distinguishing characteristics of major fungal groups. Lab. Prerequisites: BI 140, BI 141 and BI 311. Also listed as BI 369.

ENS 369W Mycology	4
Aspects of growth, metabolism, genetics and environmental modification peculiar to fungi. Distinguishing characteristics of major fungal groups. Lab. Prerequisites: BI 140, BI 141 and BI 311.	
ENS 369L Lab: Mycology	0
ENS 381 Sustainable Development Abroad: Poverty, Inequality, Environment, Social Change	3
Establishes a basic understanding of the theory and practical application of the "hows" and "whys" of a particulate international culture abroad, particularly as it relates to the historic, present and future challenges of that economy and to doing business with various people groups at home and abroad. Business models unique to non-American cultures will be explored in depth. Also listed as DS 381. Also listed as LAS 381.	
ENS 384 Pacific Northwest History	3
Explores the Pacific Northwest as a geographic culture area from prehistory to the present. Perspectives of the various peoples who have lived there: Native Americans, Europeans and Americans. Modernization and contemporary issues in the Pacific Northwest. Role of regionalism, international conflict and ecological issues. Also listed as HI 384.	
ENS 401 Environmental Studies Seminar	1
Prepares environmental studies students for next steps in environmental careers. Intended for seniors in the environmental studies program. Students present on past research or internship experiences and lead journal review discussions.	
ENS 448 Environmental Microbiology	4
This course will examine the applied effects of microorganisms on the environment and on human activity, health and welfare. The role of microbes in municipal waste treatment, bioremediation and agriculture will be discussed. The laboratory component of the course will explore the detection and quantitation of microbial activity, including cultural, microscopic, physiological and molecular approaches. Prerequisites: BI-140, BI-141 and CH-271. Also listed as BI 448. Periodic offering.	

Film & Visual Narrative (Interdisciplinary Minor)

The film & visual narrative minor is designed for students who are interested in focused engagement with film, visual storytelling (including comics) and emerging forms of digital narrative. FVN students study the history and aesthetics of film and related sequential visual media. While the minor focuses mainly on analyzing and responding to media rather than on production, some electives in the minor give students the chance to experiment in various ways with media production.

Film & Visual Narrative Minor (18-20)

Please note that up to six credits counted toward this minor may also count toward any particular major being pursued by the same student. (An art/English double major, for example, would be able to have two three-credit courses from art count both here and in the art major AND two three-credit courses from English count both here and in the English major.)

1. REQUIRED FILM STUDIES COURSES (6 Credits) 6

- FVNS 250/EL 250 Introduction to Film Studies
- FVNS 352/EL 352 World Cinema
- or FVNS 351/EL 351 Documentary/Avant Garde Film

2. ONE OF THE FOLLOWING VISUAL SEQUENTIAL STORYTELLING COURSES (3 Credits) 3

- FVNS 329/EL 329 Visual Narratives
- FVNS 339/EL 339 Digital Storytelling
- or FVNS 339H/EL 339H Digital Storytelling
- FVNS 227/AR 227 Introduction to Time-Based Art Making
- FVNS 327/AR 327 Intermediate Time-Based Art Making
- FVNS 427/AR 427 Advanced Time-Based Art Making

3. ONE OF THE FOLLOWING PRACTICAL ART AND/OR MEDIA COURSES (3 Credits) 3

- FVNS 124/AR 124 Adobe Creative Suite and Indesign
- FVNS 235/AR 231 Digital Photography I (Cross-listed as AR 231)
- FVNS 234/COM 231 Photojournalism (Cross-listed as COM 231)
- FVNS 335 Interactive Journalism
- FVNS 237/COM 237 Introduction to Video & Audio Production

4. ELECTIVES: 6-8 MORE CREDITS FROM THE FOLLOWING (6-8 Credits) 6-8

Note that any courses used to fulfill credits above (in sections 1-3) may not be re-used for elective credit.

- Los Angeles Film Studies Center Internship (3 credits)
- Los Angeles Film Studies Center Transfer Credit (3 credits)
- Additional Approved Film-or Visual Media-Related Courses (up to 3 credits)
- An Approved Film-Related or Other Visual Media-Related Internship (up to 3 credits)
- An Approved New Media-Centered Whitworthian Editorship, Yearbook project, or Beyond the Pines project (Up to 3 Credits)
- An Approved Media Production Project (Independent Study, w/Public Presentation) (1-4 credits)

Options from the English Department

- FVNS 202/EL 202 Classic American Films

FVNS 204/EL 204	Film Noir Hardboiled Lit
FVNS 222/EL 222	Gender and Faith in Film and Literature
or FVNS 322/EL 322	Gender and Faith in Film and Literature
FVNS 329/EL 329	Visual Narratives
FVNS 339/EL 339	Digital Storytelling
or FVNS 339H/EL 339H	Digital Storytelling
FVNS 351/EL 351	Documentary/Avant Garde Film
FVNS 352/EL 352	World Cinema
Options from the Computer Science Department	
FVNS 301/CS 301	Internet Applications Development
or FVNS 344/CS 344	Human Computer Interaction
or FVNS 378H/CS 378H	How to Make Darn-Near Anything
Options from the Theatre Department	
FVNS 215/TA 215	Film Performance & Production
FVNS 273/TA 273	Acting: Fundamentals
FVNS 278/TA 278	Design & Production: Scenic & Costume
FVNS 279/TA 279	Voice for the Performer
Options from the Art Department	
FVNS 124/AR 124	Adobe Creative Suite and Indesign
or FVNS 235/AR 231	Digital Photography I
FVNS 227/AR 227	Introduction to Time-Based Art Making
or FVNS 327/AR 327	Intermediate Time-Based Art Making
or FVNS 427/AR 427	Advanced Time-Based Art Making
Options from the Communication Studies Department	
FVNS 234	Photojournalism (Cross-listed as COM 231)
or FVNS 335	Interactive Journalism
or FVNS 237/COM 237	Introduction to Video & Audio Production
FVNS 315	Media Criticism
or FVNS 370/COM 370	Action Heroes to Zany Moms: Representations of Women in Popular Culture
or FVNS 371/COM 371	Stereotypes in the Media
Occasional Options from Other Areas	
FVNS 201/HU 201	International Films
FVNS 230/USCS 230	Asian American Film
FVNS 231/USCS 231	U.S. Latino/a Film
FVNS 232/USCS 232	Native American Film
FVNS 233/USCS 233	African American Film

Courses

FVNS 124	Adobe Creative Suite And Indesign (Cross-listed as AR 124)	3
FVNS 201	International Films (Cross-listed as HU 201)	1
FVNS 202	Classic American Films (Cross-listed as EL 202)	1
FVNS 204	Film Noir Hardboiled Lit (Cross-listed as EL 204)	3
FVNS 215	Film Performance & Production (Cross-listed as TA 215)	3
FVNS 227	Introduction to Time-Based Art Making (Cross-listed as AR 227)	3
FVNS 230	Asian American Film (Cross-listed as USCS 230)	2
FVNS 231	U.S. Latino/a Film (Cross-listed as USCS 231)	2
FVNS 232	Native American Film (Cross-listed as USCS 232)	2
FVNS 233	African American Film (Cross-listed as USCS 233)	2
FVNS 234	Photojournalism (Cross-listed as COM 231)	3
FVNS 235	Digital Photography I (Cross-listed as AR 231)	3
FVNS 250	Introduction to Film Studies (Cross-listed as EL 250)	3
FVNS 273	Acting: Fundamentals (Cross-listed as TA 273)	3
FVNS 278	Design & Production: Scenic & Costume (Cross-listed as TA 278)	3
FVNS 279	Voice for the Performer (Cross-listed as TA 279)	2
FVNS 301	Internet Applications Development (Cross-listed as CS 301)	3
FVNS 315	Media Criticism (Cross-listed as COM 315)	3
FVNS 327	Intermediate Time-Based Art Making (Cross-listed as AR 327)	3
FVNS 329	Visual Narratives (Cross-listed as EL 329)	3
FVNS 335	Interactive Journalism (Cross-listed as COM 335)	3
FVNS 237	Introduction to Video & Audio Production (cross listed as COM 237)	3
FVNS 339	Digital Storytelling (Cross-listed as EL 339 and COM 339)	3
FVNS 340	Photo Essay (Cross-listed as COM 340)	3
FVNS 344	Human Computer Interaction (Cross-listed as CS 344)	3
FVNS 351	Documentary/Avant Garde Film (Cross-listed as EL 351)	3
FVNS 352	World Cinema (Cross-listed as EL 352)	3
FVNS 427	Advanced Time-Based Art Making (Cross-listed as AR 427)	3

Shared Curriculum/Core

Core/Worldview Studies

Whitworth's three-part Core Program, consisting of Core 150, 250 and 350 (as well as Core 300 in the School of Continuing Studies), focuses on the concept of worldview. Simply put, a worldview is a set of beliefs that we hold about the basic makeup of our world. A worldview serves as a lens through which we perceive and relate to reality; it is a set of core beliefs and basic understandings about the bigger and deeper questions of life.

The Ultimate Questions

To get at these core worldview beliefs and their related issues, the Core courses will focus on four foundational questions:

Metaphysics: What is the nature of reality (God, the world)? What is the nature of human beings?

Epistemology: What are our sources of knowledge?

Ethics and Policy: How should we act in response to reality (God, the world and humanity) as individuals and as a community?

Together, Core classes aim to provide students with basic categories of worldview thinking, to introduce ideas that have been influential, and to explore challenges to these ideas.

Student learning outcomes (Shared Curriculum – Belief Inquiry)

Whitworth's Core Program is a central part of the Belief Inquiry Group (BIG) of courses in the Shared Curriculum. Like other courses in the Belief Inquiry Group, Core courses are dedicated to engaging Christian belief faithfully and critically, while welcoming the diversity of belief among our students and fostering a community of rigorous inquiry. The BIG nurtures curiosity, autonomy and humility in students as they explore their own beliefs and consider the beliefs of others. These courses ground, enrich and deepen worldview development by equipping students to apply philosophical, theological and ethical reasoning to questions about what is true, what is good and beautiful, and how we should live.

Under this broad umbrella, there are three objectives:

Explore: Demonstrate understanding of concepts related to metaphysics, epistemology, anthropology, politics, and/or ethics, and the relevance of these concepts to the development of a worldview.

Reflect: Analyze aspects of one's worldview in relation to metaphysics, epistemology, anthropology, politics, and/or ethics, with supported reasons for holding such a worldview.

Apply: Produce an argument that applies one's worldview to a given topic with supported reasons for holding such a view.

Although each of these objectives will be addressed in some way within all three Core courses (150, 250 and 350), each Core class will emphasize and devote special attention to one question in particular. Core 300 addresses parallel themes in the School of Continuing Studies.

CO Courses

CO 150 Ancient and Modern Worldviews in Christian Perspective

3

This course engages students in the examination of their beliefs regarding the nature of God, humanity, and the world. Acknowledging both unity and diversity within the Christian tradition, the course focuses on aspects of a Christian worldview, including key theological concepts.

CO 150H Ancient and Modern Worldviews in Christian Perspective

3

This course engages students in the examination of their beliefs regarding the nature of God, humanity and the world. It covers these topics by helping students understand the nature and formation of worldviews, providing an overview of non-Christian religious traditions, articulating the Christian tradition through the biblical story and the three primary branches of Christianity, and critically examining a number of contemporary worldview-shaping factors.

CO 250 Worldview & Role of Reason Rationalist Worldview 3

This course examines, contextualizes, and critiques views of the role of reason in human thought from classical Greece to the contemporary period. It models and encourages the articulation of a coherent and supported worldview.

CO 250H Worldview and the Role of Reason (explained through film) 3

This course engages students in study of sources of knowledge (epistemology), with emphasis on the role of reason, through analysis of intellectual themes in films. Beginning with foundations in ancient Greece, and extending through the growing ascendancy of the Christian Church, the Enlightenment, and periods of challenge, contributions of rationalists and challenges to rationalism are explored. Students are encouraged to reflect on their own intellectual assumptions, including the role that reason plays in knowing what is true and discerning what is good.

CO 300 Worldview, Reality, and Human Nature 3

This worldview course for Continuing Studies students focuses on how questions regarding the sources of knowledge, reality, ethics, and human nature have been explored within Christian, rationalist, and related traditions. Beginning with the ancient Hebrews and Greeks, and continuing through contemporary challenges to their worldview assumptions, students are encouraged to reflect on their own intellectual assumptions regarding what is true and good, by engaging with a range of perspectives from across history.

CO 300H Worldview in Policy 3

This course asks students to consider public, social, and institutional policy against the backdrop of worldview and ethics. It emphasizes the application of worldview claims to the private and public spheres of life, with special consideration of practical and ethical questions.

CO 350 Worldviews in Policy 3

This course asks students to consider public, social, and institutional policy against the backdrop of worldview and ethics. It emphasizes the application of worldview claims to the private and public spheres of life, with special consideration of practical and ethical questions.

CO 350H Worldviews in Policy 3

This course asks students to consider public, social, and institutional policy against the backdrop of worldview and ethics. It emphasizes the application of worldview claims to the private and public spheres of life, with special consideration of practical and ethical questions.

SC Courses**SC 125 First Year Seminar** 1

Presentations, discussions, and activities that encourage the successful transition to college life and help first-year students become a part of the Whitworth community.

SC 125H Honors First Year Seminar 1

Presentations and discussions are designed to inform frosh with honors at entrance about the university's traditions, procedures and to help them become a part of the Whitworth community and the GW Honors Program. Elective for first-term frosh interested in pursuing the GW Honors Program.

SC 126 Connecting the Disciplines 1

Introduction to interdisciplinarity and the interdependence of knowledge. Students will explore what it means to synthesize various sets of knowledge and skills through interdisciplinary learning.

SC 126H Connecting the Disciplines (honors) 1

Introduction to interdisciplinarity and the interdependence of knowledge. Students will explore what it means to synthesize various sets of knowledge and skills through interdisciplinary learning. Whitworth Honors students take precedent for enrollment.

SC 301 Foundations of Vocational Service**1**

The goal of this course is to motivate students to consider the possibility post-graduate service, explore the benefits of such service, and learn how to apply for service opportunities. Students will consider how their personal faith/worldview can be integrated within the service experience. Finally, students will learn how to find service opportunities that are available to them locally, nationally, and internationally. Intercultural awareness and the benefits of reflection after service will be emphasized.

SC 325 Transfer Seminar**1**

Presentations, discussions, and activities that encourage the successful transition to college life at Whitworth and help transfer students become a part of the Whitworth community.

SC 325H Honors Transfer Seminar**1**

SC-325H is designed to assist transfer students in a successful transition to the Whitworth community. Students will learn about opportunities and resources to help them connect with students and faculty and plan a course for academic success. While each section of the course has unique properties, this course is designed to help students get tapped into the Honors Program as quickly as possible.

Health Professions

Preparation for Health Professions

www.whitworth.edu/health-professions (<http://www.whitworth.edu/academic/programs/PreprofessionalHealthStudies/>)

Whitworth has a long history of preparing students for graduate programs and successful careers in the health professions, such as athletic training, chiropractic, dental, medical, nursing, occupational therapy, pharmacy, physical therapy and veterinary medicine. Recent graduates have been accepted into professional schools at the following institutions:

Albert Einstein College of Medicine	Saint Louis University
A.T. Still University	San Jose University
Bastyr University	Stanford University
Central Washington University	Touro University
Cornell University	University of Arizona
Creighton University	University of Edinburgh, Scotland
Des Moines University	University of Hawaii
Eastern Washington University	University of Indiana
Hastings College	University of Indianapolis
Idaho State University	University of Kentucky
Indiana University	University Nevada, Las Vegas
Iowa State University	University of Oregon
Jefferson University	University of Pennsylvania
Loma Linda University	University of Pittsburgh
Mayo School of Health Sciences	University of Puget Sound
Mayo Graduate School of Medicine	University of Southern California
Michigan State University	University of Utah
Midwestern University	University of Virginia
Oregon Health and Science University	University of Washington
Pacific Northwest University	Virginia-Maryland College
Pacific University	Utah State University
Palmer College of Chiropractic	Washington State University
Rosalind Franklin University	Western University of Health Sciences

The choice to pursue a career or graduate program in the health and wellness arena connects seamlessly to the mission of Whitworth University: equipping graduates to honor God, follow Christ and serve humanity. Whitworth's rigorous liberal arts education gives students a broad knowledge base and a set of analytical, critical-thinking and communication skills that enable them to thrive in graduate school and in their chosen careers. During their time at Whitworth, students are encouraged to explore new areas of interest and to choose a major that focuses on an area that they find most exciting. Most health-related graduate programs accept students from all majors and disciplines, as long as they have taken the required prerequisite courses. Therefore, all students preparing for careers in the health professions are encouraged to work closely with an advisor in their chosen major and with the health professions advisor (listed below each program's title) to develop a curriculum that prepares them to take the Medical College Admission Test (MCAT), the Dental Admission Test (DAT), or the Graduate Record Examination (GRE), and/or to apply to the graduate school of their choice.

Specific prerequisites for programs may differ; it is the student's responsibility to check the prerequisites for the institution to which the student wishes to apply. The following are some examples of health professions and the suggested courses for entrance into these graduate programs.

Pre-Chiropractic

Advisor: Daman Hagerott

Chiropractic schools vary widely in their prerequisites. Check with your advisor and the D.C. school in which you are interested for specific course requirements. Also, meet with your advisor regularly to develop an academic plan that meets your interests and goals.

Pre-Dentistry

Advisors: Karen Stevens, Mike Sardinia, Deanna Ojennus, Alisha Epps

The following courses are usually required for pre-dentistry students:

BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
BI 143 & 143L	General Biology II: Ecology and Evolution and Ecology and Evolution Lab	4
CH 161 & 161L	General Chemistry I and General Chemistry I Lab	4
CH 181 & 181L	General Chemistry II and General Chemistry II Lab	4
CH 271 & 271L	Organic Chemistry I and Organic Chemistry I Lab	4
CH 278 & 278L	Organic Chemistry II and Organic Chemistry II Lab	4
CH 401 or BI 311	Biochemistry I General Biochemistry	3
PS 151	General Physics I	3
PS 153	General Physics II	3
One year of college English		6

Pre-Medicine

Advisors: Karen Stevens, Mike Sardinia, Deanna Ojennus, Elizabeth Abbey, Alisha Epps

Pre-requisites for medical schools can vary widely and represent only the minimum amount of required preparation. The following are those courses that the pre-med advising committee advises that pre-med students take to best prepare for medical school. It is recommended that pre-med students enroll in two seminar courses that have been specially designed by the Whitworth faculty to provide information to pre-med students and help prepare students for the MCAT and application process. Those seminar courses are: SC/STEM 126 Seminar for Health Professions and STEM 351 Preparatory Seminar: Health Professions. **It is also strongly suggested to meet with an advisor to review planned coursework.**

Courses required by most medical schools:

BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
BI 143 & 143L	General Biology II: Ecology and Evolution and Ecology and Evolution Lab	4
CH 161 & 161L	General Chemistry I and General Chemistry I Lab	4
CH 181 & 181L	General Chemistry II and General Chemistry II Lab	4
CH 271 & 271L	Organic Chemistry I and Organic Chemistry I Lab	4
CH 278 & 278L	Organic Chemistry II and Organic Chemistry II Lab	4
One of the following biochemistry courses:		3-4
CH 401 & 401L	Biochemistry I and Biochemistry I Lab	
Or		
BI 311	General Biochemistry	
One of the following sets of physics courses:		8

PS 151 & 151L	General Physics I and General Physics I Lab	
PS 153 & 153L	General Physics II and General Physics II Lab	
Or		
PS 131 & 131L	College Physics for Life Sciences and College Physics for Life Sciences Laboratory I	
PS 133 & 133L	College Physics for Life Sciences II and College Physics for Life Sciences Lab II	
PY 101	Introductory Psychology	3
SO 120	Introduction to Sociology	3
One year of college English.		
Other courses that may be required by some schools and/or will be helpful for MCAT preparation:		
BI 323 & 323L	Animal Physiology and Lab: Animal Physiology	4
BI 350 & 350L	Comparative Vertebrate Anatomy and Lab: Comparative Vertebrate Anatomy	4
BI 354 & 354L	Developmental Biology and Lab: Developmental Biology	4
One of the following genetics courses:		
BI 363 & 363L	Genetics and Lab: Genetics	4
BI 399 & 399L	Molecular Genetics and Molecular Genetics Lab	4
BI 412	Cell Physiology	3
CH 403	Biochemistry II	3
MA 171	Calculus I	4
MA 256	Elementary Probability and Statistics	3
One of the following ethics courses:		
PH 221	Ethics	3
PH 302	Medical Ethics	3

Pre-Med Tech

Advisor: Deanna Ojennus

Note: Medical technology schools vary widely in their prerequisites. Check with your advisor and the med-tech school in which you are interested for more specific courses required.

The courses shown here are required by the Providence Sacred Heart Medical Center (PSHMC) medical laboratory science program.

BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
BI 143 & 143L	General Biology II: Ecology and Evolution and Ecology and Evolution Lab	4
CH 161 & 161L	General Chemistry I and General Chemistry I Lab	4
BI 306 & 306L	Medical Microbiology and Medical Microbiology Lab	4
CH 181 & 181L	General Chemistry II and General Chemistry II Lab	4
CH 271 & 271L	Organic Chemistry I and Organic Chemistry I Lab	4
CH 278 & 278L	Organic Chemistry II and Organic Chemistry II Lab	4

CH 401 & 401L	Biochemistry I and Biochemistry I Lab	4
MA 256	Elementary Probability and Statistics	3
Immunology*		
Other recommended courses:		
BI 308	Biology of HIV/AIDS	3
BI 346	Field Parasitology	3
BI 354 & 354L	Developmental Biology and Lab: Developmental Biology	4
BI 363 & 363L	Genetics and Lab: Genetics	4
BI 399 & 399L	Molecular Genetics and Molecular Genetics Lab	4
BI 412	Cell Physiology	3
CH 335 & 335L	Analytical Chemistry and Analytical Chemistry Lab	4
CH 336 & 336L	Spectroscopic Analysis and Spectroscopic Analysis Lab	4
CH 403	Biochemistry II	3
HS 185	Medical & Anat. Terminology	2
HS 220 & 220L	Anatomy and Physiology I and Lab: Anatomy and Physiology I	4
HS 221 & 221L	Anatomy and Physiology II and Lab: Anatomy and Physiology II	4
HS 410	Chronic Disease Epidemiology and Prevention	3

* Immunology is not offered at Whitworth and must be completed at another institution or online. See your advisor for a list of possible online courses.

Pre-Occupational Therapy

Advisor: Justin Ulbright, Gregory Wintz

The prerequisite courses for professional occupational therapy programs vary by institution. The list of courses below is based on the requirements for the more rigorous programs that Whitworth students consider. Check with your advisor and the OT schools in which you are interested for more specific course requirements. Also, meet with your advisor regularly to develop an academic plan that meets your interests and goals.

Information about Whitworth University's occupational therapy doctoral program may be found here (<https://www.whitworth.edu/cms/academics/occupational-therapy-doctorate/>).

BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
CH 101 or CH 161	Introduction to Chemistry General Chemistry I	3
CH 101L or CH 161L	Introduction to Chemistry Lab General Chemistry I Lab	1
HS 185	Medical & Anat. Terminology	2
HS 220 & 220L	Anatomy and Physiology I and Lab: Anatomy and Physiology I	4
HS 221 & 221L	Anatomy and Physiology II and Lab: Anatomy and Physiology II	4
PY 101	Introductory Psychology	3
PY 210	Developmental Psychology	3
PY 358	Psychopathology	3
PS 151 or PS 130 or PS 131	General Physics I Physics for Sports Science College Physics for Life Sciences	3

SO 120 or SO 200	Introduction to Sociology Introduction to Cultural Anthropology	3
PY 201 or MA 256	Psychological Statistics Elementary Probability and Statistics	3
EL 211	Introduction to Professional Writing	3

Performing Arts and Humanities: We also recommend one course that emphasizes the creative process (art, dance, film, music, theatre, or creative writing) and one class that emphasizes the lived experience (ethics, gender studies, history, languages, literature, philosophy, religion and theology).

Pre-Pharmacy

Advisors: Karen Stevens, Deanna Ojennus

Note: Pharmacy schools vary widely in their prerequisites. Check with your advisor and the pharmacy school in which you are interested for more specific courses required.

The following set of courses is recommended for all pre-pharmacy students:

BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
BI 143 & 143L	General Biology II: Ecology and Evolution and Ecology and Evolution Lab	4
CH 161 & 161L	General Chemistry I and General Chemistry I Lab	4
CH 181 & 181L	General Chemistry II and General Chemistry II Lab	4
CH 271 & 271L	Organic Chemistry I and Organic Chemistry I Lab	4
CH 278 & 278L	Organic Chemistry II and Organic Chemistry II Lab	4
CH 401 & 401L & CH 403	Biochemistry I and Biochemistry I Lab and Biochemistry II	7
EC 210	Principles of Microeconomics	3
MA 171	Calculus I	4
MA 256	Elementary Probability and Statistics	3
COM 210	Introduction to Public Speaking	3
One year of college English		6
One of the following:		4
BI 306	Medical Microbiology (plus lab)	

Pre-Physical Therapy

Advisor: Smokey Fermin

The prerequisite courses for professional physical therapy programs vary by institution. The list of courses below is based on the requirements for the more rigorous programs that Whitworth students consider. Check with your advisor and the PT schools in which you are interested for more specific course requirements. Also, meet with your advisor regularly to develop an academic plan that meets your interests and goals.

Information about Whitworth University's physical therapy doctoral program may be found here (<https://www.whitworth.edu/cms/academics/doctor-of-physical-therapy/>).

BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
BI 143 & 143L	General Biology II: Ecology and Evolution and Ecology and Evolution Lab	4
CH 161 & 161L	General Chemistry I and General Chemistry I Lab	4

CH 181 & 181L	General Chemistry II and General Chemistry II Lab	4
HS 220 & 220L	Anatomy and Physiology I and Lab: Anatomy and Physiology I	4
HS 221 & 221L	Anatomy and Physiology II and Lab: Anatomy and Physiology II	4
HS 320	Structural and Mechanical Kinesiology	4
MA 256	Elementary Probability and Statistics	3
PS 151 & 151L	General Physics I and General Physics I Lab	4
or PS 131 & 131L	College Physics for Life Sciences and College Physics for Life Sciences Laboratory I	
PS 153 & 153L	General Physics II and General Physics II Lab	4
or PS 133 & 133L	College Physics for Life Sciences II and College Physics for Life Sciences Lab II	
PY 101	Introductory Psychology	3
PY 358	Psychopathology	3
SO 120	Introduction to Sociology	3
One year of college-level writing		6
Upper-division courses in biology, such as Genetics, Animal Physiology, or Developmental Biology		

Pre-Physician Assistant

Advisor: Elizabeth Abbey

The prerequisite courses for professional physician assistant programs vary by institution. The list of courses below is based on the requirements for the more rigorous programs that Whitworth students consider. Check with your advisor and the PA schools in which you are interested for more specific course requirements. Also, meet with your advisor regularly to develop an academic plan that meets your interests and goals.

HS 220 & 220L	Anatomy and Physiology I and Lab: Anatomy and Physiology I	4
HS 221 & 221L	Anatomy and Physiology II and Lab: Anatomy and Physiology II	4
BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
BI 143 & 143L	General Biology II: Ecology and Evolution and Ecology and Evolution Lab	4
BI 306	Medical Microbiology (plus lab)	4
CH 161 & 161L	General Chemistry I and General Chemistry I Lab	4
CH 181 & 181L	General Chemistry II and General Chemistry II Lab	4
MA 256	Elementary Probability and Statistics	3
PY 101	Introductory Psychology	3
or SO 120	Introduction to Sociology	
One year of college English		6
Other courses that are recommended may include:		
CH 271 & 271L	Organic Chemistry I and Organic Chemistry I Lab	4
BI 311	General Biochemistry	3
BI 363 & 363L	Genetics and Lab: Genetics	4

or BI 399 & 399L	Molecular Genetics and Molecular Genetics Lab	
HS 185	Medical & Anat. Terminology	2-3
PY 210	Developmental Psychology (some schools require both of these)	3-6
or PY 358	Psychopathology	

Pre-Veterinary

Advisors: Mike Sardinia

The following courses are usually required for pre-veterinary students:

BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
BI 143 & 143L	General Biology II: Ecology and Evolution and Ecology and Evolution Lab	4
BI 323 & 323L	Animal Physiology and Lab: Animal Physiology	4
BI 363 & 363L	Genetics and Lab: Genetics	4
BI 350 & 350L	Comparative Vertebrate Anatomy and Lab: Comparative Vertebrate Anatomy	4
BI 354 & 354L	Developmental Biology and Lab: Developmental Biology	4
CH 161 & 161L	General Chemistry I and General Chemistry I Lab	4
CH 181 & 181L	General Chemistry II and General Chemistry II Lab	4
CH 271 & 271L	Organic Chemistry I and Organic Chemistry I Lab	4
CH 278 & 278L	Organic Chemistry II and Organic Chemistry II Lab	4
CH 401 & 401L	Biochemistry I and Biochemistry I Lab	4
CH 403	Biochemistry II	3
or BI 311	General Biochemistry	
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 256	Elementary Probability and Statistics	3
PS 151	General Physics I	3
PS 153	General Physics II	3

Health Sciences

The Whitworth Health Sciences Department offers majors in health science, community health, pre-athletic training and nursing.

The mission of the Whitworth Health Sciences Department is to equip its graduates to serve humanity through study of the form and function of the human body and the body's connection to health and wellness. Through a curriculum that integrates theory and practice, graduates will be able to appreciate this relationship both critically and creatively and will learn to apply it to various health-related fields.

The learning outcomes of this major prepare graduates to...

- explain the form and function of the human body.
- explain various factors that make up holistic human health and wellness.
- identify their strengths and interests and demonstrate how these can be used to serve humanity.
- demonstrate appropriate strategies to communicate health and wellness concepts.
- demonstrate critical-thinking skills and the ability to access and evaluate health information and resources.
- articulate a worldview that integrates professional ethics with cultural competence and personal values.

Requirements for a Health Science Major, B.S. (57)

Major Core Courses

BI 140	General Biology I: Genes, Cells and Evolution	4
CH 161	General Chemistry I	3
or CH 101	Introduction to Chemistry	
CH 161L	General Chemistry I Lab	1
or CH 101L	Introduction to Chemistry Lab	
CH 181	General Chemistry II	3
or CH 102	Bioorganic Chemistry	
CH 181L	General Chemistry II Lab	1
or CH 102L	Bioorganic Chemistry Lab	
HS 162	Personal Health	3
HS 179	Foundations of Health Science	2
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 261	Community Health	3
HS 315	Nutrition	3
HS 326	Exercise Physiology	4
HS 326L	Exercise Physiology Lab	0
HS 365WH	Evidence Based Health Science	3
HS 498	Senior Seminar	3
One credit of internship is required		1
HS 490	Internship	

Students must take a minimum of 15 credits from major electives 15

Major Electives

- Classes identified in the catalog as recommended for "Preparation for Health Professions" may also qualify as major electives.
- Courses should be selected in consultation with advisor, and based on postgraduate goals.

Electives for B.S. in Health Science (must take a minimum of 15 credits)

BI 143	General Biology II: Ecology and Evolution	4
BI 306	Medical Microbiology	4
BI 311	General Biochemistry	3
BI 350	Comparative Vertebrate Anatomy	4
BI 350L	Lab: Comparative Vertebrate Anatomy	0
BI 363	Genetics	4
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 401	Biochemistry I	3
CH 401L	Biochemistry I Lab	1
CH 403	Biochemistry II	3
HS 320	Structural and Mechanical Kinesiology	4
HS 376	Health Psychology	3
HS 385	Sexuality and Society	3
HS 387	Drugs and Society	3
HS 410	Chronic Disease Epidemiology and Prevention	3
HS 433	Principles of Conditioning and Nutrition	3
HS 450	Health Policy and Management	3
HS 490	Internship (1-3 credits)	1-3
PH 302	Medical Ethics	3
PY 210	Developmental Psychology	3
PY 236	Biological Psychology	3
PY 357	Developmental Psychopathology	3
PY 358	Psychopathology	3
SO 271	Introduction to Social Welfare	3
SO 304	Global Social Issues, Social Health in Scandinavia	3
SO 368	The Helping Process in Social Services	3

Community Health

The community health major is designed to prepare students to think critically, communicate effectively and solve complex problems related to the health of communities. Grounded in evidence-based thinking and social justice, majors will: assess individual and community needs and resources; plan, implement and evaluate effective health education programs; coordinate the provision of health education services; and advocate for the health of all people.

Requirements for a Community Health Major, B.A. (50)

HS 179	Foundations of Health Science	2
HS 220	Anatomy and Physiology I	4
HS 220L	Lab: Anatomy and Physiology I	0
HS 221	Anatomy and Physiology II	4
HS 221L	Lab: Anatomy and Physiology II	0
HS 261	Community Health	3
HS 363	Personal Health and Nutrition	3
HS 385	Sexuality and Society	3
HS 387	Drugs and Society	3
HS 410	Chronic Disease Epidemiology and Prevention	3

HS 450	Health Policy and Management	3
HS 475W	Health Promotion Planning Implementation And Evaluation	3
HS 490	Internship	4
HS 498	Senior Seminar	3
MA 256	Elementary Probability and Statistics	3
Community Health Electives (must take a minimum of 9 credits)		9
PY 210	Developmental Psychology	
HS 326	Exercise Physiology	
HS 326L	Exercise Physiology Lab	
PY 330	Psychology of Poverty and Social Class	
HS 376	Health Psychology	
PY 358	Psychopathology	
SO 271	Introduction to Social Welfare	
SO 304	Global Social Issues, Social Health in Scandinavia	
SO 368	The Helping Process in Social Services	

B.S. in Health Science, Pre-Athletic Training Track

The B.S. in health science, pre-athletic training track, is designed for individuals interested in pursuing a master's degree in athletic training (either at Whitworth or at another institution). This pre-athletic training track integrates prerequisite courses for Whitworth's Master of Science in Athletic Training (see more information at www.whitworth.edu/athletic-training (<http://www.whitworth.edu/athletictraining/>)).

Mission Statement

The mission of the athletic training program at Whitworth University is to equip students with the knowledge and skills necessary to become proficient and professional entry-level athletic trainers. This is accomplished through high-quality instruction and experiences that model ethical practice, effective communication and compassion. The program utilizes a holistic approach in developing multidimensional healthcare professionals and servant-leaders within the context of a Christian liberal arts environment.

Requirements for B.S. in Health Science, Pre-Athletic Training Track (57)

BI 140	General Biology I: Genes, Cells and Evolution	4
CH 101	Introduction to Chemistry	3
or CH 161	General Chemistry I	
CH 101L	Introduction to Chemistry Lab	1
or CH 161L	General Chemistry I Lab	
HS 179	Foundations of Health Science	2
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 261	Community Health	3
HS 320	Structural and Mechanical Kinesiology	4
HS 326	Exercise Physiology	4
HS 326L	Exercise Physiology Lab	0
HS 363	Personal Health and Nutrition	3
HS 365WH	Evidence Based Health Science	3
AT 170	Advanced CPR and First Aid	1
AT 271	Introduction to Athletic Training	2
AT 390	Internship	1
PY 101	Introductory Psychology	3
PS 151	General Physics I	3

or PS 131	College Physics for Life Sciences	
Major Electives from the following:		12
B.S. Health Science Electives		
MSAT Courses (if approved by department)		
HS 498	Senior Seminar	
HS 315	Nutrition	

AT Courses

AT 170 Advanced CPR and First Aid 1

This course provides a comprehensive survey of cardiopulmonary resuscitation and first aid, focusing especially on situations likely to be encountered by professionals in health science and kinesiology. The intention is to provide the knowledge and skills necessary to work in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical help can arrive. Leads to certification at the healthcare provider level.

AT 271 Introduction to Athletic Training 2

Survey of the profession of athletic training. Injury prevention, assessment, treatment, taping and rehabilitation of common athletic injuries will be presented. Lab required. Spring semester.

AT 271L Lab: Introduction to Athletic Training 0

AT 338 Sports Medicine Study Program: Preparation 1

This preparatory course is designed to equip students for participation in the AT 339 Seminar in Sports Medicine: Japan program. Content includes basic language instruction, cultural nuances, healthcare differences and Japanese religions. Spring semester, odd years.

AT 339 Seminar in Sports Medicine: Japan 1-3

Comparative analysis of Eastern and Western philosophies of athletic health care. Conducted at various locations in Japan. May Term, odd years. Prerequisite: AT 338.

AT 390 Internship 1-6

AT 390H Honors Internship 1-12

Students of junior or senior standing wishing to enroll in an Honors-designated internship must first identify a professor to oversee the internship. Students will then register for a 390H in the discipline of the supervising professor and complete the Honors Internship form, available on the honors web pages under "Forms," and Career Services Internship Contract located at Pirate Port/Forms/Career Services/Internship contract. Any semester.

AT 391H Honors Independent Study 1-4

Students of junior or senior standing wishing to enroll in an Honors-designated independent study or creative project must first identify a professor who will oversee this work. Students will then register for a 391H (first time) or 491H (second time) in the discipline of the supervising professor using this online form located at Pirate Port/Forms/Registrar/Teaching Assistant Independent Study. Any semester.

AT 392H Honors Study Abroad 1-12

Students wishing to enroll in an Honors-designated Off-Campus Program will enroll via this online form located at Pirate Port/Forms/Registrar/Teaching Assistant-Independent Study-HOC, and registering for a 1-credit 392H (first time) or 492H (second time) in the discipline of the program (e.g. FR392H for Jan-term in Paris). Any semester. Students must also complete the Off-Campus Programs application (available on the honors web pages under "Forms"), which explains the honors requirements (a pre- and post-trip cultural assessment through Cultural Intelligence, scheduled via Karly Rasmussen [krasmussen@whitworth.edu], the reading and discussion of Expand Your Borders text [available from the honors program] with the supervising professor, as well as any additional assignments and activities [e.g. blog, journal, etc.] determined by the professor). Any semester.

HS Courses

- HS 162 Personal Health** 3
In this course students will investigate and discuss current issues related to personal health and holistic wellness. Topics include: health in our society, chronic diseases, mental health and stress, spirituality, sleep, nutrition, fitness, body weight and composition, body image, substance abuse, relationships, violence, social health and justice, and health policy. Fall, jan, and spring semesters.
- HS 179 Foundations of Health Science** 2
Foundations of Health Science is an exploration of the core themes and careers in our discipline. Through lectures, readings, class discussions, and guest speakers, students will be introduced to a variety of Health Science related topics and professions. This introductory course is required for 1st year students and is offered in fall and spring semesters.
- HS 185 Medical & Anat. Terminology** 2,1
Designed to help students understand health care related language, and prepare for HS 220 and HS 221. Medical terms, abbreviations, prefixes, suffixes, and root words will be examined as they related to body systems, medical disorders, and health care. Summer.
- HS 185 Medical & Anat. Terminology** 2,1
Designed to help students understand health care related language, and prepare for HS 220 and HS 221. Medical terms, abbreviations, prefixes, suffixes, and root words will be examined as they related to body systems, medical disorders, and health care. Summer.
- HS 215 Nutrition for Nursing** 3
Introductory course on nutrition with a focus on how it impacts all aspects of health. Consideration will be given to nutrient metabolism, the clinical applications of nutrition specific to nurses, and assessment of one's own health. Prerequisites: Full year of Chemistry; Jan Term. This course is intended for nursing majors only.
- HS 220 Anatomy and Physiology I** 4
Gross anatomy and physiological applications of the integumentary, skeletal, muscular, respiratory, and nervous systems of the human body. Emphasis given to the relationship of major organs to health and disease. Lab component provides practical application in the location and isolation of anatomical parts. Designed for students in nursing, athletic training, and kinesiology as well as other allied health programs. Lab required. Prerequisite: sophomore standing. Fall semester. Lab fee.
- HS 220L Lab: Anatomy and Physiology I** 0
- HS 221 Anatomy and Physiology II** 4
Gross anatomy and physiological applications of the cardiovascular, lymphatic, endocrine, digestive, urinary, and reproductive systems of the human body. Emphasis given to the relationship of major organs to health and disease. Lab component provides practical application in the location and isolation of anatomical parts and physiological assessments. Designed for students in nursing, athletic training, and kinesiology as well as other allied health programs. Lab required. Prerequisite: HS 220. Spring semester. Lab fee.
- HS 221L Lab: Anatomy and Physiology II** 0
- HS 261 Community Health** 3
This course will explore foundations of community health, our nation's health status, health disparities, social determinants of health, and local and national health agendas. Specific emphasis is placed on social, behavioral, and environmental community health-related issues and the controversies that surround them. Group and presentation work will be included in the course. Class discussions and written reports will examine the complexity of the relationship between the natural environment, the built environment, and health outcomes. Offered fall, jan, and spring semesters.

HS 301 Introduction to Healthcare Administration 3

Introduction to Healthcare Administration This course provides an introduction to the structure, operation and financing of the American healthcare system. It examines the major industry participants; how healthcare services are allocated and financed; the factors that influence the cost and quality of care; and opposing positions on the future of healthcare reform. For continuing studies students only.

HS 302 Healthcare Theatre 1

This course is an introduction to the use of theatre in healthcare. Simulated patients, portrayed by healthcare students or trained actors, are frequently utilized in healthcare education to improve both clinical skills and interpersonal communication. Students will engage in simulation and activities designed to enhance empathy, patient-provider communication skills, and development/portrayal of characters with medical conditions.

HS 304 Social Health in Scandinavia 3

This course will examine structures and systems in Scandinavia that contribute to the social health of those countries. Students will engage in comparative analysis of welfare and non-welfare states by investigating the principles and challenges that underpin the Scandinavian welfare states including education, gender and family policies, and health systems. This course includes a two-week study tour in Denmark, Sweden, and Norway. Offered May term, even years.

HS 315 Nutrition 3

Consideration of nutrients and their functions in the body. Discussion of nutrition and health, clinical applications of nutrition, facts and fallacies about diet. Prerequisites: Full year of Chemistry. Fall and spring semester.

HS 320 Structural and Mechanical Kinesiology 4

A study of human motion, emphasizing analysis of joint and muscular action and the application of biomechanical principles for sport skills common to physical education and athletics. Lab required. Prerequisite: HS 220 and HS 221. Fall and spring semester.

HS 326 Exercise Physiology 4

The study of theory and practical application of exercise as it applies to the human body. Lab required. Prerequisite: HS 220 and HS 221. Fall semester.

HS 326L Exercise Physiology Lab 0

HS 335 Clinical Anatomy and Orthopedic Evaluation 3

This course will be an in-depth study of the upper and lower extremities including clinical anatomy, physical examinations, and basic injury recognition. Class will be a combined lecture/lab format, and experiences will emphasize recognition and palpation of bony and soft tissue landmarks, the methods and techniques in evaluating orthopedic injuries/conditions, and a discussion of injury/dysfunction implications. Prerequisite: HS 220 & HS 221. Offered periodic Jan and May terms.

HS 355 Training Theory & Program Design 3

In this course, students will learn more complex principles and applications of exercise training theory and program design, including needs assessments, periodization, evidence-based practice, and current trends in the field. Prerequisite: HS 326. Periodic Jan term only.

HS 363 Personal Health and Nutrition 3

This course will investigate current issues related to personal health and holistic wellness. Special emphasis will be placed on nutrition for kinesiology and athletic training majors. Required for and restricted to Kinesiology, Pre-Athletic Training, and Community Health Majors only. Fall Term.

HS 365WH Evidence Based Health Science	3
An exploration of research methods, critical appraisal, and the use of evidence to guide practice in a variety of health-related fields. Students will learn to formulate a clear clinical question based on personal area of interest, conduct a relevant literature review, and be able to synthesize the evidence to determine best practice. Fall and spring semesters.	
HS 370 Food Systems & Public Health	3
This course will introduce students to the concept of food systems and its relationship to public health in the United States. Through a combination of lecture, discussion, and experiential learning (field trips), students will consider the historical, economic, social, and political forces that have shaped our regional food system, including production, processing, distribution, consumption, and disposal of food, as well as the implications these have on health.	
HS 372 Global Medicine	3
This course focuses on three overarching topics: (a) cultural competency in the provision of healthcare services, (b) analysis of global healthcare systems and selected global health concerns, and (c) international health volunteerism. Through study and practical experience, this class aims to equip students to critically analyze public or private health delivery organizations, acknowledge the need for provision of culturally competent healthcare, and appreciate how regional society (history, culture, politics, etc.) influence health. Prerequisites: HS 220 & HS 221. Periodic summer offering.	
HS 376 Health Psychology	3
The study of biological, psychological, and sociocultural perspectives influence an individual's overall health including: behavior change theory and application, coping and stress management, psychoneuroimmunology, the impact of personality and cognitive patterns, vision and goal development to facilitate health behavior change. Cross-listed: PY 376. Prerequisite: PY 101 and junior status. Fall semester.	
HS 385 Sexuality and Society	3
This course focuses on issues surrounding the mental-emotional, physical, and social aspects of human sexuality. Key course content areas include: communication, sexual anatomy, reproduction and reproductive technology, sexual consent and coercion, and decision making regarding sexual behavior. Prerequisite: HS 261. Fall semester.	
HS 387 Drugs and Society	3
The course focuses on drug use and abuse from a biopsychosocial perspective. Specifically, the course explores the health related consequences of drug use, the historical aspects surrounding use and abuse, and issues and solutions in treatment and enforcement. Spring semester.	
HS 390 Internship	1-6
HS 410 Chronic Disease Epidemiology and Prevention	3
Survey of major chronic diseases, risk factors, epidemiology, and various public health approaches (e.g. nutrition, physical activity, behavioral interventions and alternative therapies). Conditions include: cancer, cardiovascular disease, diabetes, kidney disease, lung diseases, neurologic disorders, musculoskeletal diseases, and metabolic syndrome. Prerequisites: Take HS 261 and take HS 162 or HS 363. Spring semester.	
HS 433 Principles of Conditioning and Nutrition	3
Development of proficiency in the theory, design, and implementation of conditioning programs. Instruction will include nutritional consideration and ergogenic aids for physical conditioning. Prerequisite: HS 326. Fall and spring semesters.	
HS 450 Health Policy and Management	3
This course will explore health policy issues confronting public health. It will review the processes that influence development and implementation of health policies, roles of health service organizations, agencies associated with public health, and current public health trends. Fall semester.	

HS 475W Health Promotion Planning Implementation And Evaluation 3

This course will enable students to create a detailed and effective health promotion program using evidence-based program design. It will allow students to bridge health content knowledge with behavior change theory and application. Emphasis will be placed on developing and understanding: needs assessment, program rationale, mission statements, goals and objectives, implementation plans, and evaluation protocols. Prerequisite: HS 261 and HS 162. Spring semester.

HS 490 Internship 1-6

3 credits maximum of HS-490 will apply to the Health Science major electives

HS 498 Senior Seminar 3

Exploration of issues and mechanisms of health professional accountability, a humanistic basis of healthcare, cultural competence, social justice issues in healthcare, basic health policy principles, principles that guide ethical decision-making, patient rights, and healthcare professional duties. Senior standing. Fall and spring semesters.

Why study history at Whitworth?

There are many reasons to study history. First of all, it's just plain interesting. Far from being a mere recitation of names, dates and places, the study of history opens windows and doors to cultures all over the world, from the ancient world to the recent past. You can study the fall of the Qing dynasty in China, the impact of the Crusades on Europe and the Middle East, the rise of Mayan and Aztec cultures, the diversity and triumph of African culture, and the culture and influence of the United States. The list goes on and on. History focuses on powerful and influential individuals such as Adolf Hitler, Mao-Tse Tung, Mary Wollstonecraft, Malcolm X, Joan of Arc, Rosa Parks and Elvis Presley. Historians develop interest in cultures, institutions, politics, religions, economics, anthropology, sociology, science and psychology. Historians study dreamers, believers, artists, entrepreneurs, politicians and musicians.

Second, historians ask big questions, such as "Why?" and sometimes "Why not?" We ask why any human being would participate in the killing of 6 million Jews — and whether we could do such a thing ourselves. Historians ask small questions that often have big consequences. We are interpreters of the meaning of events who raise difficult questions and avoid easy answers, and we are careful thinkers who practice empathy and offer critical judgment with humility.

Third, history majors get jobs. We'll help you develop a set of skills in research, writing, speaking and thinking. We'll help you with internships and connections. The history department has guaranteed internship seats to offer annually at the Smithsonian in Washington, D.C. We prepare history majors and minors for careers in business, public service, law, teaching and public history. Mostly we'll help you develop broader interests and more enthusiasm for the world around you, which is one of the most important steps to meaningful employment.

Mission Statement

The history department strives to embody Whitworth's education of mind and heart through excellent teaching, open and robust debate, scholarship, mentoring, and thorough preparation of students for careers with purpose and potential.

Student Learning Outcomes

By the end of our program, students will build skills in the following areas:

Foundational Knowledge: Students will be able to describe major chronological, geographic and thematic areas of historical study and articulate the significance of these facts for understanding historical context, complexity and change over time.

Historical Methodology: Students will be able to critically evaluate and interpret primary and secondary sources.

Historical Argumentation: Students will be able to construct arguments about the past that exhibit evidence-based judgements derived from primary and secondary sources.

Diversity: Students will be able to apply relevant categories of analysis to explore questions that aim to deepen our understanding of the complexity, richness, diversity and power dynamics within human experience in the past and/or present.

Faith and Worldview Development: Students will be able to apply historical thinking to personal worldview development and articulate how historical study is central to matters of active citizenship, service to humanity and/or personal faith.

Experiential Learning: Students will explore how historical study creates opportunities for contemporary cross-cultural engagement, vocation, professional development and/or public outreach.

A history degree prepares successful candidates for jobs and for graduate school in a broad range of disciplines, including some for which there are tests such as the Praxis (education certification), the LSAT (law school admission), and the GRE (required by most graduate schools in most fields). Majors are urged to speak with their advisors about online or other preparation for such tests.

Requirements for a History Major, B.A. (45)

HI 102	The Pacific World	3
HI 131	American History Before 1877	3
HI 182	American History Since 1877	3
HI 210	Becoming a Historian	3
One W course in history at the 400 level		3
Two upper-division American history courses:		6
HI 323/TH 323	Religion in American Public Life	
HI 362	Slavery and the Civil War	
HI 384	Pacific Northwest History *	
HI 410W	American Intellectual History	
*For teacher certification in Washington state, HI 384 is required		
Two upper-division European history courses:		6
HI 328	European Myths of Identity	
HI 354	Colonialism and Globalization	
HI 364	Medieval Russia: Mongols and Madmen	
HI 377	The French Revolution	
HI 425W	Holy War in Europe	
See advisor for additional approved courses.		
Two upper-division courses selected from the following:		6
HI 300W	Christianity in Asia	
HI 304W	Political History of Beijing	
HI 305W	Cultural Odyssey of China	
HI 307W	History of Chinese Literature	
HI 345	Cultural History of China and Japan	
HI 346	Modern China and East Asia	
Four elective courses in history (with advisor approval one history-related course may be from another department)		12
A minimum of two courses in the major must be at the 400 level.		
Require one of the following: field experiences (e.g., student teaching), or internship, or study abroad, or foreign language (at least two years of one language or one year each of two languages).		

Requirements for a History/Social Studies Major, B.A. (44)

The Whitworth Department of History desires to equip the next generation of public and private school teachers with a broad interdisciplinary education rooted in a solid foundation in history appropriate to the K-12 programs. We provide coursework that will give students the necessary background in history and the social sciences and thus prepare them for the Washington state competency exams in the social sciences. Students are encouraged to pursue website practice opportunities prior to taking the state exams.

All endorsements subject to change; see School of Education for updated requirements. Students must take EDU 453. In addition to EDU 453, one W course in history at the 400 level is required.

HI 102	The Pacific World	3
HI 131	American History Before 1877	3
HI 182	American History Since 1877	3
HI 202	Roman Empire	3
HI 210	Becoming a Historian	3
HI 384	Pacific Northwest History	3
EDU 350	Methods of Teaching in Middle and High School	3

Two upper-division courses in European history **	6
One upper-division course in American history	3
One upper-division course in non-Western history **	3
Three approved, upper-division history electives **	9
**One of these upper-division history courses must be a W course at the 400 level	
The following capstone course is required:	2
EDU 453W Social Studies in Secondary School (Prerequisite of EDU 350)	

Allied Programs with Other Departments Requirements for an American Studies Major, B.A. (45)

American studies is an interdisciplinary major. Students will examine American society through the study of history, politics, literature and sociology. Graduates are encouraged to pursue employment in a broad number of professions, as well as graduate studies in a wide variety of fields.

EL 205	American Literature Before 1865	3
HI 131	American History Before 1877	3
HI 182	American History Since 1877	3
PO 102	American National Politics	3
Two courses in an other-disciplinary view of American culture:		6
HI 228	Identity, Race, and Power in American Life	
SO 120	Introduction to Sociology	
TH 323/HI 323	Religion in American Public Life	
Two 300-level American literature courses		6
Two of the following:		6
PO 336	Gender, Politics and Law	
HI 362	Slavery and the Civil War	
Two courses in American intellectual development:		6
HI 410W	American Intellectual History	
PO 464W	American Constitutional Law	
Two approved electives chosen in consultation with an advisor		6
The following capstone course is required:		3
PO 498W	Senior Seminar	
At least one W course in history at the 400 level is required to graduate. An internship, if possible, is highly recommended.		

Requirements for an International Studies Major, History Emphasis, B.A. (45)

The Whitworth Department of History offers this interdisciplinary program designed to encourage the development of a solid foundation of history coupled with coursework in foreign languages, political science, area studies and economics that will assist the students in developing skills necessary for work in the international context of non-governmental organizations, business, military, diplomacy, travel and other forms of international work.

HI 182	American History Since 1877	3
HI 210	Becoming a Historian	3
PO 151	International Relations	3
PO 240	Comparative Politics	3
One W course in history at the 400 level		3

One of the following:		3
HI 102	The Pacific World	
HI 202	Roman Empire	
One economics class from among the following:		3
EC 210	Principles of Microeconomics *	
EC 211	Principles of Macroeconomics *	
EC 350	Environmental Economics	
* Prerequisite of MA 158 or MA 171		
Two electives from among the following, with one course in history and one in political science:		6
HI 204	The Crusades	
PO 209	History of Vietnam War	
HI 231	World at War: 1900-1945	
PO 309	History of Vietnam War	
HI 354	Colonialism and Globalization	
PO 366	Modern Russia and the Soviet Union	
HI 377	The French Revolution	
PO 353	International Political Economy	
PO 423W	Marxism and the Socialist World	
PO 425W	International Development	
PO 463W	American Foreign Policy	
Six semester credits of world language		6
(Courses must be at the intermediate level in Chinese or Japanese, or at the advanced (300+) level in German, French or Spanish. The goal is to become functional in the use of language.)		
Three courses in area or regional studies:		9
(A two-course sequence is recommended.)		
HI 300W	Christianity in Asia	
HI 304W	Political History of Beijing	
HI 305W	Cultural Odyssey of China	
HI 307W	History of Chinese Literature	
HI 345	Cultural History of China and Japan	
HI 346	Modern China and East Asia	
HI 354	Colonialism and Globalization	
HI 364	Medieval Russia: Mongols and Madmen	
PO 366	Modern Russia and the Soviet Union	
PO 340	African Politics	
PO 341	Contemporary South Africa	
PO 346	Contemporary China and East Asia	
SO 238	Sociology of Middle-Eastern Society	
One course from among the following theory and concept courses:		3
EC 325	Economic Development	
HI 328	European Myths of Identity	
PH 256	Asian Philosophy	
PO 353	International Political Economy	
PO 445W	Revolution in History	
COM 398	Intercultural Communication	
TH 370	World Religions	

Study abroad is strongly recommended for this major. Courses taken during study-abroad programs may be substituted via petition for some of the above-listed requirements.

Requirements for a History Minor (18)

Six history courses, at least three at the upper-division level

18

Asian Studies Minor (18)

Requirements for an Asian studies minor are listed under the Asian studies page (p. 66).

Medieval & Early Modern Studies Minor (19-20)

Requirements for a medieval & early modern studies minor are listed under the medieval & early modern studies page. (p. 250)

Requirements for a Public History Minor (21)

Public history is a rapidly growing field. Students are introduced to museum studies, archival development, and the making of documentaries. Graduates are encouraged to pursue graduate studies in a variety of fields as well as to think broadly about the application of these skills to other professional areas.

HI 210	Becoming a Historian	3
HI 384	Pacific Northwest History	3
Complete one course from the following:		3
HI 102	The Pacific World	
HI 131	American History Before 1877	
HI 182	American History Since 1877	
HI 202	Roman Empire	
Two upper-division history courses		6
One history W course at the 400 level		3
Public History Internship		3
HI 490	Internship	
Placement is dependent on the recommendation of the supervisor for public history internships.		

Courses

HI 102 The Pacific World 3

One of four courses in world history, Pacific World introduces China as the focal point of a network of trade and culture that includes the Asian steppes, India, and the rise of Japan, Korea and Vietnam. Also listed as AS 102. Also listed as EMS 102.

HI 104 Political History of Beijing 3

Provides historical understanding of the political and social history of China's capital city, Beijing. Listed in both Political Science and History. Also listed as AS 104.

HI 105 Cultural Odyssey of China 3

Provides historical understanding of the cultural and religious history of China through its imperial and modern eras. Listed in both Political Science and History. Also listed as AS 105.

HI 110 Pilgrimage: Mediev Pract & Contemp World Medieval Practice in the Contemporary World 3

In our own time, pilgrimage remains an important religious practice, and in many cases, is experiencing a revival. We will start with historical exploration of this practice. We will then look at continuing events outside the Christian tradition, like the annual pilgrimage to Mecca, and compare to similar practices in the Byzantine and Roman Catholic tradition that have their origin in the medieval world. The course is presented as a look at the practice as one connected to personal and identity issues. The students are asked to design their own pilgrimage, secular or religious, as course component.

HI 131 American History Before 1877 3

Discovery and settlement of North America; the Enlightenment and the American Revolution; early democracy and reform movements; Western expansion and slavery; the sectional crisis and causes and results of the Civil War. Course taught with a biographical focus.

HI 182 American History Since 1877

3

Historical analysis of the development and maturation of the United States from its emergence as a hemispheric power after the Civil War to the present. Particular emphasis on the sectional, national, and international movements that influenced or were influenced by the American democratic experience.

HI 202 Roman Empire

3

This history of Roman society as it dominated the Mediterranean focuses on the celebration of the military power of the Greeks and Romans and the unashamed colonial aspirations of both societies. It also offers countering views from Roman subjects, including Europeans, Africans, Egyptians, Persians, and Jews.

HI 203 Global Christianity

3

This course provides a survey of the history of Christianity in the global south. This course will introduce students to the history of Christian mission and colonization outside of Europe and the United States; the emergence and practice of Christianity in non-western regions; unique expressions of Christian mission and activism in non-western cultures; and an awareness of the most prominent social and political challenges faced by contemporary Christians in the global south. Particular attention will be paid to theories and debates about translation and indigenization, the development of liberationist and anticolonial Christian movements, the history of internal Christian debates and denominational fractures, the experiences of Christian women, the emergence of Pentecostal and charismatic traditions, and the growing influence of expressions of global Christianity on the western world (including migrations, "reverse" missions, and activist movements critiquing western expansion).

HI 204 The Crusades

3

This course offers an introduction to two civilizations in conflict: the Byzantine Christian empire based at Constantinople and the Islamic empire based at Baghdad, from the seventh century. It culminates with an examination of the first four crusades in the twelfth century and an examination of how the language of crusading is still in use today.

HI 206 Introduction to American Women's History

3

Explores the history of women in the United States from the colonial period to the 20th century, emphasizing the changing roles of women and their contributions to and participation in American society. Key themes include women's work, politics, religious experiences, and social reform movements. The course also explores gender roles in American history and ways that race, class, region, and the passage of time alter those expectations.

HI 207 Crime & Punishment in American History

3

This course explores the history of American criminal justice, from the colonial era to the present. Students will learn to articulate how understandings of crime and systems of punishment are embedded in various cultural, political, economic, and religious contexts throughout American history. Students will become familiar with major concepts, individuals, and debates in the history of American crime and punishment, such as the origins of the penitentiary system, Prohibition and vice laws, debates about the rise of mass incarceration, "the prison industrial complex," prison abolition, and restorative justice.

- HI 208 African American History** 3
 This course surveys the 400 years of African American history, with particular focus on African-American politics, culture, intellectual life, and religion. The course proceeds in a broadly chronological manner, from the colonial period to the present. Topic covered in the course include experiences of enslaved Africans in the colonial period and the development of the trans-Atlantic slave trade; the development of African American cultures in the eighteenth century and revolutionary period; African American abolitionist movements and experience of the Civil War; Black food and musical cultures; Black institutional and intellectual life in the late nineteenth and early twentieth century; the Civil Rights movement; and recent Black political and activist movements. We will explore African American history by reading primary sources, watching films, and exploring scholarly interpretations of complex subjects. We will work on thinking and speaking together about how to best interpret and understand historical subjects, and we will work to consider the import of African American history for understanding our present moment and its various political, moral, and theological challenges.
- HI 210 Becoming a Historian** 3
 Foundational course for students considering a history major or minor. The course introduces students to ways historians interpret the past. Emphasis on preparing students to use primary sources, to write history, and to evaluate the work of other historians. Students will be introduced to careers that might be pursued with a history degree.
- HI 228 Identity, Race, and Power in American Life** 3
 History and culture of major ethnic and racial groups in American life. Special emphasis on the role of race and nationality in the pursuit and achievement of "the American Dream."
- HI 231 World at War: 1900-1945** 3
 Comparative analysis of world cultures during the first half of the century of total war. Special emphasis on the broader cultural contexts of the world wars of the twentieth century and their aftermath. Sophomore status strongly recommended.
- HI 238 Arthurian Literature** 3
 Traces the development of the Arthurian legend from its earliest appearance in chronicles through narrative romance, focusing on medieval texts. Also listed as EL/EMS 238.
- HI 250 History of Buddhism** 3
 Examines the historical and cultural birth and development of Buddhism in East Asia. Provides a comparative view of religious practice East and West.
- HI 251 History & Culture of Rome** 3
 An investigation of the emergence of various civilizations on the Latium plain, paying special attention to the Etruscan to Christian Baroque cultures. While living in Rome, classes explore Rome's structures of government, its society, architecture, and its art.
- HI 300W Christianity in Asia** 3
 This course confronts the Christian message and experience as it transcends national and cultural boundaries. Readings and lectures center on the history of Christian missions and the resulting indigenous Church in Japan and China, and examines how Asian Christianity has conformed to and transformed Christian belief. Also listed as AS 300W.
- HI 304W Political History of Beijing** 3
 Provides historical understanding of the political and social history of China's capital city, Beijing. Listed in both Political Science and History. Also listed as AS 304W.
- HI 305W Cultural Odyssey of China** 3
 Provides historical understanding of the cultural and religious history of China through its imperial and modern eras. Listed in both Political Science and History. Also listed as AS 305W.
- HI 307W History of Chinese Literature** 3
 Explores the history and development of Chinese literature during the late-imperial era. Focuses on China's most famous novel, *Dream of the Red Chamber*. Also listed as AS 307W.

- HI 315 Medieval Europe** 3
 Caesar through Charlemagne: European civilization in the first through the eighth centuries will be investigated, with an emphasis on ideas and institutions such as the medieval papacy, feudalism and the concept of Christendom. Also listed as EMS 315.
- HI 323 Religion in American Public Life** 3
 The major themes, movements, problems, people and institutions in American Christian history, with emphasis on the public practice of the Christian faith. Fall semester, even years.
- HI 328 European Myths of Identity** 3
 Traditional stories form an important part of the national identity of contemporary European states. Tourists viewing the Tower of London learn the basics of the British story, carrying the lesson away as part of their understanding of English culture. The best- and least-known national stories, from Galway to Budapest, will be examined for their historicity and contemporary influence.
- HI 345 Cultural History of China and Japan** 3
 Illustrates how cultural heritage can explain the current behavior and character of the Chinese and Japanese. Religions, philosophies, arts, politics, and social organizations as basic elements of Asian culture. Also listed as AS 345. Also listed as EMS 345.
- HI 346 Modern China and East Asia** 3
 Interpretation of recent events in China, Japan, Taiwan, and Korea. Chinese revolution of 1911, warlord era in China, Japanese militarism, communist revolution on the mainland, Japanese invasion of China, American occupation of Japan, normalization in China, Japan's economic ascendancy. Also listed as AS 346.
- HI 348 Medieval Islam** 3
 This course covers the foundation of Islamic civilizations from Arabia through North Africa, Europe, and Asia from the life of Muhammad through the origins of the Ottoman Empire.
- HI 354 Colonialism and Globalization** 3
 The major European nations move from constitutional monarchy to representative government. Their empires founder in the wake of World War I and II. European institutions and society are examined from 1848 to 1950.
- HI 362 Slavery and the Civil War** 3
 Evolution of the American slave system, its central importance in the development of sectional rivalries, and the great national crises of 1848-1877.
- HI 364 Medieval Russia: Mongols and Madmen** 3
 Survey of Russian civilization from earliest times to 1600. Evolution of the tsarist state from its roots in Byzantine and Mongol autocracies through the reign of Ivan the Terrible and the following Time of Troubles. Emphasis on culture and religion. Also listed as EMS 364.
- HI 375W Road to Revolution: Early American History** 3
 Journey through colonial America and witness the birth of the United States. This course explores indigenous cultures prior to European invasion, exchanges and clashes between the peoples who eventually lived together in North American, and the significance of race, gender, and religious beliefs to the colonization process. This course also examines the causes and consequences of the American Revolution from political, social, and religious perspectives. Discover the wartime experiences of patriots, loyalists, and undecided Americans, while critically examining the ideologies that drove the rebellion and gave rise to the republic.
- HI 377 The French Revolution** 3
 A focus on the French Revolution as the culmination of trends in seventeenth- and eighteenth-century European culture. Students will discover how projects of absolute monarchs in France, Germany, and Russia led to the violence of the Reign of Terror in France and the career of Napoleon I.

HI 384 Pacific Northwest History

3

Explores the Pacific Northwest as a geographic culture area from prehistory to the present. Perspectives of the various peoples who have lived there: Native Americans, Europeans and Americans. Modernization and contemporary issues in the Pacific Northwest. Role of regionalism, international conflict and ecological issues. Also listed as ENS 384.

HI 390 Internship

1-4

HI 410W American Intellectual History

3

Focus on major thinkers and periods in American history. Special emphasis on Puritanism, the Enlightenment, Romanticism, Social Darwinism, and the major currents of 20th-century thought.

HI 425W Holy War in Europe

3

Holy War in Europe begins with the later Crusades and flourishes during the sixteenth and seventeenth centuries, long known as "The Age of Religious Warfare." A survey of propaganda and context for conflicts in England, Germany, France and the Netherlands, the course looks at the rhetorical stance of Catholics, Protestants, Orthodox, and Ottomans during a period of endemic warfare. A major research paper is required. Also listed as EMS 425.

HI 438W Women in the Early Modern World

3

Explores early modern Atlantic world history (c. 1400 to 1800) through the female experience, with particular attention to Europe and the Americas. The course examines how women lived, worked, reproduced, believed, and thought in the early modern era across multiple geographic contexts, while comparing and contrasting how contemporary societies in Europe and the Americas encouraged or persecuted such experiences. The course will also include an analysis of the use of gender as a theoretical framework and expose students to the major historiographical trends in the sub-field. A major research paper is required.

HI 490 Internship

1-3

HI 494 Research Assistantship

1-3

HI 497 Medieval and Early Modern Studies Senior Portfolio

1

Students will submit a portfolio by April 15 of their final year (or mid-way through their final term). The portfolio will include a selection of work from 3 to 4 courses in the minor. Also listed as EL/EMS 497.

George Whitworth Honors

George Whitworth Honors Program Mission Statement

The Whitworth Honors Program challenges talented and motivated scholars to pursue excellence of mind and heart, to cultivate leadership qualities and skills, and to commit to lives of service. The honors program does more than guide scholars to navigate the world as it is; it equips them to solve problems and to develop the world as it should be.

Program Learning Outcomes:

1. Explore the liberal arts by means of interdisciplinary courses designed for integration, reflection and application of skills, knowledge and understandings.
2. Reflect on how the liberal arts and disciplinary paradigms generate solutions to local and global issues.
3. Apply the liberal arts and disciplinary paradigms by independently planning, carrying out, documenting and defending a capstone project within one's chosen discipline.
4. Articulate the benefit of the liberal arts as experienced in the learning opportunities of Nos. 1, 2 and 3.

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

- Applied liberal arts: Requirements for credits granted in honors-program learning experiences will invite students to make connections across our shared curriculum and with their major(s) in ways that emphasize the need for problem-solving.
- Active and collaborative learning: Learning experiences are characterized by joint intellectual effort among students and between students and faculty members in pursuit of deeper knowledge and understanding.
- Christian mission: The honors program includes experiences with a faith-learning integration component.
- Community and cohort: Registration for honors program offerings is elective and open to all Whitworth students. Participants in honors activities will find healthy interaction with fellow students and faculty members in enriching ways.
- Educational breadth: Honors graduates must complete academic-enrichment experiences across the curriculum (not just in proximity to their major) and are encouraged to make connections across the disciplines.
- Vocational preparation: Honors experiences are designed to provide a high level of preparation for post-baccalaureate educational and/or career opportunities.
- Versatility: The Whitworth Honors Program offers a dynamic program of study, one in which students from different backgrounds and with different goals can adapt to enhance their Whitworth education. Whether pursuing advanced academic study, pre-professional training or opportunities for community engagement, honors students can adapt the requirements to offer them the best possible undergraduate training.

Enrollment in George Whitworth Honors Program

Incoming first-year students admitted with honors are eligible to enroll in the Whitworth Honors Program. Students not admitted with honors may seek enrollment once they have demonstrated academic strength in Whitworth courses. Enrollment requires securing an honors advisor from the list of departmental liaisons.

Transfer and First-Year Students Entering with Credits

Students who matriculate into Whitworth with 30 or more credits have a reduced credit load to complete honors program requirements. Students entering with 30-44 credits must complete 15 honors credits. Students entering with 45-59 credits must complete 12 honors credits. Students entering with 60-plus credits must complete nine honors credits. Students in these situations should consult with their honors advisors for the best pathway to completion.

Honors Contacts

Director: D. Berton Emerson (English)

Program Assistant: James Probus

Requirements for George Whitworth Honors (18)

SC 126H	Connecting the Disciplines (Honors)	1
HN 300H	The Motivated Project	1
HN 400H	Honors Exhibition	1
Three credits of "H" designated work in the Belief Inquiry group (Biblical Literature, FRCI or Core)		3
Three credits of "H" designated work in the Culture Inquiry Group (Culture and Diversity, Historical Analysis or Literature and Storytelling)		3
Three credits of "H" designated work in the Expression Inquiry Group (Fine Arts, Oral Communication, World Languages or Written Communication)		3
Three credits of "H" designated work in the Science Inquiry Group (Mathematics and Statistics, Natural Science or Social Science)		3
Three credits of upper division (300+) "H" designated work *		3

* These credits are in addition to HN 300H and HN 400H

To be a George Whitworth Scholar, a student must complete at least 18 credits with a grade of "C" or higher within the Honors program. No more than nine honors credits can be earned within a single department. Honors courses cannot be taken for P/NC. If an Honors course is audited, it will not count toward the Honors requirements.

To graduate as George Whitworth Scholars, students must finish their degrees with a 3.5 cumulative GPA. Students who do not meet these requirements will still be enriched by these experiences, but will not graduate with George Whitworth honors.

Transfers and First-Year Students Entering with Credits:

Students who matriculate into Whitworth with 30 or more credits have a reduced credit load to complete Honors Program requirements. Students entering with 30-44 credits should complete 15 Honors credits. Students entering with 45-59 credits should complete 12 Honors credits. Students entering with 60+ credits should complete 9 Honors credits. Students in these situations should consult with their Honors Advisors for the best pathway to completion.

Following is a partial list of honors offerings

BI 114H - Resurrection Science. Professor/contact: Aaron Putzke

BI 120H - Introduction to Environmental Science. Professor/contact: Grant Casady

CO 150H - Ancient & Modern Worldviews. Professor/contact: Josh Leim

CO 250H - Worldview & Role of Reason. Professor/contact: Meredith Shimizu

CO 350H - Worldviews in Policy. Professor/contact: Kamesh Sankaran

CS 378H - How to Make Darn-Near Anything (Periodic). Professor/contact: Peter Tucker

EDU 201H - Honors Educational Psychology (Spring semesters). Professor/contact: James Uhlenkott

EL 110H - Writing I: Writing in the World. Professor/contact: Bert Emerson

EL 115H - Reading in Action (Fall semesters). Professor/contact: Bert Emerson

EL 211H - Intro to Professional Writing. Professor/contact: Jessica Clements

EL 340H - Writing in Virtual Worlds (Periodic). Professor/contact: Jessica Clements

EL 422H - Joyce & Woolf Seminar (Periodic). Professor/contact: Casey Andrews

HN 401H - Smithsonian Seminar. Professor/contact: Bert Emerson

COM 126H - Writing for Digital Media (Jan Term). Professor/contact: Erica Salkin

KIN 219H - Sport and Film (Jan Term). Professor/contact: Kirk Westre

PH 199H - Philosophy in the Real World. Professor/contact: Josh Orozco

PH 329H - God, Knowledge, and Language (Periodic). Professor/contact: Nate King

PY 499H - Advanced Senior Thesis (Spring semesters). Professor/contact: Alisha Epps

SN 465H - Don Quixote. Professor/contact: Angeles Aller

SO 372H - Sociology of Religion. Professor/contact: Mark Killian

SO 375H - Planned Communities. Professor/contact: Mark Baird

WL 498H- World Languages & Cultures Capstone (Fall and Spring semesters). Professor/contact: Jennifer Brown

Interdisciplinary Studies

Overview/Areas of Interdisciplinary Study/Courses

Interdisciplinary teaching and scholarship cross boundaries between academic disciplines or schools of thought to expand traditional limits on knowledge and to address new and emerging challenges. The epidemiology of AIDS and the dynamics of climate change, for example, require the insights and resources of multiple disciplines. Whitworth University emphasizes interdisciplinary studies as essential to a comprehensive and relevant liberal arts education and to subsequent vocational service and success.

Interdisciplinary studies at Whitworth entail a range of offerings, including academic majors, minors and signature shared curriculum courses such as Core 150, 250 and 350. Several of these areas of study incorporate significant programmatic and co-curricular elements such as events, speakers and leadership/service opportunities.

Interdisciplinary Majors

American Studies, History Emphasis (p. 205)

Art History (p. 50)

Bioinformatics (p. 231)

Human-Computer Interaction (p. 231)

International Studies, History Emphasis (p. 205) or Political Science Emphasis (p. 287)

Peace Studies, Political Science Emphasis (p. 287)

Front-End Design Development (p. 50)

Worship Leadership (p. 262)

Environmental Studies (p. 175)

Individually Designed Majors, B.S. or B.A.

Students who wish to integrate related courses from a variety of academic disciplines have the option of declaring an individually designed major in lieu of choosing a departmental major. Students should complete the IDM application process after two semesters of full-time study at Whitworth, and no later than the end of their fifth semester of full-time study. Transfer students with higher than sophomore standing should apply in their first two full-time semesters at Whitworth. Students begin this process with their academic advisor (or first-year advisor if they do not have a departmental advisor yet).

The program must:

- Contain work of an interdisciplinary nature
- Include a minimum of 40 credits
- Include a minimum of 12 credits of upper-division work
- Equally distribute credits, including upper-division credits, among two or more departments (within a 10 percent margin)
- Include a W course
- Include an internship or capstone experience

While students can take up to 12 credits of Independent Study (IS) at Whitworth, no more than six can be built into IDM requirements. If IS credits are built into IDM requirements, please describe the subject and nature of the IS in the application. No teaching assistantships are allowed as requirements.

The IDM will not be approved as a substitute for existing disciplinary major or minor programs of study available within the catalog. An IDM will not be approved for strictly vocational education or preparatory programs such as pre-optometry or pre-pharmacy.

Interdisciplinary Minors

Asian Studies (p. 66)

Development Studies (p. 114)

Editing & Publishing (p. 116)
Environmental Studies (p. 175)
Film & Visual Narrative (p. 184)
Latin American Studies (p. 228)
Leadership (p. 230)
Medieval & Early Modern Studies (p. 250)
Teaching English to Speakers of Other Languages (TESOL) (p. 312)
U.S. Cultural Studies (p. 336)
Visual Communication (p. 338)
Women's & Gender Studies (p. 339)
Core Worldview Studies Program (p. 187)

Kinesiology & Athletics

The Whitworth Kinesiology & Athletics Department offers a major in kinesiology and minors in kinesiology and athletic coaching. These academic programs provide both a theoretical and a practical educational experience for future teachers, coaches and health/wellness/fitness specialists. The kinesiology major allows students to choose from two educational tracks. The teaching track prepares students to teach/coach in public or private schools. Students in the teaching track are also required to complete an education (elementary or K-12) certification. The non-teaching track prepares students for health, fitness and physical education-related career opportunities and requires an internship in the discipline.

The learning outcomes for this major prepare students to...

- develop a holistic understanding of the importance/role/significance of the fitness/wellness discipline.
- develop the skills and abilities necessary for employment in careers in the education, exercise and/or health-related professions.
- learn and apply the concepts of professionalism and integrity in the fitness and wellness industry.
- be prepared for entry into advanced degrees in health, fitness, physical education, sports management, sports psychology, exercise science, movement studies and related fields.
- become health, fitness and physical education teachers who will have a positive impact on the learning and development of those whom they are called to serve.
- be eligible for certification exams in strength and conditioning, as well as in personal training.
- develop a worldview that integrates the student's spiritual and ethical values with their vocational calling.

Whitworth students are required to complete a minimum of one writing-intensive (“W”) course within their major. Kinesiology courses that currently meet that requirement are KIN 322W and KIN 430W. Students pursuing an education endorsement must have an alternate-level field experience, which may be fulfilled with EDU 493, EDU 494, EDU 496, EDU 497 or EDU 498. In addition, EDU 493, EDU 494, EDU 496, EDU 497 or EDU 498 may be substituted for the kinesiology internship experience if the student is pursuing an endorsement in health and fitness. A grade of “C” or higher in all major courses is required if the student is pursuing teacher certification or an education endorsement. All endorsements are subject to change; see School of Education for updated education requirements.

Varsity Sports

For participants in men’s and women’s sports at the intercollegiate level

ATH 101	Varsity Baseball
ATH 102	Varsity Basketball
ATH 103	Varsity Football
ATH 104	Varsity Golf
ATH 105	Varsity Tennis
ATH 106	Varsity Track and Field
ATH 107	Varsity Swimming
ATH 108	Varsity Softball
ATH 109	Varsity Cross-Country
ATH 110	Varsity Volleyball
ATH 111	Varsity Soccer
ATH 117	Cheer Leadership

Fitness and Wellness

In addition to the previously described degree programs, the kinesiology & athletics department is responsible for the oversight of the institution’s shared curriculum requirements for “fitness and wellness for life.” Courses that fulfill these requirements are designed to emphasize responsible stewardship of God’s creation through maintenance of personal health. Students develop skills and establish habits that prepare them for a lifetime of healthy living and physical well-being. Students

are required to complete three activity courses, one of which must be among the fitness/wellness (FW) course listings.

The learning outcomes for fitness-for-life courses include...

- provision of an environment for students to participate in regular physical activity.
- students who are challenged to develop healthy lifestyle habits and choices.
- development of an understanding and appreciation for the miraculous creation of the human body.
- the understanding and application of appropriate fitness and wellness terminology.

Fitness and Wellness/Activity Courses - 3 credits total

One course from the following:

FW 118	Adaptive Physical Activity
FW 120	Ice Skating for Fitness
FW 132	Fitness Programs
FW 134	Jogging
FW 141	Water Aerobics
FW 142	Training for Mountaineering
FW 148	Cross-Country Skiing
FW 149	Swimming for Fitness
FW 151	Aqua Stand Up Paddleboarding
FW 152	Cross Training With Dance Conditioning
FW 166	Aerobics
FW 175	Survey of Physical Education Activities
FW 342	Principles of Movement
FW 442	Advanced Principles of Movement

Two additional courses from the Fitness and Wellness section above, or from the following:

PE 110	Introduction to Dance
PE 113	Beginning Basketball
PE 115	Bowling
PE 119	Ice Skating
PE 120	Pilates
PE 121	Yoga
PE 122	Tennis
PE 124	Weight Training
PE 125	Golf
PE 126	Introduction to Rock Climbing
PE 128	Sports Conditioning
PE 129	Badminton
PE 130	Soccer
PE 133	Beginning Volleyball
PE 137	Modern Dance
PE 138	Karate
PE 143	Ballet I
PE 153	American Ballroom Dance
PE 154	International Ballroom Dance
PE 156	Physical Theatre
PE 159	Snow Skiing and Boarding
PE 164	Pickleball
PE 183	Jazz Dance I

PE 184	Physicality and Spiritual Formation
PE 213	Intermediate Basketball
PE 221	Yoga II
PE 224	Advanced Weight Training for Intercollegiate Athletics
PE 229	Intermediate Badminton
PE 233	Intermediate Volleyball
PE 236	Hip Hop
PE 283	Musical Theatre Dance
PE 337	Modern Dance II
PE 343	Ballet II
PE 383	Jazz Dance II

Requirements for a Kinesiology Major, B.A. (46)

AT 170	Advanced CPR and First Aid	1
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 261	Community Health	3
HS 320	Structural and Mechanical Kinesiology *	4
HS 326	Exercise Physiology	4
HS 326L	Exercise Physiology Lab	0
HS 363	Personal Health and Nutrition	3
HS 433	Principles of Conditioning and Nutrition	3
KIN 330	Adaptive PE & Recreation	2
KIN 345	Elementary PE and Health Education: Curriculum and Methods	2
KIN 351	Curriculum and Methods: Secondary Health, Fitness and PE	2
Complete three credits of an internship:		3
KIN 390, 490	Internship	
KIN 400	Tests and Measurements	2
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE	2
KIN 465	Motor Development, Control and Learning	2
KIN 498	Senior Seminar	2
One of the following:		3
KIN 322	Philosophical and Psychological Aspects of Coaching	
KIN 370	Sports Psychology	

Note: One writing-intensive course required either KIN 322W or KIN 430W.

Requirements for a Kinesiology Minor (38)

Meets Washington state teaching endorsement requirements for health and fitness.		
AT 170	Advanced CPR and First Aid	1
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 261	Community Health	3
HS 320	Structural and Mechanical Kinesiology *	4
HS 326	Exercise Physiology *	4
HS 326L	Exercise Physiology Lab	0
HS 363	Personal Health and Nutrition	3
HS 433	Principles of Conditioning and Nutrition	3
KIN 330	Adaptive PE & Recreation	2

KIN 345	Elementary PE and Health Education: Curriculum and Methods	2
KIN 351	Curriculum and Methods: Secondary Health, Fitness and PE	2
KIN 400	Tests and Measurements	2
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE	2
KIN 465	Motor Development, Control and Learning	2

* Prerequisites: HS 220 and HS 221: Anatomy and Physiology I, II

Requirements for an Athletic Coaching Minor (17)

AT 170	Advanced CPR and First Aid	1
KIN 322	Philosophical and Psychological Aspects of Coaching	3
KIN 370	Sports Psychology	3
KIN 380	Field Study	3
KIN 410	Coaching Methods	3
And select four credits from the following courses:		4
AT 271	Introduction to Athletic Training (2)	
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE (2)	
KIN 480	Field Study	

FW Courses

FW 118 Adaptive Physical Activity 1

Adaptive Physical Activity is designed to provide students with physical disability the opportunity to experience individualized instruction in physical activity, fitness, and wellness. The course requires physical activity and a cognitive component related to fitness and wellness. This course is repeatable. Signature of the instructor and documentation of physical disability is required prior to enrollment.

FW 120 Ice Skating for Fitness 1

Ice skating activities are used to promote physical fitness. Course activity furthers ice skating skill and overall fitness while course materials guide students through self-assessment of their life-behaviors related to their wellness levels.

FW 132 Fitness Programs 1

FW 134 Jogging 1

FW 141 Water Aerobics 1

FW 142 Training for Mountaineering 1

This course is designed to help students develop the fitness, endurance and mental fortitude it takes to successfully break into the realm of mountaineering. Students will develop and execute training plans while gaining first-hand exposure to winter mountaineering environments. This course will also address nutrition considerations, physiology of altitude and gear considerations as we prepare for our culminating capstone climb at the end of the semester. This course is to be taken in conjunction with PE 196, Introduction to Mountaineering.

FW 148 Cross-Country Skiing 1

FW 149 Swimming for Fitness 1

FW 151 Aqua Stand Up Paddleboarding	1
Aqua Stand Up is an aqua fitness course set to music and inspired by the stand up paddle board craze. This new discipline will provide, cardio, muscular conditioning and a high level of balance/core training. No experience needed for this full body workout that will shape your entire body.	
FW 152 Cross Training With Dance Conditioning	1
This course uses the fundamental practices of dance to educate, inspire and transform the body for optimal physical health. Students will engage with dance practices to strengthen and lengthen the body; improving muscle tone, flexibility, and physical performance. Dancers, athletes, and anyone wanting to improve the overall health and performance of their body, will benefit from this course.	
FW 166 Aerobics	1
FW 175 Survey of Physical Education Activities	1
Course includes individualized fitness assessment, personalized program development, and exposure to leisure and lifetime wellness activities as they relate to the Continuing Studies student. Also includes a personalized aerobic component and nutritional considerations. For Continuing Studies students only.	
FW 342 Principles of Movement	2
Students will be given tools to understand then connect the anatomy and physiology of the body to physical performance. The performance of practical exercises will allow application of the knowledge earned.	
FW 442 Advanced Principles of Movement	3
Advanced training in movement practioners for the actor and dancer. Emphasis on Laban, Grotowski, Boal, and Lecoq. Prerequisite: TA 156 Physical Theatre or TA 342 Principles of Movement.	
KIN Courses	
KIN 219H Sport and Film	3
This course examines sport and its place in human life and culture through films that feature sport	
KIN 319 Leadership Dev. for Student-Athletes Student-Athletes	1
Examines the nature of Christian leadership. Tracing the way organizations and leaders have changed over the last 100 years, this course will help students identify best practices and designs in order to help students apply these principles to their understanding and practice of leadership, particularly those of a Christian nature.	
KIN 322 Philosophical and Psychological Aspects Of Coaching	3
An overview of the application of philosophical and psychological principles to coaching so that the coach is better prepared to develop the maximum potential in athletes. Fall semester.	
KIN 322W Philosophical and Psychological Aspects Of Coaching	3
An overview of the application of philosophical and psychological principles to coaching so that the coach is better prepared to develop the maximum potential in athletes. Fall semester.	
KIN 330 Adaptive PE & Recreation	2
A study of teaching activities that must be directed toward or modified for special groups. Spring semester.	
KIN 344 Curriculum and Methods: Elementary Health, Fitness and PE	1
Curriculum and methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level. Class management, class discipline and directed teaching are practiced. Prerequisite: EDU 201. Fall semester, Jan Term.	
KIN 345 Elementary PE and Health Education: Curriculum and Methods	2

Curriculum and methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level. Class management, class discipline and directed teaching are practiced. Prerequisite: Kinesiology major. Fall semester.

KIN 351 Curriculum and Methods: Secondary Health, Fitness and PE 2

Practical applications of educational theory and sports content. Emphasis on preparation of resource units and directed teaching. Spring semester.

KIN 370 Sports Psychology 3

Exploration of the many facets of sports psychology from both a theoretical and practical standpoint. Topics include characteristics of successful athletes, motivation, regulating anxiety and stress, aggression, team cohesion, leadership styles, and coaching youth sports. Recommended that PY 101 be taken previously. Jan Term.

KIN 380 Field Study 1-8

KIN 390 Internship 1-7

KIN 400 Tests and Measurements 2

Selection, administration, interpretation and application of tests of fitness, skills and knowledge. Development of computer software proficiency as it relates to the evaluation of tests designed to analyze human movement. Fall semester.

KIN 410 Coaching Methods 3

Instruction in athletic coaching methodology such as effective practice planning, effective use of drills in skill acquisition, physical conditioning methods (aerobic/anaerobic), strength conditioning, and understanding of athletic training (hydration, taping, injury prevention and rehabilitation). Spring semester, odd years.

KIN 420 Administrative and Legal Aspects of Health, Fitness and PE 2

Administrative policies and practices as they relate to program development, budget, facilities, equipment, personnel management and public relations in directing physical education, intramural and interscholastic sports programs. Fall semester.

KIN 430 Sports and Society 3

Interrelationships of sports with other aspects of culture. Role of sports in American society. Spring semester, even years.

KIN 430W Sports and Society 3

Interrelationships of sports with other aspects of culture. Role of sports in American society.

KIN 465 Motor Development, Control and Learning 2

Theories and principles of motor activity and motor responses. Spring semester.

KIN 480 Field Study 1-8

KIN 481 Field Experience 0-3

KIN 490 Internship 1-4

KIN 498 Senior Seminar 2

Career planning, graduate school, financial planning, and effective leadership are discussed as students get ready for professional careers. Emphasis on student presentations. Spring semester.

PE Courses

PE 110 Introduction to Dance 1

Basic concepts and principles of jazz, modern, and ballet. This course is designed for the non-dancer student seeking to explore dance in a safe learning environment.

PE 113 Beginning Basketball	1
PE 115 Bowling	1
PE 119 Ice Skating	1
PE 120 Pilates	1
Body conditioning via a unique method of stretching and strengthening exercises developed by Joseph Pilates. It is composed of hundreds of exercises which allow workouts to be customized to meet individual needs.	
PE 121 Yoga	1
Yoga combines exercise through physical postures (asanas) and breathing technique (pranayama) and when practiced appropriately promotes wellness of body and mind. Yoga benefits the body by lengthening and strengthening muscles and tendons. It benefits the mind and body connections by enhancing energy, promotes relaxation, and improves focus and concentration.	
PE 122 Tennis	1
PE 124 Weight Training	1
PE 125 Golf	1
PE 126 Introduction to Rock Climbing	1
This class is designed to provide students with the basic skills and knowledge of the sport of climbing. Students will learn how to climb and belay, all the while focusing on the safety of the climber and the climbing experience. Through this course students will learn risk evaluation and management, equipment, knots, belaying, rappelling, and various climbing techniques.	
PE 128 Sports Conditioning	1
PE 129 Badminton	1
PE 130 Soccer	1
PE 133 Beginning Volleyball	1
PE 137 Modern Dance	2
Analysis and theory of modern dance with an emphasis on basic technique and movement exploration. Includes a study of the evolution of modern dance and its past and present pioneers. May be repeated. Fall semester. May count as ONE PE activity course.	
PE 138 Karate	1
PE 143 Ballet I	2
Beginning instruction in classical ballet focusing on vocabulary and technique. Includes barre and center exercises designed to develop coordination, balance, flexibility and strength. Fall semester. May count as ONE PE activity course.	
PE 153 American Ballroom Dance	1
The study of and practice of various forms of social dance, primarily ballroom dance with some emphasis on country dance. Offered fall semester and Jan Term.	
PE 154 International Ballroom Dance	1
PE 156 Physical Theatre	1
An applied, movement-based class exploring contact improvisation, self-expression, the body in space, and the body in relationship to others. Students will be introduced to various practitioner's training methodologies and learn to develop their own movement practice.	

PE 159 Snow Skiing and Boarding	1
<p>The ski/snowboard program provides six class sessions on the mountain at 49 Degrees North which is located in Chewelah, Washington. All the instructional days are followed by a free ski opportunity with friends. The instructional classes range from "never ever" to "advanced." We leave WU by 12:30 p.m. and return by 6:00 p.m. (Lab fee \$285) covers: transportation, professional instruction and lift ticket. There is an additional fee (\$90 plus tax) if you need to rent ski or snowboard equipment from the resort. U-Rec rents snowboards (only) to students for \$70. Lastly, 49 North is providing Whitworth students with an exceptional season pass deal. If you complete all six class sessions, then a season pass can be purchased for \$149 plus tax (which covers skiing for the remainder of the season). The first class session will be on the 4th ending on the 21st (6 sessions). The class meets on Tuesday and Friday only during Jan Term. It is highly encouraged to waitlist for this class because students regularly drop the course. The instructor is able to add additional students to the roster to maintain a 55 student roster (limited by transportation).</p>	
PE 164 Pickleball	1
PE 183 Jazz Dance I	2
<p>This course is a first level study of jazz dance. Students will explore this art form through monthly lectures on the history of jazz, physical exploration of the unique aspects of jazz, and strengthen individual understanding of fundamental jazz dance vocabulary, technique and choreography. Fall semester. May count as ONE PE activity course.</p>	
PE 184 Physicality and Spiritual Formation	2
<p>The course seeks to offer students opportunities to explore the biblical, historical and experiential connection of prayer, posturing and movement. An overview of embodied prayers and movement meditations will be presented. Periodic Jan Term. Also listed as PE 184 and TH 184.</p>	
PE 213 Intermediate Basketball	1
PE 220 Pilates II	1
<p>To continue the advancement of flexibility, balance, and strength for the total body and mind, and to help students to further integrate Pilates into their lives.</p>	
PE 221 Yoga II	1
<p>Gain deeper awareness of subtle aspects of asanas, pranayama, and relaxation. Emphasis is not on doing harder poses, but to enjoy the journey of opening ourselves to challenges and extending holistic health benefits. Prerequisite: PE 121. Spring Semester.</p>	
PE 224 Advanced Weight Training for Intercollegiate Athletics	1
<p>An advanced weight training course designed for students who are involved in intercollegiate athletics. This course requires high intensity and rigorous physical activity to enhance athletic performance and overall body strength.</p>	
PE 229 Intermediate Badminton	1
PE 233 Intermediate Volleyball	1
PE 236 Hip Hop	2
<p>An intermediate level course focused on challenging students to explore multiple styles and levels of hip hop dance. Students will learn the following styles of dance including: hip hop, breaking, popping, locking, and contemporary hip hop through classroom warm-ups, choreography and instructional videos. As this course is performance based, students are required to perform in Broadway Unbound and the majority of class-time will be spent on learning and polishing choreography. Spring semester, even years. Fee.</p>	
PE 237 Tap	2
<p>Instruction in tap dancing focusing on vocabulary and technique. All levels of experience welcome. The culminating project is a public performance of student-choreographed tap compositions. Spring semester, periodic offering. Also listed as PE 237.</p>	

PE 243 Accelerated Ballet	1
Continuing instruction in classical ballet focusing on vocabulary and techniques. Includes intermediate barre and center combinations designed to develop coordination, balance, flexibility and strength. Prerequisite: PE/TA 143. Fall and spring semesters, periodic offering.	
PE 283 Musical Theatre Dance	2
Examination of the unique history of musical theatre. Students study the techniques and choreographic styles required for performance in musicals. The culminating project is a public performance. Spring semester, odd years. Fee.	
PE 337 Modern Dance II	2
This course will provide instruction and performance experiences in advanced principles and techniques of Modern Dance. This is a performance-based course. Spring semester, even years. Fee.	
PE 343 Ballet II	2
An intermediate course in classical ballet focusing on vocabulary, technique and choreography. Includes barre and center combinations designed to further develop coordination, balance, flexibility and strength. The course culminates in a public performance. Prerequisite: TA/PE-143 or TA 243. Spring semester.	
PE 383 Jazz Dance II	2
In this second level course, students continue to learn to express themselves creatively through the artistic medium of jazz dance. This course prepares students for performance in Broadway Unbound while developing further understanding of positions, anatomy, exercises and jazz dance principles. Students will practice technique, stretching and strengthening in the daily warm-up and across the floor combinations.	

Latin American Studies (Interdisciplinary Minor)

Latin American Studies Minor

The Latin American studies minor provides students the opportunity to study the diverse cultures of Latin America from an interdisciplinary perspective. In order to complete the minor, students must complete three main components:

1. Language proficiency: Demonstrate proficiency in Spanish or Portuguese (shown through successful completion of SN 312 for Spanish or proficiency test for Portuguese). (3 credits)
2. Academics: Complete a minimum of 15 credits of academic coursework from at least two academic disciplines. (15 credits)
3. Experiential learning: Participate in a study abroad program in Latin America or a service-learning internship in which the student serves a population of predominantly Latin American origin. (3 credits)

Requirements for a Latin American Studies Minor (21)

Complete Latin American Studies courses focused on breadth (9 credits)		9
LAS 267/AR 267	Precolumbian Art and Architecture	
AR 269	Art and Politics in Latin America	
LAS 209	Latin American Literature in English	
EL 252	Literature of the Americas in Translation	
LAS 301	Introduction to Latin American Studies	
LAS 203/SO 203	Globalization	
LAS 406W/SN 406W	Latin American Short Story	
LAS 409W/SN 409W	Survey of Spanish Literature I	
LAS 411W/SN 411W	Latin American Poetry	
LAS 419/SN 419	Latin-American Culture and Civilization	
LAS 403W/SN 403W	Survey of Spanish American Literature I	
LAS 404W/SN 404W	Survey of Spanish American Literature II	
Complete Latin American Studies courses focused on depth (6 credits)		6
LAS 437/FR 437	Francophone New World Literature And Culture	
LAS 425W/PO 425W	International Development	
SO 381/EC 381	Sustainable Development Abroad: Poverty, Inequality, Environment, Social Change	
SO 389	Justice in the Americas	
LAS 412/SN 412	Performance in Hispanic World	
SN 434W	Spanish and Latin American Women Writers	
LAS 450W/SN 450W	Spanish American Narrative & History	
LAS 427HW/SN 427HW	Gender and Identity Formation in Latin America	
Language Requirement: Students minoring in Latin American Studies must demonstrate a minimum of three years of Spanish or Portuguese language proficiency. This requirement can be fulfilled through coursework (completion of SN 312) or students may take appropriate equivalency language test.		3

Experiential Learning: Students are required to have a hands-on experience by participating in a study-abroad program in Latin America, or through a service-learning internship involving a population of predominantly Latin American origin in the United States. 3

Courses

LAS 132	American Immigrant Literature (Cross-listed as EL 132)	3
LAS 209	Latin American Literature in English (Cross-listed as EL 209)	3
LAS 267	Precolumbian Art and Architecture (Cross-listed as AR 267)	3
AR 269	Art and Politics in Latin America	3
LAS 301	Introduction to Latin American Studies	3
LAS 366	The Church in Central America (Cross-listed as TH 366)	3
LAS 406W	Latin American Short Story (Cross-listed as SN 406W)	3
LAS 409W	Survey of Spanish Literature I (Cross-listed as SN 409W)	3
LAS 411W	Latin American Poetry (Cross-listed as SN 411W)	3
LAS 412	Performance in Hispanic World (Cross-listed as SN 412)	3
LAS 419	Latin-American Culture and Civilization (Cross-listed as SN 419)	3
LAS 425W	International Development (Cross-listed as PO 425W)	3
LAS 434	Spanish and Latin American Women Writers (Cross-listed as SN 434)	3
LAS 427HW	Gender and Identity Formation in Latin America (Cross-listed as SN 427HW, WGS 427HW)	3
LAS 437	Francophone New World Literature And Culture (Cross-listed as FR 437)	3
LAS 445W	Revolution in History (Cross-listed as PO 445W)	3
LAS 450W	Spanish American Narrative & History (Cross-listed as SN 450W)	3
SO 381/EC 381	Sustainable Development Abroad: Poverty, Inequality, Environment, Social Change	3
SO 389	Justice in the Americas: Inequality, Environment, Social Change	3

Leadership

The Whitworth School of Business offers a minor in leadership that is an attractive complement to any major area of study. The leadership minor makes a significant and unique contribution to the study and practice of leadership through its integration of principles, theories and application of leadership with the transforming nature and the moral authority of Christ.

Course requirements for the leadership minor can be found here: [Leadership Minor Requirements](#) (p. 82)

Knowledge

- Develop knowledge of the evolution of the theories of leadership and management, as well as theories that inform various practices of leadership, e.g., conflict management.
- Be able to understand, in different kinds of leadership situations, how to choose appropriate situational leadership styles and understand the basic leadership theory that informs their practice of leadership.
- Understand the differences between transactional and transforming leadership and the benefits of each in different kinds of leadership and organizational settings.
- Explore the relationship of leadership to service by participating in local service activities.
- Have appreciation and knowledge of both the breadth and the depth of contemporary and classical leadership literature.

Skills

Students who complete the leadership minor will gain skills and competence in the following areas:

- moral reasoning
- leading change
- critical thinking
- creative problem-solving
- conflict resolution
- human motivation
- organizational behavior
- communications issues
- servant-leadership
- ethical practices in leadership
- participation on leadership teams

Mathematics & Computer Science

The Whitworth Mathematics & Computer Science Department offers a solid foundation in mathematics, statistics, computer programming, data science, databases, networks and software engineering. Talented faculty members in the department's interdisciplinary programs help students learn to apply mathematics and computing skills in the fields of natural science, business and industry, and the social and behavioral sciences.

Believing that God wants all individuals to strive to reach their full potential, department faculty members challenge motivated students by providing them the opportunity to participate in activities that go beyond the traditional classroom experience. These involve state-of-the-art research and development, service-learning projects and teaching-assistant opportunities. Through theory, practice and the pursuit of knowledge, students develop the problem-solving skills that will help them succeed in their professions and in life. The learning outcomes of this major prepare the student to do the following:

Mathematics

- Demonstrate an appropriate level of problem-solving skills using analytical reasoning.
- Communicate mathematical ideas in writing.
- Communicate mathematical ideas orally.
- Demonstrate necessary skills for independent ongoing learning.
- Understand the connections between the student's faith and/or worldview and the theory and practice of mathematics, ethical decision-making, and vocation.
- Understand the role of abstraction in solving problems and proving theorems.
- Work effectively on teams comprising individuals with different skills, habits and backgrounds.

Computer Science

- Demonstrate an appropriate theoretical foundation for computer science.
- Develop software-engineering proficiency.
- Cultivate problem-solving and critical-thinking skills.
- Reinforce interpersonal skills and effective teamwork.
- Demonstrate proficiency in communication skills – written, verbal and presentation.
- Gain an international perspective and the ability to work cross-culturally.
- Understand the need for sound, ethical decision-making and the social and legal implications of those decisions. Consider how faith and/or worldview can inform one's vocation and professional practices.

Computer Science Honors Program

The intent of the honors program is to provide motivated students with the social and academic activities necessary to foster their growth as individuals and their commitment to excellence and service to others. Students enrolled in the program must complete a major in computer science. To qualify for graduation as a Whitworth Computer Science Honors Program graduate, candidates must complete the following requirements by the end of their senior year. Each requirement will be documented in the student's portfolio.

- Apply for admission to the honors program after completing CS 172.
- Maintain an overall cumulative GPA of 3.5 or above.
- Complete the professional-learning requirement by fulfilling each of the following activities:
 - Join either the Association for Computing Machinery or the IEEE Computer Society.
 - Regularly attend ACM/IEEE Computer Society meetings.
 - Participate in the planning and presentation of a minimum of two ACM meetings.
 - Document meeting plans and presentations in the portfolio.
 - Participate in ACM/IEEE activities (social events, special-topics seminars, etc.).
- Complete the service requirement by participating in at least one of the following areas:
 - as a teaching assistant for computer science courses
 - as a research assistant for a computer science faculty member

- as a lab assistant for the general computing labs
- as a technician for the Whitworth Computing Services Department
- by participating in related service-learning projects
- Complete in a satisfactory manner an internship and/or research assistantship.
- Complete and defend a senior research project.
- Complete one semester of CS 499W, Research Methods.

Requirements for a Mathematics - General Major, B.A. (42-43)

Core Courses		
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
CS 171	Computer Science I	3
CS 172	Computer Science II	3
MA 256	Elementary Probability and Statistics	3
Two of the following courses		6
MA 317	Introduction to Complex Variables	
MA 357	Mathematical Statistics I	
MA 410	Abstract Algebra I	
MA 430W or MA 430	Graph Theory and Combinatorics Graph Theory & Combinatorics	
MA 440	Real Analysis I	
Nine credits of the following not chosen above		9-10
MA 281	Differential Equations	
MA 306H	Nonlinear Dynamics and Chaos	
MA 329	Math History	
MA 350	Numerical Analysis	
MA 352	Intro to Mathematical Biology	
MA 355	Mathematical Modeling	
MA 357	Mathematical Statistics I	
MA 358W	Mathematical Statistics II	
MA 360	Number Theory	
MA 362	Cryptography	
MA 365	Geometry	
MA 410	Abstract Algebra I	
MA 411	Abstract Algebra II	
MA 440	Real Analysis I	
MA 441	Real Analysis II	
CS 473	Advanced Algorithm Design and Analysis	
CS 499W	Research Methods	
EN 356 & EN 358	Mathematical Methods I and Mathematical Methods II	
MA 396 courses may apply toward this requirement. See advisor for details.		
Complete one writing-intensive course.		

Requirements for a Mathematics - Education Major, B.A. (42)

Core Courses		
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
CS 171	Computer Science I	3
CS 172	Computer Science II	3
MA 256	Elementary Probability and Statistics	3
MA 365	Geometry	3
One of the following		3
MA 357	Mathematical Statistics I	
MA 410	Abstract Algebra I	
MA 440	Real Analysis I	
Three of the following not chosen above		9
MA 281	Differential Equations	
MA 306H	Nonlinear Dynamics and Chaos	
MA 317	Introduction to Complex Variables	
MA 329	Math History	
MA 350	Numerical Analysis	
MA 352	Intro to Mathematical Biology	
MA 357	Mathematical Statistics I	
MA 358W	Mathematical Statistics II	
MA 360	Number Theory	
MA 362	Cryptography	
MA 410	Abstract Algebra I	
MA 411	Abstract Algebra II	
MA 430W	Graph Theory and Combinatorics	
or MA 430	Graph Theory & Combinatorics	
MA 440	Real Analysis I	
MA 441	Real Analysis II	
MA 396 courses may apply toward this requirement. See advisor for details.		
Complete one writing-intensive course.		

Requirements for a Mathematics Major, B.S. (55-58)

Core Courses in Mathematics		
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
CS 171	Computer Science I	3
CS 172	Computer Science II	3
Other coursework:		
MA 281	Differential Equations	3
MA 294	Career and Vocation Seminar	1
Three of the following:		9
MA 410	Abstract Algebra I	
MA 411	Abstract Algebra II	

MA 440	Real Analysis I	
MA 441	Real Analysis II	
Four of the following not chosen above:		12-13
MA 306H	Nonlinear Dynamics and Chaos	
MA 317	Introduction to Complex Variables	
MA 329	Math History	
MA 350	Numerical Analysis	
MA 352	Intro to Mathematical Biology	
MA 355	Mathematical Modeling	
MA 357	Mathematical Statistics I	
MA 358W	Mathematical Statistics II	
MA 360	Number Theory	
MA 365	Geometry	
MA 410	Abstract Algebra I	
MA 411	Abstract Algebra II	
MA 430W	Graph Theory and Combinatorics	
or MA 430	Graph Theory & Combinatorics	
MA 440	Real Analysis I	
MA 441	Real Analysis II	
MA 362	Cryptography	
CS 499W	Research Methods	
EN 356 & EN 358	Mathematical Methods I and Mathematical Methods II	
Two courses as follows:		6-8
EC 210 & EC 211	Principles of Microeconomics and Principles of Macroeconomics	
OR		
PS 151 & 151L & PS 153 & PS 153L	General Physics I and General Physics I Lab and General Physics II and General Physics II Lab *	
Complete one writing-intensive course.		
* Students may choose between PS 153L General Physics II Lab or PS 154L Near Space Research		

Core Courses in Mathematics (37)

Required for all Applied Mathematics Majors, B.S.

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 278	Discrete Mathematics	3
MA 281	Differential Equations	3
MA 294	Career and Vocation Seminar	1
MA 330	Linear Algebra	3
MA 355	Mathematical Modeling	3
MA 357	Mathematical Statistics I	3
MA 358W	Mathematical Statistics II	3
CS 171	Computer Science I	3
CS 172	Computer Science II	3

Requirements for an Applied Mathematics, General Track, B.S. (61)

Core Courses in Mathematics		37
MA 306H	Nonlinear Dynamics and Chaos	3
MA 317	Introduction to Complex Variables	3
MA 350	Numerical Analysis	3
MA 352	Intro to Mathematical Biology	3
EN 356	Mathematical Methods I	2
EN 358	Mathematical Methods II	2
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		
PS 153L	General Physics II Lab	1
or PS 154L	Near Space Research Project	
Recommended:		
MA 440	Real Analysis I	3
MA 441	Real Analysis II	3

Requirements for an Applied Mathematics, Mathematical Economics Track, B.S (58)

Core Courses in Mathematics		37
EC 210	Principles of Microeconomics	3
EC 211	Principles of Macroeconomics	3
EC 320	Intermediate Microeconomic Analysis	3
EC 321	Intermediate Macroeconomic Analysis	3
EC 402	Econometrics	3
Choose six credits from the following:		
Upper division economics courses		3-6
MA 390/490 Internship		3

Requirements for an Applied Mathematics, Mathematical Finance Track, B.S. (58)

Core Courses in Mathematics		37
BU 230	Financial Accounting	3
BU 231	Managerial Accounting	3
BU 357	Financial Management	3
BU 377	Financial Statement Analysis	3
BU 467	Advanced International Corporate Finance	3
BU 477	FORAD: Multi-National Finance	3
Choose one of the following:		3
BU 387	Financial Institutions & Markets	
MA 390	Internship	
or MA 490	Internship	
See your advisor regarding prerequisites		

Requirements for an Applied Mathematics, Data Science Track, B.S. (58-59)

Core Courses in Mathematics		37
CS 251	Introduction to Data Science	3
CS 273	Data Structures	3

CS 274	Ethic, Soc & Leg Issues in CS,Ethical, Social & Legal Issues in Computer Science	3
CS 374	Database Management	3
CS 457	Artificial Intelligence	3
Choose one of:		
CS 471 & CS 472	Software Engineering Seminar and Software Engineering	4
CS 499W/MA 499W	Research Methods	3
Choose one of the following:		
CS 355	Introduction to Bioinformatics	3
CS 473	Advanced Algorithm Design and Analysis	3

Core Courses in Computer Science (22)

Required for the International Project Management, Business, Network Systems, and Computer Science Major, B.S. options. The Bioinformatics and Human-Computer Interaction majors have different computer science core requirements.

CS 171	Computer Science I	3
CS 172	Computer Science II	0.00
CS 273	Data Structures	0.00
CS 274	Ethic, Soc & Leg Issues in CS,Ethical, Social & Legal Issues in Computer Science	3
CS 278	Computer Organization and Assembler Programming	3
CS 374	Database Management	3
CS 471	Software Engineering Seminar	1
CS 472	Software Engineering	3
CS 475W	Operating Systems	3
One of the following:		
CS 370	Programming Languages	
CS 371	Windows Applications Development	
CS 372	Java Applications Development	

Recommended:

CS 294	Career and Vocation Seminar	
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Requirements for a Computer Science Major, B.A. (57) International Project Management Option

Computer science core classes		28
CS 376	Technology Management	3
BU 274	Principles of Management	3
BU 230	Financial Accounting	3
BU 311W	Principles of International Business	3.00,3
MA 256	Elementary Probability and Statistics	3
COM 398	Intercultural Communication	3
Completion of an international study experience		3
CS 360	Technology & Culture: Study Abroad Program (or other prior approved international education experiences such as semester-abroad or year-abroad programs, international internship experience.)	
A World Languages & Cultures 201 course or demonstrated second-year language proficiency.		4
One of the following:		4
MA 150	Pre-Calculus	
MA 158	Calculus for Social Sciences	
MA 171	Calculus I	

Recommended:	
CS 301	Internet Applications Development
CS 313	Networks
BU 231	Managerial Accounting

Requirements for a Computer Science Major, B.A. (56) Business Option

Computer science core classes		28
CS 376	Technology Management	3
BU 230	Financial Accounting	3
BU 274	Principles of Management	3
BU 231	Managerial Accounting	3
BU 406	Business Planning and Entrepreneurship	3
or BU 463	Project Management	
EC 210	Principles of Microeconomics	3
EC 211	Principles of Macroeconomics	3
MA 256	Elementary Probability and Statistics	3
One of the following:		4
MA 150	Pre-Calculus	
MA 158	Calculus for Social Sciences	
MA 171	Calculus I	

Recommended:	
CS 301	Internet Applications Development
CS 313	Networks

Requirements for a Computer Science Major, B.A. (59) Network Systems Option

Computer science core classes		28
CS 313	Networks	3
CS 314	Microsoft Networks	3
CS 315	Distributed Scalable Computing	3
CS 373	Digital Logic Design (CS 373 is a pre-requisite for CS 401.)	3
CS 401	Computer Architecture	3
MA 256	Elementary Probability and Statistics	3
Three upper-division computer science courses		9
One of the following:		4
MA 150	Pre-Calculus	
MA 158	Calculus for Social Sciences	
MA 171	Calculus I	

Recommended:	
CS 376	Technology Management

Requirements for a Computer Science Major, B.S. (64)

Computer science core classes		27
CS 373	Digital Logic Design	3
CS 401	Computer Architecture	3
CS 473	Advanced Algorithm Design and Analysis	3
MA 171	Calculus I	4
MA 172	Calculus II	4

MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
One of the following:		1
PS 153L	General Physics II Lab	
PS 154L	Near Space Research Project	
One of the following:		3
CS 313	Networks	
CS 357	Computer Graphics	
CS 457	Artificial Intelligence	
One of the following:		3
MA 350	Numerical Analysis	
MA 410	Abstract Algebra I	
MA 430W or MA 430	Graph Theory and Combinatorics Graph Theory & Combinatorics	
Recommended:		
MA 256	Elementary Probability and Statistics	
MA 273	Calculus III	
CS 315	Distributed Scalable Computing	
CS 499W	Research Methods	

Requirements for a Bioinformatics Major, B.S. (69)

CS 171	Computer Science I	3
CS 172	Computer Science II	3
CS 273	Data Structures	3
CS 355	Introduction to Bioinformatics	3
CS 374	Database Management	3
CS 471	Software Engineering Seminar	1
CS 472	Software Engineering	3
CS 473	Advanced Algorithm Design and Analysis	3
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 256	Elementary Probability and Statistics	3
MA 278	Discrete Mathematics	3
BI 140 & 140L	General Biology I: Genes, Cells and Evolution and General Biology I: Genes, Cells and Evolution Lab	4
BI 143 & 143L	General Biology II: Ecology and Evolution and Ecology and Evolution Lab	4
CH 161	General Chemistry I	3
CH 181	General Chemistry II	3
CH 271	Organic Chemistry I	3
CH 278	Organic Chemistry II	3
Choose one of the following:		4
BI 363 & 363L	Genetics and Lab: Genetics	
BI 399 & 399L	Molecular Genetics and Molecular Genetics Lab	
BI 355	Introduction to Genomics	
Choose one of the following:		3
MA 281	Differential Equations	

MA 430W or MA 430	Graph Theory and Combinatorics Graph Theory & Combinatorics	
MA 357	Mathematical Statistics I	
Choose one of the following:		3
BI 333	Evolutionary Biology	
MA 352	Intro to Mathematical Biology	
MA 355	Mathematical Modeling	
Choose one of the following:		3
CH 401	Biochemistry I	
BI 311	General Biochemistry	
Recommended Chemistry Courses		
CH 161L	General Chemistry I Lab	
CH 181L	General Chemistry II Lab	
CH 271L	Organic Chemistry I Lab	
CH 278L	Organic Chemistry II Lab	
CH 401L	Biochemistry I Lab	
Recommended Physics Courses		
PS 151	General Physics I	
PS 151L	General Physics I Lab	
PS 153	General Physics II	
PS 153L or PS 154L	General Physics II Lab Near Space Research Project	
Complete one writing-intensive course.		

Requirements for a Human-Computer Interaction Major, B.A. (53-55)

Computer Science core classes		12
CS 171	Computer Science I	
CS 172	Computer Science II	
CS 274	Ethic, Soc & Leg Issues in CS, Ethical, Social & Legal Issues in Computer Science	
CS 344	Human-Computer Interaction	
Computer Science Electives		
Choose 3 of the following:		9
CS 273	Data Structures	
CS 301	Internet Applications Development	
CS 320	Quality Assurance in Software Development	
CS 371	Windows Applications Development	
CS 372	Java Applications Development	
CS 376	Technology Management	
NOTE: With a CS advisor's approval, other CS 396 courses may also count as electives.		
Recommended to take one or more of the following:		
CS 313	Networks	
CS 314	Microsoft Networks	
CS 357	Computer Graphics	
CS 360	Technology & Culture: Study Abroad Program	
Art Requirements		18
AR 101	Drawing I	
AR 120	2-D Design	
AR 124	Adobe Creative Suite and Indesign	

AR 323	Typography I	
AR 324	Graphic Design I	
AR 326	Web Design I	
Art Electives		
Choose 2 of the following:		6
AR 210	Painting I	
AR 220	3-D Design	
AR 227	Introduction to Time-Based Art Making	
AR 231	Digital Photography I	
AR 426	Web Design II	
Writing Intensive Requirement		
Choose one of the following:		3
AR 365W	Contemporary Art Seminar	
CS 499W	Research Methods	
CS 475W	Operating Systems	
Internship Requirement		
Choose one of the following:		3
CS 390	Internship	
AR 390	Internship	
Senior Capstone Project Requirement		
Choose one of the following:		2-4
CS 471 & CS 472	Software Engineering Seminar and Software Engineering	
AR 499H	Senior Exhibition Project	

Requirements for a Mathematics Minor (21)

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
One of the following:		3
MA 256	Elementary Probability and Statistics	
MA 281	Differential Equations	

Requirements for a Mathematics Minor (22)

(meets endorsement requirements)

This minor can be completed only by students receiving education certification.

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

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 256	Elementary Probability and Statistics	3
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
MA 365	Geometry	3
One of the following:		2
EDU 341	Mathematics: Elementary / Middle School Methods (K-9)	
EDU 454	Mathematics in Secondary School	

Note: Students pursuing elementary certification will also take MA 221.

Requirements for a Computer Science Minor (16)

CS 171	Computer Science I	3
CS 172	Computer Science II	0.00
CS 273	Data Structures	0.00
CS 278	Computer Organization and Assembler Programming	3
CS 301	Internet Applications Development	3.00
CS 374	Database Management	3
One of the following:		4
MA 150	Pre-Calculus	
MA 158	Calculus for Social Sciences	
MA 171	Calculus I	

Requirements for a Communication & Technology Minor (21)

Foundation: Take both courses		6
COM 125	Writing for Mass Media	
or COM 126H	Writing for Digital Media	
CS 171	Computer Science I	
Electives:		12
Two computer science courses, 200 level or higher		
Two communication studies courses, 200 level or higher		
Capstone: Choose one of the following		3
CS 378H	How to Make Darn-Near Anything	
COM 482	Media Innovation	

Requirements for an Information Technology Minor (18)

CS 171	Computer Science I	3
CS 172	Computer Science II	0.00
CS 313	Networks	3
CS 374	Database Management	3
Three of the following:		9
CS 301	Internet Applications Development	
CS 314	Microsoft Networks	
CS 315	Distributed Scalable Computing	
CS 371	Windows Applications Development	
CS 372	Java Applications Development	

Interdisciplinary Courses

STEM 115 Preparing for a STEM Career 1

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

CS Courses

CS 110 Introduction to Computer Information Systems 3

Basic concepts of computer hardware, software and information processing. Impact of computers on society and the ethics of information technology. Hands-on experience with operating systems, file systems, word processors, spreadsheets, databases and communication tools. Fall semester.

CS 125 Business Information Systems 3

Introduction to business application software. Students will cover business application software concepts including Microsoft Excel, Access and very introductory macro programming for these applications. The course will start with advanced Excel topics, proceed to Access and finish with introductory macro programming concepts. Students will implement and present a business-related project using either Excel or Access. Fall and spring semesters.

CS 171 Computer Science I 3

Introduction to problem-solving, abstraction and design using the C++ language. Special emphasis on development of algorithms and writing programs in a structured form. Recommended prerequisite: MA 108 or higher. Fall and spring semesters.

CS 172 Computer Science II 3

Problem-solving, abstraction and design using the C++ language. Special emphasis on pointer variables, recursion, and file handling. Introduction to data structures (including stacks, queues, linked lists, and binary trees), classes, and object-oriented programming. Prerequisite: CS 171 with a C- or above. Fall and spring semesters.

CS 178 Intro to Excel for Business Students 1

An introduction to the use of Excel for business students, this course prepares students to understand the basics of Microsoft Excel. This course uses case-based tutorials to engage students in applying skills to real-world situations, making concepts relevant. The course enhances critical thinking by using the program to solve problems and create reports. This course is a 1 credit weekend workshop.

CS 251 Introduction to Data Science 3

Project-based course that explores topics and methodologies of data science using R and Python. Prerequisite: CS 171 with a C- or above. Spring semester.

CS 273 Data Structures 3

An introduction to stacks, queues, recursion, linked lists, trees, graphs, sorting, and searching. Emphasis on algorithm analysis. Prerequisite: CS 172 with a C- or above. Fall and spring semesters.

CS 274 Ethical, Social & Legal Issues in Computer Science 3

Students will research, discuss, and argue a variety of current ethical issues related to computer science. Students will also learn about the professional organizations' supporting computer scientists and understand each organization's code of ethics. Finally, students will understand how to be professionals in computer science. Prerequisite: CS 171. Fall and Spring semester.

CS 278 Computer Organization and Assembler Programming 3

Computer organization and the structure of digital computers. Work in MASM assembler language programming on a PC computer. Prerequisite: CS 172. Fall and spring semesters.

CS 294 Career and Vocation Seminar 1

Students in this course will learn about different career and vocational paths related to mathematics and computer science and go about pursuing a specific path. Further, students will explore how their own faith and worldview can interact with their discipline through vocation discussions. Fall semester.

CS 301 Internet Applications Development 3

An information technology course designed as an introduction to the tools and methods of Internet applications development. Special emphasis on Internet programming languages and the design of interactive WWW documents. Prerequisite: CS 171. Also listed as FVNS 301. Jan Term.

CS 313 Networks 3

Fundamental concepts of computer network theory, topologies, architecture, and protocol layers. Provides a foundation in current networking technology for local area networks, wide area networks, and the Internet. Prerequisite: CS 273. Fall semester, odd years.

- CS 314 Microsoft Networks** 3
 A network-systems technology course designed to provide students with the knowledge and skills necessary to complete day-to-day administrative tasks in a single domain or multiple domain Microsoft-based network. Students will learn how to install, configure, customize, optimize, troubleshoot, and support local- and wide-area network environments. Prerequisite: CS 172. Spring semester, even years.
- CS 315 Distributed Scalable Computing** 3
 Introduction to concepts of distributed and parallel processing paradigms. Project development using a variety of programming technologies. Development in Windows and Linux Operating Systems. Prerequisite: CS 273. Fall semester, even years.
- CS 320 Quality Assurance in Software Development** 3
 Students in this course will cover techniques in testing computer software. Topics will include: History of software and testing, ad-hoc testing methods, test plans, formal testing methods, automation and testing tools, and security testing. Students will have a firm foundation in testing as well as improved skills as software developers. Prerequisite: CS 172. Fall semester, even years.
- CS 333H Introduction to Programming Contests** 1
 This course consists of research, practice, and preparation for the annual regional Pacific Northwest programming competition. This course aims to develop and improve personal techniques for solving difficult algorithmic problems under time pressure. To encourage students to give back to their professional communities in the future, they will each write a contest problem of their own design. Periodic offering.
- CS 344 Human-Computer Interaction** 3
 An introduction to the human-computer interaction (HCI). Students will learn definitions of HCI, the history of computer user interfaces, interaction models, and user-centered design and task-analysis. Students will also learn the principles and guidelines for implementing user interfaces using dialogs, voice input, and multi-modal interfaces. Fall, odd years.
- CS 355 Introduction to Bioinformatics** 3
 This is an interdisciplinary course that integrates molecular biology, biophysics, statistics and computer science. The course provides an introduction to the computational tools, techniques and algorithms that are used by biologists, geneticists and computational chemists to gain a deeper understanding of the fundamental processes that govern biological organisms. Prerequisite: CS 172 recommended. Spring semester, odd years.
- CS 357 Computer Graphics** 3
 Hands-on experience with state-of-the-art computer graphics rendering and display techniques. Emphasis on texture mapping, ray tracing, and 2-D and 3-D object manipulation and animation. Prerequisite: CS 273. MA 330 highly recommended. Also listed as EP 357. Spring semester, odd years.
- CS 359 Introduction to Technology & Culture: Study Abroad Program Preparation** 1
 Required for those students taking part in CS 360: Technology & Culture: Study Abroad Program in Jan Term. In addition to preparing students to experience a foreign culture, this course studies technology from global, economic, religious, gender and intercultural viewpoints. The course serves to build community among the program participants and prepares them for international travel, intercultural sensitivity, and cross-cultural experiences. Taken in preparation for CS 360. Permission of instructor. Fall term, odd years. Also listed as CS 359.

CS 360 Technology & Culture: Study Abroad Program 3

A Jan Term study program focusing on the interactions between technology and culture. Students will broaden their cross-cultural understanding by exploring the role of technology in another culture as well as the influence the culture has had on technology. Students will participate in university exchanges, visit vital industries, travel to important historical cultural sites, attend different churches, and engage in other rich cross-cultural experiences such as service projects. Prerequisite: CS 359. Destination country varies, e.g. Ireland/Britain, India, etc. Jan Term, even years.

CS 370 Programming Languages 3

Concepts and paradigms of programming languages. Topics include: history of programming languages, language-design principles, syntax, semantics, data types, control structures, object-oriented languages, functional programming, logical programming, and parallel programming. Includes laboratory experience in comparing paradigms and behaviors of different languages. Prerequisite: CS 273. Fall semester, odd years.

CS 371 Windows Applications Development 3

A foundation for developing conventional Windows applications using object-oriented and component-based programming techniques. Topics include component-based development, network applications, graphical user interface components, exception handling, and components for web applications. Prerequisite: CS 273. Jan Term, even years.

CS 372 Java Applications Development 3

A foundation for developing conventional applications in the object-oriented Java programming language. Topics include Java programming constructs, multithreading, graphical user interface components, exception handling, and Java networking. Prerequisite: CS 172. Jan Term, odd years.

CS 373 Digital Logic Design 3

Combinatorial and sequential logic circuit design and analysis. Hands-on experience with modern design tools, hardware description languages (e.g. VHDL), and FPGA devices. Topics include number systems, minimization, multiplexers, decoders, encoders, code converters, comparators parity, circuits, and shifters. Recommended: MA 278 and PS 153. Fall semester.

CS 374 Database Management 3

Comprehensive introduction to design and development of databases and database applications. Combined approach of relational database theory and application development using popular database management systems. May also include current trends such as XML databases, data warehousing, and web interfaces. Prerequisite: CS 273. Fall and Spring semester.

CS 375 Mobile Application Development 3

A foundational approach to developing applications for smart mobile devices, including smart phones and tablets. Students will learn what standard conventions are currently used (e.g. UI design principles) and how to address limitations of developing for mobile devices. Prerequisite: CS 172. Spring term even years.

CS 376 Technology Management 3

The course examines theory and practice in management of information technology and software projects in internationally competitive organizations. Study includes leadership of cross-functional personnel and international teams, innovative strategies in technical "cultures", analysis of organizational structures, project marketing, quality assurance, and general project management. Prerequisites: CS 125 or CS 171. Fall semester, even years.

CS 378H How to Make Darn-Near Anything 3

Have you ever had a great idea for a product? Have you ever wanted to be part of a startup technology? Students in this course learn the steps and skills needed to design, build, and market a new product based on their own interests. Topics include programming skills, user experience design, testing, marketing, and product promotion.

CS 379 Hacking and Cybersecurity	3
Introduction into the dynamic and critical study of computer security. This course engages students directly with the field utilizing hands-on penetration testing (pen test, white hat hacking, red teaming), discussion of contemporary vulnerabilities and best practices, studies of past bad actors, viruses and exploitations, as well as taking a step back and considering the complicated ethical space of cybersecurity. Prerequisite: CS 273. Jan Term odd years.	
CS 390 Internship	1-4
CS 401 Computer Architecture	3
Digital computer system design and analysis. Topics include: synchronous/asynchronous sequential machines, parallel structures, pipelining, and input/output. Includes laboratory experience in microprocessor design and architecture. Prerequisite: CS 373 required and CS 278 recommended. Spring semester.	
CS 454 Computer Science Methods	2
Introduction to computer science curriculum, instruction, and assessment in the P-12 classroom. Development of lessons and unit plans based on best-practice research and ITSE Standards for Computer Science.	
CS 457 Artificial Intelligence	3
Introduction to artificial intelligence concepts. Foundational theory includes intelligent agents, search, first-order logic, knowledge representation, planning, probabilistic reasoning, and genetic programming. Projects and programming of robotics as autonomous agents. Prerequisite: CS 273. Spring semester, even years.	
CS 459 Managing Technology	3
Examines information and skills needed by managers to make effective and informed decisions in regard to technological issues. Components will include technological literacy and innovations, as well as strategic technology management. For continuing studies students only.	
CS 471 Software Engineering Seminar	1
Software Engineering Seminar covers material designed to prepare students for CS472, Software Engineering. Students will learn techniques and skills to help them succeed in designing and building a project in a team setting for a real client, including Agile Development practices, Software Engineering tools, and professionalism. Students will also hear from multiple guest speakers from the software industry. Fall semester.	
CS 472 Software Engineering	3
Designed as an intensive, project-oriented, senior capstone course. Topics include software system analysis and design, software project management and life cycle, software tools, documentation, and maintenance. Prerequisites: CS 273 and CS 374. Senior class standing. Spring semester.	
CS 473 Advanced Algorithm Design and Analysis	3
Advanced study of the design and analysis of algorithms. Topics include advanced complexity analysis, advanced recursive algorithms, graph theory algorithms, optimization problems, algorithms related to number theory, and other contemporary topics. Analysis of problems associated with searching and sorting. Prerequisites: CS 273 and MA 278. Fall semester.	
CS 475W Operating Systems	3
Introduction to the theory of basic operating systems. Includes memory management, scheduling, resource management, synchronization, process and thread management, security, and concurrent processes. Prerequisites: CS 273 and CS 278. Spring semester.	
CS 496 Research Assistantship	1-3
Opportunity to work closely with a professor on a research project. Prerequisite: CS 273. Periodic offering.	

CS 499W Research Methods 3

Examination of research methods and a foundation for the Computer Science research program. An opportunity to challenge the advanced and motivated student. Includes readings, dissemination methods research projects in current topics, and working closely with faculty in a mentoring relationship. Prerequisite: CS 172 or instructor permission. Fall semester.

MA Courses

MA 107 Basic Concepts in Modern Mathematics 3

Mathematics for the liberal arts student. An introduction to contemporary mathematics and its role in society. Current and past applications of mathematics in the real world will be examined. Topics may include management science, coding information, geometric applications, and statistics. Fall and spring semesters. TI 84 calculator required.

MA 108 Finite Mathematics for Social Sciences 4

A study of mathematical applications to business, economics, social sciences, and personal finance. Topics include mathematics of finance, systems of linear equations, matrices and linear programming. Prerequisite: MA 107 or 500+ SAT. Fall and spring semesters. TI 84 calculator required.

MA 130 College Algebra 3

Focus on building a foundation in algebra before precalculus. Emphasis on solving various types of equations and inequalities, and understanding polynomial, rational, exponential, and logarithmic functions and their graphs. May also included systems of equations and inequalities in two variables. Fall and Spring Terms

MA 150 Pre-Calculus 4

Preparation for the calculus sequence. Solving systems of equations, exponential, logarithmic and trigonometric functions, and equations with applications in the social and natural sciences. Prerequisite: MA 130 with a minimum grade of C- or better or 500+ SAT. Fall and spring semesters. TI 84 calculator required.

MA 158 Calculus for Social Sciences 4

Limits, rates of change, differentiation, graphing and optimization, integration, and business applications. Prerequisites: MA 108 or the equivalent of 550 or above on the SAT. Fall and spring semesters. TI 84 calculator required.

MA 171 Calculus I 4

Functions, limits, and differentiation. Emphasis on solving problems numerically and graphically, as well as algebraically. Prerequisite of MA-150 with a minimum grade of C- or 600+ SAT. Fall and spring semesters. TI 84 calculator required.

MA 172 Calculus II 4

Integration, applications of integration, techniques of integration, and infinite series. Prerequisite: MA 171 with a minimum grade of C-. Fall and spring semesters. TI 84 calculator required.

MA 220 Structure of Elementary Mathematics 3

For continuing studies students only. This course is designed for the prospective elementary or middle school teacher. It focuses on development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics.

MA 221 Math for Elementary School Teachers I 3

For the prospective elementary teacher, includes an introduction to problem solving, set operations and their application to arithmetic, numeration systems, arithmetic, algebra, and number theory as related to elementary school mathematics curriculum. Does not apply toward the math general education requirement except for candidates for elementary teaching certificates. Fall and spring semesters. TI 84 calculator required.

MA 222 Math for Elementary School Teachers II	3
Course designed for future elementary school teachers. Covers topics of probability, descriptive statistics, geometry, measurement, and motion geometry. Does not apply toward the math general education requirement except for candidates for elementary teaching certificates. Prerequisite: MA 221. Fall and spring semesters. TI 84 calculator required.	
MA 256 Elementary Probability and Statistics	3
Descriptive statistics, probability, probability distributions, hypothesis testing, confidence intervals, correlation, and regression. Fall and spring semesters, and Jan Term. TI 84 calculator required.	
MA 256H Honors Elementary Probability and Stats	3
Using explorative data analysis and R to understand data using descriptive statistics, probability, probability distributions, hypothesis testing, confidence intervals, correlation, and regression.	
MA 273 Calculus III	4
Multivariable calculus, including partial differentiation, vector analysis, and multiple integrals. Prerequisite: MA 172 with a minimum grade of C-. Fall and spring semesters. TI 84 calculator required.	
MA 278 Discrete Mathematics	3
A study of the foundations of mathematics (including sets, logic, proof writing, relations, and functions), algorithms, combinatorics, and graph theory. Focus will be on developing logic and problem-solving skills involved in higher mathematics. Prerequisite: MA 171. Fall and spring semesters.	
MA 281 Differential Equations	3
A study of ordinary differential equations and their use in mathematical models in the physical, biological and social sciences, and in economics. Covers analytic and numerical solution techniques. Prerequisite: MA 172. Fall and spring semesters.	
MA 294 Career and Vocation Seminar	1
Students in this course will learn about different career and vocational paths related to mathematics and computer science and go about pursuing a specific path. Further, students will explore how their own faith and worldview can interact with their discipline through vocation discussions. Spring semester.	
MA 306H Nonlinear Dynamics and Chaos	3
Analytical and numerical analysis of nonlinear systems of difference equations and differential equations. Analysis of these systems using bifurcations and phase planes. Understanding chaotic systems in discrete and continuous systems. Prerequisite: MA-281. Fall semester, odd years.	
MA 317 Introduction to Complex Variables	3
Introduction to complex numbers, analytic and elementary functions, and integration, series, residues and poles, and conformal mapping. Prerequisite: MA 273. MA 278 can also be taken as co-requisite. Spring semester, odd years.	
MA 328 Math History Study Abroad Prep	1
Required preparatory course for students planning on participating in the Jan term Math History Study Abroad Program. Includes background reading in the history of mathematics, information on specific sites visited while abroad, research for presentation to be given on site in Europe. Prerequisite: MA 172.	
MA 329 Math History	3
Study of the historical and cultural contexts of mathematics through readings, film and site visits in Europe. Prerequisite: MA 171, MA 172 & MA 328.	

- MA 330 Linear Algebra** 3
 Vector spaces, linear transformations, matrices, determinants, Euclidean spaces, systems of equations, and eigenvalues. Prerequisite: MA 172. MA 278 strongly recommended. Fall and spring semesters.
- MA 350 Numerical Analysis** 3
 Elementary discussion of errors, polynomial interpolation, quadrature, linear systems of equations, solutions of non-linear equations. Numerical differentiation, integration, solutions to differential equations. Prerequisites: MA 273, MA 330, and CS 172. MA 278 strongly recommended. Spring semester, even years.
- MA 352 Intro to Mathematical Biology** 3
 This course covers the following areas of biology: population growth, neuroscience, epidemiology, predator-prey models, cardiac dynamics and selected special topics. Mathematical topics will include: discrete and continuous differential equations, nonlinear analysis, bifurcation theory. Prerequisite: MA 281. Jan term, even years.
- MA 355 Mathematical Modeling** 3
 Exploring the modeling process of real world applications using various mathematical methods which may include difference equations, statistical models, graph theory, game theory, differential equations, and dimensional analysis. Possible areas of application may include physics, biology, or economics, among others. Prerequisites: MA-281 and CS-171. Spring of odd years.
- MA 357 Mathematical Statistics I** 3
 A theoretical study of probability, random variables, their distributions and characteristics of distributions. Prerequisites: MA 273, and MA 278. Fall semester. TI 84 calculator required.
- MA 358W Mathematical Statistics II** 3
 A theoretical study of confidence intervals and estimators, test of hypothesis, ANOVA, regression and correlation, and non-parametric methods. Prerequisite: MA 357. Spring semester, even years. TI 84 calculator required.
- MA 360 Number Theory** 3
 Divisibility, congruence, prime numbers, Diophantine equations, quadratic reciprocity, and number theoretic functions. Emphasis on mathematics education and problem-solving. Prerequisites: MA 172 and MA 278. Periodic offering.
- MA 362 Cryptography** 3
 This course will provide an overview of the mathematical and historical concepts related to cryptography. Students will explore the theoretical foundations of both classical and modern cryptographic systems, as well as relevant topics in number theory. Both the making and breaking of these systems will be covered. Prerequisite: MA 278. Jan term, odd years.
- MA 365 Geometry** 3
 A development of Euclidean geometry with attention paid to axiomatic systems. Consideration of transformational geometry and non-Euclidean geometries. Required for high school mathematics teachers. Prerequisites: MA 171 and MA 278. Fall semester, even years.
- MA 390 Internship** 1-4
- MA 410 Abstract Algebra I** 3
 Study of group theory, including cyclic groups, isomorphisms, permutation groups and applications. Emphasis on theory and proof. Prerequisites: MA 172 and MA 278. Fall semester, odd years.
- MA 411 Abstract Algebra II** 3
 Rings, integral domains, homomorphisms, and fields. Emphasis on theory and proof. Prerequisite: MA 410. Periodic offering.

MA 430 Graph Theory & Combinatorics	3
Study of paths and circuits, trees, planarity and duality, coloring of graphs, digraphs and networks, permutations and combinations, multinomial theorem, generating functions, principle of inclusion and exclusion, and recurrence relations. Prerequisites: MA 172 and MA 278. Also listed as MA 430W. Spring semester.	
MA 430W Graph Theory and Combinatorics	3
Study of paths and circuits, trees, planarity and duality, coloring of graphs, digraphs and networks, permutations and combinations, multinomial theorem, generating functions, principle of inclusion and exclusion, and recurrence relations. Prerequisites: MA 172 and MA 278. Spring semester.	
MA 440 Real Analysis I	3
Sets and functions, properties of the real numbers, completeness axiom, elements of point-set topology, and sequences. Prerequisites: MA 273 and MA 278. Fall semester, even years.	
MA 441 Real Analysis II	3
Limits of functions, continuity, differentiation, Riemann integration, and infinite series of numbers and functions. Prerequisite: MA 440. Spring semester, odd years.	
MA 490 Internship	1-6
MA 496 Research Assistant	1-3
Opportunity to work closely with a professor on a research project. Periodic offering.	
MA 499W Research Methods	3
Examination of research methods and a foundation for the Mathematics or Mathematics education research program. An opportunity to challenge the advanced and motivated student. Includes readings, dissemination methods research projects in current topics, and working closely with faculty in a mentoring relationship. Prerequisite: CS 172 or instructor permission. Fall semester.	

Medieval & Early Modern Studies (Interdisciplinary Minor)

The medieval & early modern studies (MEMS) minor provides students with an intellectual platform for articulating complex connections among the histories, literatures and cultures of a crucial era in global history. Courses in the minor explore cultural change in the medieval and early modern world (from the fall of Rome in 450 CE to about 1800), tracing the influences of various disciplines on past and current methods of inquiry. A central goal of the minor is to acknowledge differences and continuities between the medieval and modern worlds, and to broaden students' perspectives of the pre-modern world by including coursework beyond Christian Europe, such as Pre-Columbian Art & Architecture (AR 267), Slavery in Latin America (HI 426), or Cultural History of China & Japan (EMS 345).

The minor consists of 19 to 20 credits in departments across the university, including English, history, music, art, theology and theatre. Students will study these fields and time periods using interdisciplinary approaches, culminating in a one-credit Senior Capstone that synthesizes the minor into a thoughtful narrative portfolio.

Requirements for Medieval & Early Modern Studies Minor (19-20)

Note: No more than six lower-division credits may count toward this minor.

1. CULTURE IN CONTEXT (3 credits)		3
AR 261	History of Renaissance and Baroque Art	
AR 264	History of Medieval Art	
AR 364	History of Medieval Art	
EL 279	J.R.R. Tolkien	
EMS 313	History of Christianity I	
EMS 343/EL 343	Shakespeare on Film	
EMS 365W	History of Economic Thought	
EMS 420/SN 420	Spanish Culture and Civilization	
EMS 427HW	Gender and Identity Formation in Latin America	
TA 476W	History of Theatre I	
TH 359	Classical and Early Christian Sites in Greece	
2. LITERATURE IN CONTEXT (6 credits)		6
EL 226H	The Story of the Holy Grail	
EL 238	Arthurian Literature	
EL 247	Shakespeare	
EL 405W	Chaucer and Medieval Literature	
EL 415W	Beowulf & Beyond	
EMS 207/EL 207	British Literature Before 1800	
EMS 226H	The Story of the Holy Grail	
EMS 338/EL 338	Arthurian Literature	
EMS 371W	British Renaissance	
EMS 405W/EL 405W	Chaucer and Medieval Literature	
EMS 447	Shakespeare Seminar	
FR 409	Survey of French Literature I	
SN 409W	Survey of Spanish Literature I	
SN 465H	Don Quixote	
3. HISTORY (6 credits)		6
EMS 102/HI 102	The Pacific World	
EMS 201	Pirates: A World History through Naval Crime	
EMS 345/HI 345	Cultural History of China and Japan	

EMS 364/HI 364	Medieval Russia: Mongols and Madmen	
HI 202	Roman Empire	
HI 204	The Crusades	
HI 250	History of Buddhism	
HI 328	European Myths of Identity	
HI 425W	Holy War in Europe	
HI 438W	Women in the Early Modern World	
4. ONE MORE COURSE	from the lists above, or any course on medieval or early modern studies offered in History, English or other departments. (3-4 credits)	3-4
Note: Examples of other courses that could fulfill this requirement if those departments approve:		
EMS 261/AR 261	History of Renaissance and Baroque Art	
EMS 264/AR 264	History of Medieval Art	
EMS 247/EL 247	Shakespeare	
EMS 447/EL 447	Shakespeare Seminar	
EMS 301/MU 301	Music History I	
EMS 465H/SN 465H	Don Quixote	
EMS 450W/SN 450W	Spanish American Narrative & History	
EMS 476W/TA 476W	History of Theatre I	
5. SENIOR PORTFOLIO FOR MEMS	(1 credit)	1
EMS 497/HI 497/EL 497	Medieval and Early Modern Studies Senior Portfolio	

Courses

EMS 102	The Pacific World (Cross-listed as HI 102)	3
EMS 201	Pirates: A World History through Naval Crime (Cross-listed as HI 201)	3
EMS 207	British Literature Before 1800 (Cross-listed as EL 207)	3
EMS 226H	The Story of the Holy Grail (Cross-listed as HU 226H)	3
EMS 238	Arthurian Literature (Cross-listed as EL 238 and HI 238)	3
EMS 247	Shakespeare (Cross-listed as EL 247)	3
EMS 261	History of Renaissance and Baroque Art (Cross Listed as AR 261)	3
EMS 264	History of Medieval Art (Cross-listed as AR 264)	3
EMS 301	Music History I (Cross-listed as MU 301)	3
EMS 313	History of Christianity I (Cross-listed as TH 313)	3
EMS 338	Arthurian Literature (Cross-listed as EL 338)	3
EMS 343	Shakespeare on Film (Cross-listed as EL 343)	3
EMS 345	Cultural History of China and Japan (Cross-listed as HI 345)	3
EMS 364	Medieval Russia: Mongols and Madmen (Cross-listed as HI 364)	3
EMS 365W	History of Economic Thought (Cross-listed with EC 365W)	3
EMS 371W	British Renaissance (Cross-listed as EL 371W)	3
EMS 405W	Chaucer and Medieval Literature (Cross-listed as EL 405W)	3
EMS 409	Survey of French Literature I (Cross-listed as FR 409)	3
EMS 409W	Survey of Spanish Literature I (Cross-listed as FR 409W)	3
EMS 420	Spanish Culture and Civilization (Cross-listed as SN 420)	3

EMS 425W	Holy War in Europe (Cross-listed as HI-425W)	3
EMS 447	Shakespeare Seminar (Cross-listed as EL 447)	3
EMS 465H	Don Quixote (Cross-listed as SN 465H)	3
EMS 450W	Spanish American Narrative & History (Cross-listed as SN-450W)	3
EMS 476W	History of Theatre I (Cross-listed as TA 476W)	3
EMS 497	Medieval and Early Modern Studies Senior Portfolio (Cross-listed as HI 497 and EL 497)	1

Military Science/ROTC

Military Science/ROTC

Whitworth students may elect to participate in Army ROTC through a partnership program with Gonzaga University. Coursework requires travel to the Gonzaga campus, which is located 6 miles south of Whitworth.

The ROTC program is a cooperative effort between the U.S. Army, Gonzaga University and Whitworth University. It provides training and qualification for leadership positions in the Regular Army, the U.S. Army Reserve or the Army National Guard. A student may earn a commission as an Army second lieutenant while achieving a college degree in the academic discipline(s) of his or her choosing. Cadets incur no obligation during their first two years of ROTC and are not members of the U.S. Army (unless they are ROTC scholarship winners). Lower-division courses are open to all Whitworth students.

The objectives of the program are to prepare academically and physically qualified scholar/athlete/leaders for the challenge of serving as commissioned officers in the U.S. Army. To that end, the program stresses building leaders of character and competence to serve their country and community.

The program meets the country's requirement for officer-leaders in the Army (active duty, National Guard and reserves). It is, therefore, multifaceted, with distinctive sub-elements to meet individual needs and requirements. For example, ROTC is traditionally a four-year program, but individuals with prior service, members of reserve or National Guard units, participants of JROTC in high school and summer Leader's Training Course participants may receive advanced placement credit and may complete the program in two years. All students typically enroll in one military science class, the leadership laboratory and the Military Physical Fitness course each semester. The program consists of two phases: the basic (lower-division) course, usually taken during the freshman and sophomore years or completed through advanced placement credit, and the advanced (upper-division) course.

Basic Course: First- and second-year courses, MI 101, 102, 201 and 202, are designed for beginning students who want to qualify for entry into the advanced course and for students who may want to try military science without obligations. In addition to their academic requirements, basic-course cadets may participate in a variety of extracurricular activities. Placement credit for the basic course may be granted to students who have completed initial entry training for the armed forces, three years of Junior ROTC in high school, or the ROTC Basic Camp at Fort Knox, Ky. MI 101 and 102 concentrate on fundamental skills, concepts, values and problem-solving and provide an overview of how the military fits into society. MI 201 and 202 more thoroughly address problem-solving, critical-thinking, communication and conflict-resolution skills.

Advanced Course: The advanced course consists of MI 301, 302, 401 and 402. It is open only to students who have completed the basic course or earned placement credit (see above). Students must also enroll in leadership labs (301L, 302L, 401L or 402L) and Military Physical Fitness (303, 304, 403 or 404). Students also attend the four-week cadet summer training program during the summer between their junior and senior years. In addition to meeting their academic requirements, advanced-course cadets provide student leadership for the Gonzaga Bulldog Battalion.

Completion of the basic course, advanced course and cadet summer training, combined with a bachelor's degree from the university, qualify cadets for a commission as a second lieutenant in the U.S. Army.

Financial Assistance

Contracted students receive a stipend of \$420 a month for 10 months (September through June). This allowance is also available to all non-scholarship cadets enrolled in the Army ROTC Advanced Course. Contracted cadets also receive \$600 per semester for books (fall and spring).

Scholarships

Freshman- and sophomore-level students may compete for Army ROTC campus-based scholarships. These scholarships are applied to tuition and fees and also provide an allowance for books. A student need not be enrolled in ROTC to be eligible to compete for two- or three-year scholarships. No commitment to the U.S. Army is made until a scholarship is accepted,

the student meets all administrative and physical criteria, and the oath for contracting is administered. High school seniors interested in applying for a four-year scholarship typically submit applications by Jan. 10 of their senior year. More information and the application process can be found at www.goarmy.com/rotc/scholarships.html (<https://www.goarmy.com/rotc/scholarships.html>). Finally, there are also two-year scholarships for students in two-year graduate programs.

Fees, Uniforms and ROTC Texts

A lab fee is the only fee associated with participation in the ROTC program. Uniforms and other equipment are furnished without charge. Students are responsible for, and must return, all government property issued to them.

Extracurricular Activities

Color Guard: The Gonzaga University Color Guard participates in a variety of school and civic functions during which precision drill or presentation of the U.S. flag is appropriate.

Intramural Sports: The ROTC program sponsors teams that participate in flag football, volleyball, basketball, softball and other sports in Gonzaga and Whitworth universities' intramural leagues. The program sponsors special-event teams at both Gonzaga and Whitworth and supports cadet intramural teams as coordinated by Whitworth cadets with the professor of military science.

Special Qualification Training: Advanced-course and select basic-course cadets may participate in confidence-building courses such as Air Assault School, Airborne School, Northern Warfare Training Center, and Cadet Troop Leadership Training at various military locations around the world.

Note: Purchasing an annual Washington State Parks Discover Pass for classes is highly encouraged for personal vehicle parking for labs. Passes are \$35 per year.

Air Force ROTC

Whitworth students may elect to participate in Air Force ROTC through a partnership program with Washington State University. Coursework requires travel to the WSU campus in Pullman, which is located 82 miles south of Whitworth. Whitworth will provide transportation to the WSU campus at no additional charge to Whitworth students.

The standard AFROTC program is four years in length, and is broken down into two sequential phases:

1. The General Military Course. The General Military Course consists of freshman and sophomore-level cadets. Participation in the General Military Course does not incur a military obligation unless the cadet accepts an AFROTC scholarship. After successfully completing all General Military Course requirements, cadets compete for placement into the Professional Officer Course.
2. The Professional Officer Course. Upon selection, but before entering the Professional Officer Course, cadets must successfully complete their General Military Course capstone exercise known as Field Training. Professional Officer Course cadets are rising juniors and seniors who are actively engaged in developing and executing training programs within the cadet wing.
3. Selection into the Professional Officer course is competitive, and is dependent upon:
 - Medically cleared to serve in the armed forces
 - Physical Fitness scores
 - Air Force Officer Qualifying Test (AFOQT) Scores
 - Completion of Field Training
 - Recommendation of the Professor of Aerospace Studies

General Military Course (GMC) Curriculum

Aerospace Student (AS) 100 Requirements

- AERO 101 (Fall)
 - Heritage and Values I (1 credit)

- AERO 102 (Spring)
 - Heritage and Values II (1 credit)
- AERO 103 (Fall/Spring)
 - Leadership Laboratory & Physical Training (2 credits)

AS 200 Requirements

- AERO 201 (Fall)
 - Team and Leadership Fundamentals I (1 credit)
- AERO 202 (Spring)
 - Team and Leadership Fundamentals II (1 credit)
- AERO 203 (Fall/Spring) (AERO 205 at the University of Idaho)
 - Leadership Laboratory & Physical Training (2 credits)

Field Training

Maxwell Air Force Base, Alabama

Qualified cadets selected for entry into the POC must attend Field Training (FT). This is a paid, multi-week capstone course that typically takes place between their sophomore and junior years. FT is a mandatory program for all individuals pursuing a commission as an officer through AFROTC. This summer course is designed to evaluate military leadership and discipline, evaluate potential for continuation into the POC, and stratify cadets against their peers from around the nation.

Professional Officer Course (POC) Curriculum

AS 300 Requirements

- AERO 311 (Fall)
 - Leading People and Effective Communication I (3 credits)
- AERO 312 (Spring)
 - Leading People and Effective Communication II (3 credits)
- AERO 313 (Fall/Spring)
 - Leadership Laboratory & Physical Training (2 credits)

AS 400 Requirements

- AERO 411 (Fall)
 - National Security, Leadership, and Commissioning Preparation I (3 credits)
- AERO 412 (Spring)
 - National Security, Leadership, and Commissioning Preparation II (3 credits)
- AERO 413 (Fall/Spring)
 - Leadership Laboratory & Physical Training (2 credits)

Cadet Wing Requirements

Leadership Laboratory (Lead Lab)

Lead Lab instruction is conducted within the framework of an organized Cadet Wing that mirrors the structure of an Active Duty Air Force organization. Lead Lab is a weekly, cadet-run laboratory designed to have a progression of experiences designed to develop each student's leadership and teamwork fundamentals. The goal of this laboratory is to provide cadets with hands-on military training experiences that will help them be successful officers in today's Department of the Air Force. Events include a study of Air Force customs and courtesies, drill and ceremonies, presentations on Air Force career opportunities, and more.

Lead Lab takes place every Thursday from 5 – 7pm.

Physical Training (PT)

Physical fitness is of paramount importance! The PT program at Detachment 905 is designed to keep our cadets in excellent physical condition while instilling the values of a healthy lifestyle. Our PT program includes a Physical Fitness Assessment. The Physical Fitness Assessment mirrors the current active duty Air Force fitness test, and includes the following components: waist measurements, one minute of push-ups, one minute of sit-ups, and a timed 1.5 mile run.

AERO Courses

AERO 101 Heritage and Values I 1

AERO 101 is the first of a two-semester long sequence which composes the first half of your General Military Course (GMC) curriculum. The goal of this course is to provide you with a foundation in team building and fundamental leadership skills. In this course, you will get a taste for what the Reserve Officer Training Corp (ROTC) is and figure out whether this is the right career path for you.

AERO 102 Heritage and Values II 1

This is the second of a two-semester long sequence which composes the first half of your General Military Course (GMC) curriculum. The goal of this course is to provide you with a continued foundation in team building and fundamental leadership skills. In this course, you will get a taste for what the Reserve Officer Training Corp (ROTC) is and figure out whether this is the right career path for you.

AERO 103 Leadership Laboratory II 2

The purpose of the LLAB program is to augment the AFROTC academic curriculum by providing prospective Air Force officers the opportunities and feedback needed to develop the leadership, managerial, and supervisory skills required of successful Air Force officers.

AERO 103A Leadership Laboratory II 2

The purpose of the LLAB program is to augment the AFROTC academic curriculum by providing prospective Air Force officers the opportunities and feedback needed to develop the leadership, managerial, and supervisory skills required of successful Air Force officers.

AERO 103B Leadership Laboratory II 2

The purpose of the LLAB program is to augment the AFROTC academic curriculum by providing prospective Air Force officers the opportunities and feedback needed to develop the leadership, managerial, and supervisory skills required of successful Air Force officers.

AERO 201 Team & Leadership Fundamentals I 1

This is the first of a two-semester sequence which composes the second half of your General Military Course (GMC) curriculum. The goal of this course is to provide you with a foundation in team building and fundamental leadership skills. In this course, we will study what it means be both leader and follower in a military institution while improving your written and verbal communication skills.

AERO 202 Team & Leadership Fundamentals II 1

AERO 202 is the second of a two-semester sequence which composes the second half of your General Military Course (GMC) curriculum. The goal of this course is to provide you with a foundation in team building and fundamental leadership skills. In this course, we will study what it means be both leader and follower in a military institution while improving your written and verbal communication skills.

AERO 203 Leadership Laboratory II 2

LLAB serves to complement your Aerospace Studies courses. Your goal in the classroom is to get book smart and learn the leadership, managerial, and supervisory concepts required of successful military officers. LLAB is where you apply that knowledge in context. It's where you develop your leadership tool kit and discover what techniques fit you best. Sometimes you'll get it wrong. Good! Capitalize on your failures and learn when the stakes are low. Fail often and fail fast, but don't fail the same way twice.

AERO 203A Leadership Laboratory II 2

LLAB serves to complement your Aerospace Studies courses. Your goal in the classroom is to get book smart and learn the leadership, managerial, and supervisory concepts required of successful military officers. LLAB is where you apply that knowledge in context. It's where you develop your leadership tool kit and discover what techniques fit you best. Sometimes you'll get it wrong. Good! Capitalize on your failures and learn when the stakes are low. Fail often and fail fast, but don't fail the same way twice.

AERO 203B Leadership Laboratory II 2

LLAB serves to complement your Aerospace Studies courses. Your goal in the classroom is to get book smart and learn the leadership, managerial, and supervisory concepts required of successful military officers. LLAB is where you apply that knowledge in context. It's where you develop your leadership tool kit and discover what techniques fit you best. Sometimes you'll get it wrong. Good! Capitalize on your failures and learn when the stakes are low. Fail often and fail fast, but don't fail the same way twice.

AERO 311 Leading People and Effective Communication I 3

Your first class in the Professional Officer Course (POC) curriculum. The goal of this course is to provide you with foundational management and supervisory skills as you take on larger Detachment leadership roles. As POC, you are accountable for the successes and failures of the GMC corps. Their performance is indicative of your ability to organize, train, and equip your subordinates to complete mission objectives.

AERO 312 Leading People and Effective Communication II 3

Concurrent enrollment in AERO 313 required. Applied leadership through supervision, mentorship, and case studies; expands on military knowledge, ethics, and communications. Cadets attend weekly leadership laboratory.

AERO 313 Leadership Laboratory III Communication II 2

The purpose of the LLAB program is to augment the AFROTC academic curriculum by providing prospective Air Force officers the opportunities and feedback needed to develop the leadership, managerial, and supervisory skills required of successful Air Force officers.

AERO 313A Leadership Laboratory III Communication II 2

The purpose of the LLAB program is to augment the AFROTC academic curriculum by providing prospective Air Force officers the opportunities and feedback needed to develop the leadership, managerial, and supervisory skills required of successful Air Force officers.

AERO 313B Leadership Laboratory III Communication II 2

The purpose of the LLAB program is to augment the AFROTC academic curriculum by providing prospective Air Force officers the opportunities and feedback needed to develop the leadership, managerial, and supervisory skills required of successful Air Force officers.

AERO 411 National Security, Leadership, and Commissioning Preparation I 3

This is the first of a two-semester long sequence which makes up the second half of your Professional Officer Course (POC) curriculum. The goal of this course is to examine National Security, combatant commands, advanced leadership ethics, and Air Force Doctrine. In this course, we will study what it means to be a leader and follower, simultaneously, while improving your written and verbal communication skills.

AERO 412 National Security, Leadership, and Commissioning Preparation II 3

This is the second of a two-semester long sequence which completes your Professional Officer Course (POC) curriculum and your final AERO class before commissioning. If you haven't already internalized the significance of serving in the Profession of Arms, now is the time. In this course, we will continue discussing National Security while enhancing your role as both a leader and follower within the Air Force. Additionally, significant time will be spent improving your written and verbal communication skills.

AERO 413 Leadership Laboratory IV Communication II 2

LLAB serves to complement your Aerospace Studies courses. Your goal in the classroom is to get book smart and learn the leadership, managerial, and supervisory concepts required of successful military officers. LLAB is where you apply that knowledge in context. It's where you develop your leadership tool kit and discover what techniques fit you best. Sometimes you'll get it wrong. Good! Capitalize on your failures and learn when the stakes are low. Fail often and fail fast, but don't fail the same way twice.

AERO 413A Leadership Laboratory IV Communication II 2

LLAB serves to complement your Aerospace Studies courses. Your goal in the classroom is to get book smart and learn the leadership, managerial, and supervisory concepts required of successful military officers. LLAB is where you apply that knowledge in context. It's where you develop your leadership tool kit and discover what techniques fit you best. Sometimes you'll get it wrong. Good! Capitalize on your failures and learn when the stakes are low. Fail often and fail fast, but don't fail the same way twice.

AERO 413B Leadership Laboratory IV Communication II 2

LLAB serves to complement your Aerospace Studies courses. Your goal in the classroom is to get book smart and learn the leadership, managerial, and supervisory concepts required of successful military officers. LLAB is where you apply that knowledge in context. It's where you develop your leadership tool kit and discover what techniques fit you best. Sometimes you'll get it wrong. Good! Capitalize on your failures and learn when the stakes are low. Fail often and fail fast, but don't fail the same way twice.

MI Courses

MI 101 Foundations of Officership 3

Develop self-confidence and review basic life skills of fitness and communication through team study and activities in basic skills, drill, physical fitness, rappelling, leadership reaction courses, team-building exercises, first aid, presentations and basic rifle marksmanship. Learn fundamental concepts of leadership, including organization and role of the Army, Army values, and expected ethical behavior in a profession in both classroom and outdoor laboratory environments. Weekly requirements: three hours for class and a required leadership lab, MI 101L, plus required participation in a minimum of three one-hour sessions for physical fitness (MI 103). Participation in two weekend off-campus field training exercises (FTX) are also required.

MI 101L Leadership Lab 1

Open only to (and required of) students in the associated Military Science Course. Learn and practice basic skills. Gain insight into the ROTC's advanced course in order to make an informed decision regarding whether to apply. Build self-confidence and team-building leadership skills that can be applied through life. Prerequisite: permission of the professor of military science.

MI 102 Introduction to Tactical Leadership 3

Learn and apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper-division ROTC students. Develop communication skills (including active listening and feedback skills) and examine factors that influence leader and group effectiveness to improve individual performance and group interaction. Practice basic skills that underlie effective problem-solving. Examine the officer experience. Weekly requirements: three hours for class and a leadership lab, MI 102L, plus required participation in a minimum of three one-hour sessions for physical fitness (MI 104). Participation in two weekend off-campus field training exercises (FTX) are also required.

MI 102L Leadership Lab 1

See MI 101L.

MI 103 Military Physical-Fitness 1

Intensive military physical-fitness program designed to raise the level of individual physical fitness to its highest potential with emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Participate in and learn to lead a physical fitness program. Prerequisite: permission of the professor of military science.

MI 104 Military Physical-Fitness	1
See MI 103.	
MI 190 Directed Readings	3
Incorporates readings in a variety of subject areas such as military history, leadership development, basic military skills, and related topics. Prerequisite: permission of the professor of military science.	
MI 191 Directed Readings	3
See MI 190.	
MI 201 Individual Leadership Studies	3
Learn and apply ethics-based leadership skills including communication, feedback, and conflict resolution that develop individual abilities and contribute to the building of effective teams of people. Develop skills in problem-solving, critical thinking, oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Weekly requirements: three hours for class and leadership lab, MI 201L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 203), and participation in two mandatory weekend exercises.	
MI 201L Leadership Lab	1
See MI 101L.	
MI 202 Foundations of Tactical Leadership	3
Challenge current beliefs, knowledge, and skills. Prepare for the ROTC Advanced Course with an introduction to individual and team aspects of military tactics in small-unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Weekly requirements: three hours of class and a leadership lab, MI 201L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 204) and participation in two mandatory weekend exercises.	
MI 202L Leadership Lab	1
See MI 101L.	
MI 203 Military Physical Fitness	1
See MI 103.	
MI 204 Military Physical Fitness	1
See MI 103.	
MI 290 Directed Readings	3
Incorporates readings in a variety of subject areas such as leadership assessment, comparative military systems, basic military skills, and related topics. Prerequisite: permission of the professor of military science.	
MI 291 Directed Readings	3
See MI 290.	
MI 300 Ranger Challenge	1
ROTC's "varsity sport," designed to familiarize students with the tactical and technical aspects of the professional soldier through hands-on training. Enhance leadership traits and build teamwork skills in an exciting and competitive atmosphere. The competition includes a 10k rucksack run in combat gear of forced march, building a one-rope bridge, a grenade assault course, rifle marksmanship, orienteering or military land navigation, a physical-fitness test, and weapons assembly. Prerequisite: permission of the professor of military science.	

MI 301 Adaptive Team Leadership **3**

A series of practical opportunities to lead small groups and receive personal assessments during execution of leadership development program in situations of increasing complexity. Analyze military missions and plan military operations using squad and small-unit battle drills and tactics and opportunities to plan and conduct training for lower-division students, both to develop skills and to function as vehicles for practicing leadership. Analyze the role officers played in the transition of the Army from Vietnam to the 21st century. Weekly requirements: three hours for class and a required leadership lab (MI 301L) plus required participation in a minimum of three one-hour sessions for physical fitness, MI 303, and participation in two mandatory weekend exercises. Prerequisite: permission of the professor of military science.

MI 301L Leadership Lab **1**

Open to students in the associated military science course only. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training activities with Basic-Course students and the ROTC program. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. Prerequisite: permission of the professor of military science.

MI 302 Applied Team Leadership **3**

Develop cadet leadership competencies. Prepare for success at Cadet Summer Training: analyze tasks, prepare written or oral guidance for team members to accomplish tasks, delegate and supervise tasks, and plan for and adapt to the unexpected while under stress. Examine importance of ethical decision-making in setting a positive climate that enhances team performance and accommodates subordinate spiritual needs. Weekly requirements: three hours for class and a required leadership lab, MI 302L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 304) and participation in two mandatory weekend exercises. Prerequisite: MI 301. Co-requisite: MI 302L, MI 304.

MI 302L Leadership Lab **1**

See MI 301L.

MI 303 Military Physical Fitness Program **1**

Open only to (and required of) students in MI 301, 302, 401, 402, of which this program is an integral part. Participate in, plan and lead physical-fitness programs. Develops the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Prerequisite: permission of the professor of military science.

MI 304 Military Physical Fitness Program **1**

See MI 303.

MI 390 Directed Readings **1-3**

Incorporates readings in a variety of subject areas such as leadership dynamics in small units, offensive and defensive tactics, and studies in leadership characteristics and traits. Prerequisite: permission of the professor of military science.

MI 391 Directed Readings **3**

See MI 390.

MI 392 Independent Study **1-4**

MI 395 Leadership Development & Assessment Course **3**

A four-week leadership practicum conducted at an active Army installation. Open only to (and required of) students who have completed MI 301, 302. The student receives pay. Travel, lodging, and most meal costs are defrayed by the U.S. Army. The advanced-camp environment is highly structured and demanding, stressing leadership at small-unit level under varied, challenging conditions. Individual leadership and basic skills performance are evaluated during the camp. The leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type of commission and job opportunities given to the student upon graduation from ROTC and the university.

MI 401 Adaptive Leadership	3
<p>Plan, conduct and evaluate activities of the ROTC cadet organization. Understand and execute staff organization, functions, and processes by articulating goals and putting plans into action to attain them. Assess organizational cohesion and develop strategies to improve organization, including leader responsibilities and methods of counseling. Develop confidence in skills to lead people and manage resources, examine principles of subordinate motivation and organizational change. Apply leadership and problem-solving principles to a complex case study/situation. Weekly requirements: three hours for class and a required leadership lab (MI 401L) plus participation in a minimum of three one-hour sessions for physical fitness (MI 403), and participation in two mandatory weekend exercises. Co-requisite: MI 401L, MI 403 Prerequisite: MI 302 and permission of the professor of military science.</p>	
MI 401L Leadership Lab	1
<p>See MI 301L.</p>	
MI 402 Adaptive Leadership	3
<p>Examine leadership responsibilities that foster an ethical command climate. Refine counseling and motivating techniques. Examine aspects of tradition, law, and legal aspects of decision-making and leadership. Prepare for a future as a successful Army lieutenant by performing platoon leader actions, analyzing the Army organization for operations from the tactical to strategic level, and assessing administrative and logistics management functions. Discuss reporting and PCS functions. Weekly requirements: three hours for class and a required leadership lab, MI 402L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 404), and participation in two mandatory weekend exercises. Prerequisite: MI 401 and permission of the professor of military science.</p>	
MI 402L Leadership Lab	1
<p>See MI 301L.</p>	
MI 403 Military Physical Fitness Program	1
<p>See MI 303.</p>	
MI 404 Military Physical Fitness Program	1
<p>See MI 303.</p>	
MI 490 Directed Readings	1-3
<p>Incorporates readings in a variety of subject areas to prepare the cadet for becoming an officer. Prerequisite: permission of the professor of military science.</p>	
MI 491 Directed Readings	3
<p>See MI-490.</p>	

Music

Mission Statement

The Whitworth Music Department is a community of musicians that recognizes creative expression as an essential aspect of being created in God's image and is a place where individual and community artistry blend toward a higher purpose. We prepare students for careers in music, further studies and a lifetime of musical engagement.

Performance Outreach

The music department serves the Spokane community by performing nearly 100 recitals and concerts each year on campus, in schools and churches, and at the historic Martin Woldson Theater at The Fox. Through annual international and regional tours, our students share their music with diverse audiences. Our students volunteer their musical gifts in local outreach ministries, retirement communities, churches, schools and other venues.

Student Learning Outcomes

- Technical skill and musicianship in both individual and ensemble performance.
- A strong foundation in music theory, analysis and aural skills.
- Knowledge of a breadth of musical traditions, literature and aesthetics.
- An understanding of the intersection of music with Christian faith and other worldviews throughout history and in contemporary culture.
- Vocational discovery and career preparation in the context of a vibrant liberal arts education.

Note to all music majors: Additional information about course requirements and scheduling is included in the Student Guide to the Music Department, which is available in the music department office.

Requirements for a Music Major, B.A. (47-50)

MU 110	Music Theory I	3
MU 111	Ear Training I	1
MU 112	Music Theory II	3
MU 113	Ear Training II	1
MU 210	Music Theory III	3
MU 211	Ear Training III	1
MU 212	Music Theory IV	3
MU 213	Ear Training IV	1
MU 225	General Conducting	2
MU 301	Music History I	3
MU 302W	Music History II	3
MU 303	Music History III	3
MU 383	Junior Recital	0-1
MU R99	Recital Hours (Seven semesters)	0
Six credits of elective music courses		6
Six semesters of private lessons (including at least two semesters at the 400 level)		6
Eight semesters of ensembles		8
Piano proficiency		0-2

May be met by passing a proficiency exam or by completing MU 241: Class Piano II, with a minimum grade of "B." MU 141 may be required prior to MU 241. All incoming students must meet with the piano proficiency coordinator to determine their placement for piano study.

In addition to the requirements listed above, students may elect one or more of the following tracks:

Track I: Composition (52-58)

Music major requirements minus six credits of elective music courses	41-44
Additional lessons at the 400 level	4
MU 348 Computer Applications in Music	3
MU 432 Instrumental and Choral Arranging	2
Choose 2-3 credits from the following:	2-3
MU 206 Jazz in America	
MU 331 String Techniques	
MU 332 Percussion Techniques	
MU 333 Woodwind Techniques	
MU 334 Brass Techniques	
MU 483 Senior Recital	0-2

Track II: Instrumental Performance (50-56)

Music major requirements minus six credits of elective music courses	41-44
Additional lessons at the 400 level	4
MU 427 Advanced Conducting	2
One of the following:	1
MU 249, 449 Jazz Combo	
MU 270, 470 Chamber Ensemble	
One of the following:	2-3
MU 206 Jazz in America	
MU 348 Computer Applications in Music	
MU 416 Wind Literature	
MU 417 String Literature	
MU 432 Instrumental and Choral Arranging	
MU 442 Contemporary/Jazz Methods	
MU 483 Senior Recital	0-2

Track III: Jazz Performance (53-58)

Music major requirements minus six credits of elective music courses	41-44
Additional lessons at the 400 level	4
Take four semesters of the following:	4
MU 249, 449 Jazz Combo	
Take one credit of the following:	1
MU 263, 463 Private Jazz Arranging	
MU 206 Jazz in America	3
MU 483 Senior Recital	0-2

Track IV: Music Ministry (61-65)

Music major requirements minus six credits of elective music courses	41-44
MU 205 Introduction to Worship Leadership	3
MU 306 History and Theology of Worship	3
MU 427 Advanced Conducting	2
TH 361 Christian Theology	3
One of the following:	2-3
MU 255 Private Organ (two semesters)	
MU 415 Choral Literature	
MU 440 Music Methods in the Elementary School	
MU 442 Contemporary/Jazz Methods	
MU 443 Choral Techniques and Materials	

Take two semesters:		4
TH 436	Internship in Ministry - Music	
One course selected from the following:		3
TH 339	Gospel & Growth in a Post Christian Society	
TH 393	Christian Spirituality	

Track V: Piano Pedagogy (53-56)

Music major requirements minus six credits of elective music courses		41-44
Additional lessons at the 400 level		4
MU 330	Piano Pedagogy	2
MU 337	Piano Literature	2
Take two semesters of the following:		4
MU 394	Music Practicum	

Track VI: Piano Performance (49-54)

Music major requirements minus six credits of elective music courses		41-44
Additional lessons at the 400 level		4
MU 330	Piano Pedagogy	2
MU 337	Piano Literature	2
MU 483	Senior Recital	0-2

Track VII: Voice Performance (53-58)

Music major requirements minus six credits of elective music courses		41-44
Additional lessons at the 400 level		4
MU 335	Diction I: Italian, English	2
MU 336	Diction II: French, German	2
MU 438	Song Literature	2
MU 439	Vocal Pedagogy	2
MU 483	Senior Recital	0-2

Requirements for a Music Education Major, B.A. (57-61)

MU 110	Music Theory I	3
MU 111	Ear Training I	1
MU 112	Music Theory II	3
MU 113	Ear Training II	1
MU 210	Music Theory III	3
MU 211	Ear Training III	1
MU 212	Music Theory IV	3
MU 213	Ear Training IV	1
MU 225	General Conducting	2
MU 301	Music History I	3
MU 302W	Music History II	3
MU 303	Music History III	3
MU 383	Junior Recital	0-1
MU 427	Advanced Conducting	2
MU 432	Instrumental and Choral Arranging	2
MU 440	Music Methods in the Elementary School	2
MU 442	Contemporary/Jazz Methods	2
MU R99	Recital Hours (Seven semesters)	0
Six semesters of private lessons		6
(Including at least two semesters at the 400 level)		

Seven semesters of ensembles	7
Piano proficiency	0-2
<p>May be met by passing a proficiency exam or by completing MU 241: Class Piano II with a minimum grade of "B." MU 141 may be required prior to MU 241. All incoming students must meet with the piano-proficiency coordinator to determine their placement for piano study.</p>	
Choose one of the following tracks (courses listed below):	9-10
Choral/General track	
Instrumental/General track	

Must be taken in conjunction with a B.A. in secondary education. Refer to the School of Education section in this catalog.

Track I: Choral/General Track (57-60)

Core courses for music education major (listed above)	48-51
MU 415 Choral Literature	2
MU 439 Vocal Pedagogy	2
MU 443 Choral Techniques and Materials	3
Take two semesters of the following:	2
MU 257 Private Piano	

Track II: Instrumental/General Track (58-61)

Core courses for music education major (listed above)	48-51
MU 331 String Techniques	1
MU 332 Percussion Techniques	1
MU 333 Woodwind Techniques	1
MU 334 Brass Techniques	1
MU 416 Wind Literature	2
MU 444 Instrumental Methods and Materials	3
Take one of the following:	1
MU 142 Class Voice	
MU 259 Private Voice	

Requirements for a Music Minor (19)

Four semesters of private lessons	4
Four semesters of ensembles	4
MU 110 Music Theory I	3
MU 111 Ear Training I	1
MU 112 Music Theory II	3
MU 113 Ear Training II	1
One of the following:	3
MU 103 Listening to Music	
MU 104 Music of the Christian Church	
MU 206 Jazz in America	
MU 304 World Music Traditions	
MU R99 Four semesters of recital hours	0

Requirements for Worship Leadership Minor (20)

MU 104 Music of the Christian Church	3
MU 110 Music Theory I	3
2 credits of private lessons (or class voice, guitar or piano)	2
MU 111 Ear Training I	1
MU 205 Introduction to Worship Leadership	3
MU 306 History and Theology of Worship	3

or TH 306	History and Theology of Worship	
TH 361	Christian Theology	3
TH 436	Internship in Ministry - Music	2

The worship leadership minor is an interdisciplinary minor designed to prepare students of any major to lead music in church. The program balances music studies (music theory/ear training and private lessons, Music of the Christian Church) and theology (Christian Theology and History and Theology of Worship) with a semester-long internship in a local church and Intro to Worship Leadership, in which students regularly prepare and receive feedback on music that they prepare to lead in worship.

Fine Arts Courses

FA 301 Power and Politics of Art: Italy/Germany 3

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

FA 304 The Arts in Christian Worship 3

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

FA 309 Power and Politics of Art Prep Course 1

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

Courses

MU 103 Listening to Music 3

A course that will guide students in intelligent listening and understanding of Western classical music as well as of world music traditions and popular music compositions. Fall semester and Jan Term.

MU 104 Music of the Christian Church 3

This course will guide students to listen intelligently and understand music in the history of the Christian Church. Attention will focus on the role of music in the life of Christian communities. This course includes visits to local church services. Fall Semester, even years.

MU 110 Music Theory I 3

Notation, scale structure, intervals, simple harmonic progressions. Taken concurrently with MU 111. Fall semester.

MU 111 Ear Training I 1

Ear training, sight singing. Taken concurrently with MU 110. Fall semester.

MU 112 Music Theory II 3

Seventh chords, inversions, non-harmonic tones, modulations, altered chords, complex chord progressions. Prerequisite: MU 110 with a minimum grade of C. Spring semester.

MU 113 Ear Training II 1

Ear training, sight singing. Taken concurrently with MU 112. Prerequisite: MU 111 with a minimum grade of C. Spring semester.

MU 139 Beginning Class Piano 1

Class instruction for non-music majors. Fall and spring semester. Fee.

MU 140 Beginning Class Guitar 1

Class instruction. Fall and spring semester. Fee.

MU 141 Class Piano I	1
Class instruction for music majors. Fall and spring semester. Fee.	
MU 142 Class Voice	1
Class instruction. Fall and spring semester. Fee.	
MU 204 Introduction to Recording	3
This course will introduce students to the art of audio engineering with a special emphasis on the techniques and equipment for audio recording. Students will study recording terminology, hardware and software interconnectivity, signal flow, signal processing, microphone placement, and microphone types. Through hands-on activities, students will record and mix tracks with modern digital audio workstation software including ProTools and Logic Pro. A culminating recording project will be presented at the end of the term.	
MU 205 Introduction to Worship Leadership	3
This course is concerned with planning and leading worship services with an emphasis on musical leadership of congregational song. Students will develop skills in musical leadership and communication, music arranging, audio technology, and worship design. Prerequisite: passing grade in MU 110 and MU 111 or by permission of instructor.	
MU 206 Jazz in America	3
Comprehensive review of the cultural settings from which jazz emerged. Major jazz styles, composers/ performers, and recordings. Spring semester.	
MU 210 Music Theory III	3
Continuation of topics in MU 112. Emphasis on traditional musical forms such as theme and variations, rondo and sonata, with some writing in these forms. Prerequisite: MU 112 with a minimum grade of C. Fall semester.	
MU 211 Ear Training III	1
Ear training, sight singing. Taken concurrently with MU 210. Prerequisite: MU 113 with a minimum grade of C. Fall semester.	
MU 212 Music Theory IV	3
An introduction to contemporary harmonic idioms. Composition assignments of varied natures. Prerequisite: MU 210. Spring semester.	
MU 213 Ear Training IV	1
Ear training, sight singing. Taken concurrently with MU 212. Prerequisite: MU 211 with a minimum grade of C. Spring semester.	
MU 225 General Conducting	2
Basic techniques of choral and instrumental conducting. Prerequisites: MU 110 and MU 111. Fall and spring semesters. Fee.	
MU 235 Classical Music of the Western World	3
A music appreciation course covering basic techniques for listening to classic pieces of music. Exploration of the historical forces that have influenced the great compositions of our culture. Periodic offering. Continuing Studies only.	
MU 240 Intermediate Class Guitar	1
Class instruction. Prerequisite: MU 140. Periodic offering. Fee.	
MU 241 Class Piano II	1
Class instruction for music majors. Fall and spring semesters. Fee.	
MU 249 Jazz Combo	1
By audition. Small jazz groups of three to six students learn jazz standards and apply improvisational skills. May be repeated for credit.	

MU 252 Private Brass	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 253 Private Guitar	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 255 Private Organ	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 256 Private Percussion	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 257 Private Piano	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 258 Private Strings	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 259 Private Voice	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 260 Private Woodwinds	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 261 Private Jazz Improvisation	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 262 Private Composition	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 263 Private Jazz Arranging	1-2
Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee.	
MU 267 Concert Band	1
No audition required. Students may join if they have played an instrument in band at least through their junior year in high school, or have the consent of the instructor. Meets one evening a week and performs on campus once each semester. May be repeated for credit.	
MU 270 Chamber Ensemble	1
By permission. Performance in a small instrumental ensemble. May be repeated for credit.	
MU 271 Whitworth Choir	1
By audition. Works of all periods, a cappella and accompanied. Annual tour. May be repeated for credit.	
MU 272 Women's Choir	1
By audition. Works from all periods for treble voices, a cappella and accompanied. Christmas and spring concerts. May be repeated for credit.	

MU 273 Wind Symphony	1
By audition. Primarily original works for band and wind ensemble. Bi-annual tour. May be repeated for credit.	
MU 274 Jazz Ensemble	1
By audition. All jazz styles. Annual concerts with guest artists, jazz festivals, tours. International travel opportunities during Jan Term. May be repeated for credit.	
MU 275 Chamber Singers	1
A select, small choral ensemble, the members being chosen from the Whitworth Choir. By audition. May be repeated for credit.	
MU 277 Men's Chorus	1
Must be able to match pitches; no previous choral experience required. Works of various styles and musical periods for men's voices, a cappella and accompanied. On-campus and local performance. May be repeated for credit.	
MU 278 Whitworth Orchestra	1
By audition. Works for full orchestra from all musical periods. Frequent concerts and bi-annual tour. May be repeated for credit.	
MU 284 Opera Workshop	2
Preparation of roles from opera and/or operetta, with performance at the end of the term. Acting, vocal techniques, stage movement. Audition required. Periodic Jan Term offering.	
MU 285 Elective Recital	0-1
Elective course for students taking private lessons. Departmental approval required. Fall and spring semesters. Fee.	
MU 301 Music History I	3
Musical styles, forms, composers from ancient times through the 18th century. Lectures, reading, score analysis, coordinated listening. Prerequisite: MU 112. Also listed as EMS 301. Spring semester.	
MU 302W Music History II	3
Continuation of topics in MU 301, covering music from the 18th century through the late 19th century. Prerequisites: MU 210 and MU 301 required (CO 250 recommended). Fall semester.	
MU 303 Music History III	3
Continuation of the topics in MU 301 and 302W. Covers music from the late 19th century to the present. Prerequisite: MU 302W. Spring semester.	
MU 304 World Music Traditions	3
Musical traditions of a variety of cultures, including Native American, African, East European and Indian. Special attention will be given to unique instruments, particularly those from Africa. The relationship of music to religion and politics will also be explored. Periodic offering.	
MU 305 Leadership in Music	3
Principles of leadership in the context of a study of famous composers of classical music. Study the lives of composers and explore the specific ways composers shaped the development of a rich artistic tradition. Fulfills the fine arts or humanities requirement. Continuing Studies only	
MU 306 History and Theology of Worship	3
History and theology of the practice of corporate worship and the role of music in worship from the Old Testament to the present. Particular emphasis will be placed on the evolving role of congregational song in worship. Also listed as TH 306. Fall semester, odd years.	

MU 329 String Pedagogy	2
This course is designed to teach the art of studio teaching to string players. Through classes, observation, and a teaching practicum, students gain the tools and experiences necessary to become a highly qualified teacher. Prerequisites: music major or minor, or instructor permission. Jan Term, periodic offering.	
MU 330 Piano Pedagogy	2
Exploration of concepts, materials and methods. Prerequisite: music major, music-education major, or music minor. Fall semester, even years.	
MU 331 String Techniques	1
Techniques, materials, methods, application of scoring. Prerequisite: music or music education major. Fall semester, even years.	
MU 332 Percussion Techniques	1
Techniques, materials, methods and pedagogy for percussion instruments. Prerequisite: music or music education major. Spring semester, odd years.	
MU 333 Woodwind Techniques	1
Techniques, materials, concepts, and pedagogy for woodwind instruments. Prerequisite: music or music education major. Fall semester, odd years.	
MU 334 Brass Techniques	1
Techniques, materials, concepts, and pedagogy for brass instruments. Prerequisite: music or music education major. Spring semester, even years.	
MU 335 Diction I: Italian, English	2
Exposure to Italian and Latin diction through study of the International Phonetic Alphabet. Listening, song texts and poetry, performance and score reading of baroque to 20th-century literature. Prerequisite: music major, music education major, or music minor. Fall semester, even years.	
MU 336 Diction II: French, German	2
Exposure to French and German diction through study of the International Phonetic Alphabet. Listening, song texts and poetry, performance and score reading of baroque to 20th-century literature. Prerequisite: MU 335. Spring semester, odd years.	
MU 337 Piano Literature	2
Study of the major repertoire and its composers from the Renaissance to the present. Prerequisite: music major, music education major, or music minor. Fall semester, odd years.	
MU 344 Elementary Music: Music and Movement	1
Curriculum and methods for teaching music and movement in the elementary school. Procedures, materials for teaching music in the self-contained elementary classroom. Designed for non-music majors. Fall and spring semesters, Jan Term. Prerequisite: EDU-201.	
MU 348 Computer Applications in Music	3
Students will use synthesizers, sequencers and computers to compose, arrange, orchestrate and/or publish music ranging from jazz to orchestral. Prerequisite: MU 110. Periodic Jan Term offering.	
MU 365 International Culture Through Jazz	3
A select group of Whitworth jazz students (enrollment by audition only) will travel to locations outside the United States and join with international students and instructors in various jazz classes, ensembles and concerts. Includes study of local history and culture through visits to historical and cultural sites in the host city. Offered periodically in Jan Term.	
MU 383 Junior Recital	0-1
Music majors only. Department approval required. Fall and spring semesters. Fee.	

MU 385 Elective Recital	0-1
Elective course for students taking private lessons. Departmental approval required. Fee.	
MU 394 Music Practicum	2
Supervised piano teaching experience, primarily intended for students in piano pedagogy track. Prerequisites: junior standing; music major, music education major, or music minor. Fall and spring semesters.	
MU 415 Choral Literature	2
History of choral literature from the Renaissance to the present. Prerequisite: MU 210 (MU 301 recommended). Spring semester, even years.	
MU 416 Wind Literature	2
History of symphonic and wind band/ensemble literature from the baroque period to the present. Prerequisite: MU 210. Fall semester, odd years.	
MU 417 String Literature	1
A survey of the educational literature for public school orchestra programs. Students will explore the most commonly taught literature, learn how to assess technical and musical skills required, and learn how to sequence music for best skill acquisition. Occasional offering	
MU 427 Advanced Conducting	2
Advanced techniques of choral and instrumental conducting. Score study. Prerequisite: MU 225 with a grade of "C" or better. Spring semester.	
MU 432 Instrumental and Choral Arranging	2
Practical application of arranging techniques for a variety of instrumental and choral ensembles. Transpositions, instrument and vocal ranges, principles of voicing and score production will be studied. Prerequisite: MU 210. Spring semester, odd years.	
MU 436 Survey of Music Industry	3
Designed to familiarize students with the primary components of the music industry as well as contracts, music licensing and copyrights. They will explore career options, develop a portfolio, and learn to write effective business letters, invoices and resumes. Periodic offering.	
MU 438 Song Literature	2
Survey of the great song literature of Germany, France, Italy, Russia and Scandinavia, and of the literature of English and Spanish languages. Study of style, characteristics, score reading, listening and recognition. Prerequisite: music major, music education major, or music minor. Spring semester, even years.	
MU 439 Vocal Pedagogy	2
A systematic study of vocal physiology and anatomy. Consideration of current teaching trends and preparation of materials for teaching. Prerequisite: music major, music education major, or music minor. Fall semester, odd years.	
MU 440 Music Methods in the Elementary School	2
Procedures, materials for elementary-school music teaching. For music majors and minors who may become elementary school music specialists. Teaching, observation of lessons, performance organization. Prerequisite: music major, music education major, or music minor. Spring semester, even years.	
MU 442 Contemporary/Jazz Methods	2
The study of instrumental and vocal jazz styles, pedagogy and technology. Primarily for music education majors, although it may be taken as an elective for those students wishing to learn about the technical and pedagogical side of jazz and contemporary music. Prerequisite: MU 112. Spring semester, odd years.	

MU 443 Choral Techniques and Materials	3
Techniques, problems in choral conducting, rehearsal procedure. Prerequisite: MU 225; music major or music education major. Fall semester, even years.	
MU 444 Instrumental Methods and Materials	3
Rehearsal techniques, instrumental literature and materials, marching band techniques, program utilization. Prerequisite: music major or music education major. Fall semester, even years.	
MU 449 Jazz Combo	1
See MU 249.	
MU 452 Private Brass	1-2
See MU 252.	
MU 453 Private Guitar	1-2
See MU 253.	
MU 455 Private Organ	1-2
See MU 255.	
MU 456 Private Percussion	1-2
See MU 256.	
MU 457 Private Piano	1-2
See MU 257.	
MU 458 Private Strings	1-2
See MU 258.	
MU 459 Private Voice	1-2
See MU 259.	
MU 460 Private Woodwinds	1-2
See MU 260.	
MU 461 Private Jazz Improvisation	1-2
See MU 261.	
MU 462 Private Composition	1-2
See MU 262.	
MU 463 Private Jazz Arranging	1-2
See MU 263.	
MU 467 Concert Band	1
See MU 267.	
MU 470 Chamber Ensemble	1
See MU 270.	
MU 471 Whitworth Choir	1
See MU 271.	
MU 472 Women's Choir	1
See MU 272.	
MU 473 Wind Symphony	1
See MU 273.	

MU 474 Jazz Ensemble	1
See MU 274.	
MU 475 Chamber Singers	1
See MU 275.	
MU 477 Men's Chorus	1
See MU 277.	
MU 478 Whitworth Orchestra	1
See MU 278.	
MU 483 Senior Recital	0-2
For music majors with performance track only. Prerequisite: MU 383. Fall and spring semesters. Fee.	
MU 485 Elective Recital	0-2
Elective course for students taking private lessons. Department approval required. Fall and spring semesters. Fee.	
MU L99 Music Lab	0
MU R99 Recital Hours	0

nursing@wsu.edu :: snauman@whitworth.edu (mediger@whitworth.edu)

Washington State University's College of Nursing is committed to inspiring and transforming healthcare for generations to come. The WSU CON embraces the core values of caring, altruism, social justice and maximizing human potential. In addition, the college endorses the values of Washington State University and the consortium institutions, Eastern Washington University and Whitworth University, which include inquiry and knowledge, engagement and application, committed partnerships, leadership, character, stewardship, teamwork and diversity.

The College of Nursing is a unique consortium program established in 1968, serving Whitworth, WSU and Eastern. The faculty, staff and instructional resources of the College of Nursing are located downtown on the WSU Health Sciences Spokane campus.

The WSU bachelor of science in nursing program (BSN) is accredited by the Commission on Collegiate Nursing Education and is approved by the Washington State Board of Nursing.

The undergraduate nursing major leading to the bachelor of science degree in nursing prepares generalists in professional nursing practice. Upon successful completion of the WSU BSN program, graduates are eligible to take the licensure examination for registered nurses.

Upon acceptance by the College of Nursing, Whitworth students will also be jointly enrolled through WSU, which handles all registration, tuition, course fees and financial aid. **Students from out of state will be charged non-resident tuition by WSU unless they have established permanent Washington state residency. Nursing students will not be covered by Whitworth financial aid and other scholarships while at the College of Nursing.** Whitworth will charge a minimal enrollment fee. Upon completion of graduation requirements, the student will receive a joint diploma from Whitworth University and Washington State University, with license testing approval tied to WSU graduation.

Undergraduate Program (BSN)

Application/Admission

Application Deadline: Students may complete their applications online through NursingCAS. Visit [nursing.wsu.edu](http://www.nursing.wsu.edu) (<http://www.nursing.wsu.edu>) for more information and deadlines.

All courses prerequisite to the upper-division major, general university requirements and junior standing must be completed by the end of spring semester for enrollment the following fall and by the end of fall semester for spring enrollment. During the spring or fall semester, when the application is being reviewed, the student must have no more than three prerequisite courses to complete. A letter or numerical grade must be submitted for prerequisite courses. The pass/no-credit option or advanced-placement credit cannot be used. Residency of 32 semester credits is required at Whitworth prior to acceptance at the College of Nursing. The degree is generally completed in two years of study at Whitworth and two years at the WSU College of Nursing.

Applicants are judged on the following criteria:

- a cumulative GPA of 3.0 or higher;
 - a cumulative GPA of 3.0 or higher in prerequisite courses;
 - at least a "C" grade in each prerequisite course; P/F grades are not accepted;
 - junior standing;
 - a minimum of 50 hours of work or volunteer healthcare experience;
 - a minimum score of 70 percent on the Test of Essential Academic Skills (TEAS);
 - evaluation in a personal interview.
- Admission is competitive, and being a Whitworth student does not guarantee admission to the WSU College of Nursing.

For further information, please contact Whitworth's nursing advisor, Stacey Ortiz, at snauman@whitworth.edu or 509.777.3464.

For information on the upper-division program at WSU, contact the College of Nursing, nursing@wsu.edu (<http://www.nursing.wsu.edu>) or 509.324.7203.

Requirements for the Bachelor of Science Degree in Nursing, B.S. (98)

126 semester credits, including the 98 credits of prerequisite and nursing courses. Completion of Whitworth's shared curriculum requirements. Oral communication, modern language, and Core 250, 350, or FRCI are waived for nursing majors. In addition, the following shared curriculum requirements are met by the Nursing Prerequisites and/or upper division nursing coursework: G-Tag, Math and Stats, Social Science, Natural Science.

Nursing prerequisites (35 credits)

BI 306	Medical Microbiology	4
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
CH 101	Introduction to Chemistry	3
CH 101L	Introduction to Chemistry Lab	1
CH 102	Bioorganic Chemistry	3
CH 102L	Bioorganic Chemistry Lab	1
MA 256	Elementary Probability and Statistics	3
HS 215	Nutrition for Nursing	3
PY 101	Introductory Psychology	3
PY 210	Developmental Psychology	3
SO 120	Introduction to Sociology	3

First aid and CPR certification are required prior to a student registering for courses at WSU and the College of Nursing.

Required nursing courses (WSU College of Nursing) 63 credits

NU 308	Professional Roles & Responsibilities	3
NU 309	Professional Development II: Ethical Reasoning and Decisions in Nursing	3
NU 311	Pathophysiology and Pharmacology for Nursing	4
NU 315	Nursing Practice: Health and Illness	4
NU 316	Introduction to Nursing Practice in Health and Illness: Theory	2
NU 317	Health Assessment	3
NU 322	The Human Experience of Diversity and Health	2
NU 323	Nursing in the Genome Era Illness in Adults	2
NU 324	Nursing Concepts in Acute and Chronic Illness in the Adult	4
NU 325	Nursing Practice in Acute and Chronic Illness in Adults	5
NU 328	Introduction to Gerontological Nursing	2
NU 408	Professional Development III: Leadership and Management	3
NU 409	Professional Development IV: Transition to Practice	2
NU 412	Family and Community As a Context of Care	1
NU 414	Child and Family Health: Theory	3
NU 415	Children and Families As the Focus of Nursing Care	2
NU 416	Childbearing Health of the Family	3
NU 417	Nursing Care of Childbearing Families	2
NU 424	Psychiatric/Mental-Health Nursing Concepts	3
NU 425	Nursing Practice: Psychiatric/Mental Health	2
NU 426	Community Health Nursing Theory	2
NU 427	Community-Health Nursing Practice	3
NU 430	Senior Practicum	3

Undergraduate Elective Courses

Additional elective credits may be needed to reach the 126 credits required to graduate. Please track your credits carefully.

Courses

NU 308 Professional Roles & Responsibilities	3
First of professional development series. Focus on nursing and health care research, information management, informatics, and development of nursing research.	
NU 309 Professional Development II: Ethical Reasoning and Decisions in Nursing	3
Continuation of professional development series. Moral and ethical reasoning models, decision processes, and philosophical basis of nursing as a discipline are explored.	
NU 311 Pathophysiology and Pharmacology for Nursing	4
Etiology, pathogenesis, clinical manifestations of common human dysfunction. Nursing implications for prevention and therapeutic approaches including pharmacologic and nonpharmacologic therapies.	
NU 315 Nursing Practice: Health and Illness	4
Introduction to nursing practice and health assessment: professional values, core competencies core knowledge and role development. Co-requisites: NU 308, 311 and 314.	
NU 316 Introduction to Nursing Practice in Health and Illness: Theory	2
NU 317 Health Assessment	3
NU 322 The Human Experience of Diversity and Health	2
Explorations of regional, national, and global expressions of health and illness and implications for health care professionals.	
NU 323 Nursing in the Genome Era Illness in Adults	2
Genome science and application of genetic and genomic concepts to nursing care.	
NU 324 Nursing Concepts in Acute and Chronic Illness in the Adult	4
Theoretical concepts of acute and chronic illness in the adult as a basis for critical thinking and decision-making in nursing.	
NU 325 Nursing Practice in Acute and Chronic Illness in Adults	5
Application of acute/chronic illness concepts in adults as a basis for critical thinking and decision-making in nursing.	
NU 328 Introduction to Gerontological Nursing	2
Professional values, communication and functional assessment in care of elders. Core knowledge and role development of the gerontological nurse. Co-requisite: NU 318.	
NU 408 Professional Development III: Leadership and Management	3
Continuation of the professional development series. Focus on impact of leadership, management, and resource allocation on patient outcomes.	
NU 409 Professional Development IV: Transition to Practice	2
Continuation of professional development series. Focus on transition to practice and nursing across health care systems/delivery within global arena.	
NU 412 Family and Community As a Context of Care	1
Concepts of family-focused nursing assessment, planning, and interventions with emphasis on referral to appropriate community resources.	

NU 414 Child and Family Health: Theory	3
Analysis and evaluation of scientific and theory base for nursing care of children and families.	
NU 415 Children and Families As the Focus of Nursing Care	2
Synthesis and application of underlying science and nursing process with the unique population of children and families. Prerequisites: NU 324 and 325. Co-requisites: NU 318, 328 and 414.	
NU 416 Childbearing Health of the Family	3
Care of childbearing families within the context of community. Newborn's health and men's and women's reproductive health are addressed.	
NU 417 Nursing Care of Childbearing Families	2
Nursing care of families during the childbearing continuum in community and/or acute care settings. Combination of clinical and seminar.	
NU 424 Psychiatric/Mental-Health Nursing Concepts	3
Healthy to psychopathological states studied within a nursing framework. Includes history, theories, legal and ethical issues of psychiatric/ mental health nursing.	
NU 425 Nursing Practice: Psychiatric/Mental Health	2
Clinical application of the nursing process with clients experiencing acute and chronic psychiatric /mental-health disruptions.	
NU 426 Community Health Nursing Theory	2
Synthesis of nursing and public health concepts with emphasis on community as partner and population-focused practice.	
NU 427 Community-Health Nursing Practice	3
Promoting the public's health through application of the public health functions: assessment, policy development, and assurance.	
NU 430 Senior Practicum	3
Clinical and theoretical concepts are applied in a concentrated clinical practicum. Use of clinical preceptors and student objectives is employed.	
NU 455 Cultural Safety and Social Justice Global Society	3
NU 456 Narrative Health Care in Clinical Practice	3
Narrative process of attention, representation, and affiliation experienced by health professional students in clinical encounters.	
NU 471 Occupational & Environmental Health Practice	3
NU 476 Health Law: Application to Practice	3
NU 479 Advanced Physiology Clinical Practice	3
NU 481 International Health Care	3
NU 492 Essentials of Disaster Management for Nurses	3
Natural and manmade disasters. Nursing implications for disaster management. Mental health and ethical issues and concerns related to vulnerable populations. Prerequisite: certified major in Nursing. Junior standing.	
NU 498 Topics in Nursing	1-3
Selected upper-division topics in nursing. Periodic offering.	
NU 499 Special Problems	1-3

Office of International Education

The Whitworth Office of International Education (OIE) is comprised of two divisions, off-campus programs and international admissions & recruitment, and collectively serves to further the internationalization goals of the university. Housed in Hendrick Hall, the OIE provides comprehensive support for international students, study abroad programming, international admissions, immigration services and global partnership development.

Mission Statement: *The Whitworth Office of International Education serves to advance the internationalization of the institution by fostering a globally diverse student body, developing educational programs that promote intercultural competency, and cultivating a community that values exploration, empathy and ethical leadership.*

Off-Campus Programs

The knowledge and skill to effectively navigate and engage in today's culturally diverse and interdependent society is essential for Whitworth graduates. The Whitworth Off-Campus Programs Office of the OIE serves to provide the Whitworth community with opportunities for domestic and international programming that fosters this level of intercultural competency. Through its collaboration with Whitworth faculty, the off-campus programs office offers an array of short-term and semester-long faculty-led programs both in the U.S. and abroad. In addition, by leveraging its partnerships with foreign universities and membership in international consortia such as ISEP, Whitworth offers students the ability to experience true cultural immersion through study abroad in over 60 countries. The Whitworth Off-Campus Programs Office equips the campus community to engage in global education and intercultural exchange.

Off-Campus Programs: Whitworth Faculty-Led Programs

A primary focus of the Whitworth Off-Campus Programs Office is the development of faculty-led programs in the U.S. and abroad. Each academic year, an average of 20 faculty-led programs are offered to students ranging in locations and duration, from a semester to Jan Term and May Term. These programs enable students to travel with Whitworth faculty and acquire academic credit toward their major/minor degree requirements. The following locations and academic fields represent a sample of the numerous domestic and international program opportunities.

Britain and Ireland

Academic area(s): English literature, history and art, business, theology

Central America

Academic area(s): Spanish language, internship, theology

France

Academic area(s): French literature, music, history, politics, communications and art

Germany

Academic area(s): Media & Society

Tanzania Study Program

Academic area(s): History, political science, theology

Costa Rica

Academic area(s): Ecology

Europe

Academic area(s): Core 250

Scandinavia

Academic area(s): Sociology

Greece

Academic area(s): History, theology

Italy

Academic area(s): History, art history

South Africa

Academic area(s): Political science

Hawaii, U.S.

Academic area(s): Anthropology

New York, U.S.

Academic area(s): Theatre

Washington, D.C., U.S.

Academic area(s): Media, communications, political science, history

Off-Campus Programs: International Exchange Programs

Through its partnership with foreign universities and membership in consortia such as ISEP (International Student Exchange Programs), Whitworth offers students the opportunity to study abroad for a full semester or academic year in more than 60 countries. These programs enable students to pay their home tuition and utilize financial aid while taking part in an immersive academic and cultural experience. Exchange programs are offered in the following locations:

ISEP

Central & South America, U.K., Europe, Africa, Middle East, Asia, Oceania

Aix-Marseille University

France

Maastricht University

Netherlands

Kwansei-Gakuin University

Japan

Chinese University of Hong Kong

China

Liverpool Hope University

England, United Kingdom

Off-Campus Programs: Partner Programs

Whitworth partners with the following organizations and consortia to provide students with additional domestic and international study opportunities:

IES Abroad

Central & South America, U.K., Europe, Africa, Middle East, Asia, Oceania

Spanish Studies Abroad

Puerto Rico, Cuba, Argentina, Spain

ILACA

Spain

CCCU GlobalEd

Los Angeles, Calif.; Washington, D.C.; England, United Kingdom

International Admissions & Recruitment

The second division of the Office of International Education is the international admissions & recruitment team. This division serves to strengthen the global diversity of the Whitworth student body through strategic international recruitment, admissions and support services. Central to our institutional ethos which values the integration of Christian tradition and intellectual inquiry, the presence and inclusion of diverse cultures, perspectives and dialogue is a key component of an education of mind and heart. The international admissions & recruitment staff seek to foster this environment and support all international students with holistic academic, cultural, social and immigration services.

English for International Students (EIS)

Through partnership with faculty in the Whitworth Department of World Languages & Cultures, the OIE also offers advanced-level English courses to assist students in improving their reading, writing and oral communication skills up to a level of proficiency for participation in other courses at Whitworth University. These courses require students to use an integrated set of skills for critical thinking, analytic reasoning, problem-solving, and written and oral communication. Each EIS course carries three semester credits and is creditable toward graduation.

EIS Courses

EIS 107 Reading in Academic Discourse 3

Advanced reading course for international students. Emphasis on rhetorical patterns, inference, summary, synthesis, and critical response to academic texts and articles. Fall semester.

EIS 108 Writing in Academic Discourse 3

Advanced writing course for international students. Emphasis on summary, paraphrase, rhetoric, and research strategies. Attention to grammar, style, and format as required. Fall semester.

Contact Us

Office of International Education

Hendrick Hall

[whitworth.edu/internationaleducation](https://www.whitworth.edu/internationaleducation/) (<https://www.whitworth.edu/internationaleducation/>)

Philosophy

The Whitworth Philosophy Department introduces students to the content and methodology of the discipline of philosophy. While emphasizing the history of philosophy and current philosophical issues, the department's courses help develop logical-reasoning and critical-thinking skills. The program focuses on both the critical and the constructive aspects of philosophy while encouraging Christian character development and career preparation. The learning outcomes of this major include the following:

Content mastery, including knowledge of the following:

- the history of philosophy, including key authors and texts
- key issues, key questions and major alternatives
- central issues relative to the intersection of philosophy with other disciplines, e.g., philosophy of religion, philosophy of mind

Critical thinking, including the ability to do the following:

Develop analytical skills:

- ability to listen to and analyze various modes of discourse
- ability to read texts carefully

Develop argumentation skills:

- Identify and follow arguments (including the ability to discern fallacies, detect assumptions, identify presuppositions and implications of ideas).
- Construct arguments both orally and in writing – including the ability to assert, explain and justify a position.

Constructive Synthesis:

- Understand worldviews.
- Articulate competing worldviews (with particular exposure to a Christian worldview).
- Recognize worldviews in dispute.
- Develop a personal worldview.
- Develop ability to connect ideas, pulling ideas from various sources to enhance and synthesize.
- Integrate philosophy into one's personal life.

Christian Character Development:

- Cultivate moral virtues and aid in character development through teaching, modeling and mentoring.
- Expose students to the Christian faith as a viable option for thinking persons.

Career Preparation:

- Prepare some students for law school, seminary, philosophy graduate programs and other liberal arts graduate programs.
- Prepare all students to translate acquired skills into marketable professional competencies.

Requirements for a Philosophy Major, B.A. (40)

Philosophical Foundations

PH 110	Introduction to Philosophy	3
Either		3
PH 201	Logic	
PH 301	Symbolic Logic	
CO 250	Worldview & Role of Reason	3
History of Philosophy		
PH 305	History of Ancient Philosophy	3
PH 306	History of Modern Philosophy	3
PH 307	History of Contemporary Philosophy	3
Philosophical Topics		

PH 221	Ethics	3
PH 320	Philosophy of Religion	3
PH 340W	Knowledge, Power, & Propaganda (epistemology)	3
PH 341	Metaphysics	3
PH 355H	Feminist and Multicultural Philosophy	3
Six additional approved	philosophy credits	6
PH 498	Senior Capstone	1

Requirements for a Philosophy Minor (15)

Twelve approved semester credits, six of which must be upper division		12
CO 250	Worldview & Role of Reason	3

Requirements for an Ethics Minor (15)

PH 221	Ethics	3
CO 350	Worldview in Policy ,Worldviews in Policy	3
One course in applied ethics		3
PH 302	Medical Ethics	
BU 450	Social and Ethical Issues in Business and Economics	
CS 274	Ethic, Soc & Leg Issues in CS,Ethical, Social & Legal Issues in Computer Science	
COM 493	Media Ethics	
COM 494	Communication Ethics	
PO 325	Justice and Difference in Contemporary Political Theory	
TH 302W	Environmental Ethics	
Three credits of lower-division ethics courses		3
PH 199H	Philosophy in the Real World	
PH 205	Utopia: Social Order vs. Individual Freedom?	
PH 209		
PH 210	The Ten Commandments as Moral Law	
PH 211	The Philosophy of Forgiveness	
PH 299	The Meaning of Life	
Three credits of upper-division ethics *		3
PH 319H	Ethics Bowl	
PH 336	Social-Political Philosophy	
PH 355H	Feminist and Multicultural Philosophy	

*Additional upper-division courses on the applied ethics list may also count toward this requirement.

Courses

PH 110 Introduction to Philosophy 3

The great issues and ideas of philosophical inquiry. Treatment of subjects such as logic, metaphysics, epistemology, ethics, political philosophy and different world views. Emphasis on both critical and constructive thinking. Fall and spring semesters.

PH 199H Philosophy in the Real World 3

The purpose of this class is to explicitly explore how some of the most central areas of philosophy interact with different disciplines. In particular, we will be looking at how philosophical concepts and theories may affect one's understanding and handling of non-philosophical problems. In addition, this class will engage the various interdisciplinary discussions within the context of trying to develop various intellectual virtues. Periodic Offering.

- PH 201 Logic** 3
The formal nature of logical thought and the informal, practical application of critical thinking to the analysis of arguments. Includes sections on arguments and fallacies in ordinary language, syllogistic arguments and symbolic logic. Fall and spring semester, odd years.
- PH 205 Utopia: Social Order vs. Individual Freedom?** 3
What would an ideal society be like? Inevitably experimental utopias have grappled with attention between two social values: social order or harmony on the one hand and individual freedom on the other. This course explores questions about the nature and value of freedom, the basis for social order or harmony, and whether or how the latter may justify limits to the former. Periodic Offering.
- PH 209 The Vices: Virtue and Evil** 3
An examination of several prominent moral vices, particularly the "seven deadly sins," with a view to their apparent attractiveness and inherent self-destructiveness. Jan Term, even years.
- PH 210 The Ten Commandments as Moral Law** 3
An investigation of how a set of 3000-year-old rules can still have relevance and application for our lives. Includes grounding the Decalogue in divine-command theory and virtue theory, understanding the rules' original context and intent, and translating the rules to contemporary daily life. PH 110 and Core 150 helpful but not required. Cross-listed with TH-210. Jan Term, odd years.
- PH 211 The Philosophy of Forgiveness** 3
Forgiveness is generally thought to be a morally good response to a wrong-doing. This class will examine the nature of forgiveness. What is the relationship between forgiveness and justice? How is forgiving a wrong-doing different from condoning a wrong-doing? Is there such a thing as unconditional forgiveness? PH 110 is helpful but not required. Spring semester, even years.
- PH 221 Ethics** 3
The nature of moral judgments and values. Examination of the criteria upon which ethical decision-making is based and the nature of the good life. Cross-listed with TH 221. Fall Semester only.
- PH 244 Reasons for Faith** 3
An examination of the rational status of Christian belief. Topics include the relationship between faith and reason, the evidence for God's existence, and the evidence for uniquely Christian doctrines (e.g., the Christ's Resurrection). Also listed as PH 344. Periodic Jan Term offering.
- PH 245 Faith and Doubt** 3
What is faith? What is doubt? Are the two compatible, or do they conflict? In this class we will explore the nature of religious faith, the nature of religious doubt, and the relationship between the two. After considering the concepts of faith and doubt, we will consider a number of modern doubts about the Christian faith. Topics include: the lack of evidence for belief in God, the problem of evil, the problem of divine hiddenness, Marxist and Freudian objections to religious belief, the intellectual significance of religious disagreement, the problem of miracles in relation to contemporary science, models of faith and doubt, and strategies for living with doubt.
- PH 255 Faith, Philosophy and Science** 3
Are science and religion in conflict? Or is there concord between them? What is the difference between science and non-science, and why does it matter? Does contemporary science rely on philosophical assumptions? If so, what are these assumptions, and in which worldviews can they find a home? What might the history of science teach us about the relationship between science and theology? Do contemporary scientific theories (e.g., evolution) make it irrational to believe in God? Do religious miracle claims conflict with science? Should belief in God be explained away as a trick of the brain? What challenges might contemporary science pose for atheism scientific naturalism? And, how might learning about the structure of scientific theories inform Christian approaches to the problem of religious doubt? The answers to these questions are central to understanding and operating within contemporary Western culture. This course is devoted to addressing them.

PH 255H Faith, Philosophy and Science 3

Are science and religion in conflict? Or is there concord between them? What is the difference between science and non-science, and why does it matter? Does contemporary science rely on philosophical assumptions? If so, what are these assumptions, and in which worldviews can they find a home? What might the history of science teach us about the relationship between science and theology? Do contemporary scientific theories (e.g., evolution) make it irrational to believe in God? Do religious miracle claims conflict with science? Should belief in God be explained away as a trick of the brain? What challenges might contemporary science pose for atheism scientific naturalism? And, how might learning about the structure of scientific theories inform Christian approaches to the problem of religious doubt? The answers to these questions are central to understanding and operating within contemporary Western culture. This course is devoted to addressing them.

PH 256 Asian Philosophy 3

A study of the major schools of Asian philosophy, with emphasis on Chinese thought. Spring semester, even years. Also listed as AS 256.

PH 261 C.S. Lewis 3

The thought of C.S. Lewis, as found in his philosophical, theological and imaginative works, and the interconnections between those works. Critical evaluation of Lewis's ideas and application of those ideas to contemporary issues. Also listed as TH 261. Fall semester.

PH 299 The Meaning of Life 3

What's the meaning of life? Does human existence have an overarching goal? What should I care most about? How can I make sure I don't waste my life? These are some of the most important questions that anyone can ask, and in this course we will explore them together. To help us do that, we'll draw on the resources of one of the best cities in the world - New York City. During our time in New York, we will have conversations with fascinating people, experience excellent art and architecture, discuss insightful readings, explore the city, and reflect on life's deepest questions. Also listed as TH 299. Offered Jan term, odd years in New York City.

PH 301 Symbolic Logic 3

This course attempts to formalize the structure of proper logical reasoning through the use of an artificial symbolic language that assists in recognizing proper from improper argumentation. The main goal in this class is to begin mastering this symbolic language with the goal of learning to reason well. We will begin by looking at the nature of propositional statements, the truth-functional connectives they use, and translating statements made in our natural language to this artificial symbolic language. Then we will turn to the construction of arguments. We will learn to recognize valid from invalid arguments by constructing truth-tables to derive valid arguments using universal logical truths. Fall semester, even years.

PH 302 Medical Ethics 3

Medicine and medical technologies present some of the most difficult ethical questions and scenarios. Given the prevalence and pressing nature of these ethical issues, this course thinks them through carefully and systematically, using our best lenses of ethical theory.

PH 305 History of Ancient Philosophy 3

The development of philosophical ideas from the Pre-Socratics to the Middle Ages, using primary source readings. Special emphasis on Plato's and Aristotle's ideas on the major issue of life. Fall semester, even years.

PH 306 History of Modern Philosophy 3

The development of philosophical ideas from Descartes through the 18th century, using primary source readings. Figures studied include: Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant. Spring semester, odd years.

PH 307 History of Contemporary Philosophy 3

The development of philosophical ideas in the 19th-, 20th-, and 21st-century Europe and America. Both the Continental and Anglo-American traditions will be explored. Fall semester, odd years.

- PH 319H Ethics Bowl** 1
This course constitutes the research and practice leading up to the Intercollegiate Ethics Bowl, Northwest Regional, in November. It also includes the competition. As a team, students analyze, present on, and argue complex ethical cases. Course can be taken repeatedly for credit. Offered Fall and Spring semesters.
- PH 320 Philosophy of Religion** 3
The place of reason in faith. Issues addressed include classical arguments for and against the existence of God, the relationship of faith and reason, and the nature of religious language, miracles and immorality. Recommended prerequisite: Core 250. Spring semester.
- PH 321W Ethics-Social/Behavioral Studies** 3
This course focuses on four themes in moral philosophy: The Foundations of morality, Moral knowledge, Moral motivation, and Ethics in real life. The course will apply these ethical themes to topics in social and behavioral fields. Satisfies the Writing-intensive requirement. For continuing studies students only.
- PH 329H God, Knowledge, and Language** 3
This course explores a number of issues at the intersection of postmodern thought, theology, and Anglo-American (analytic) philosophy. We'll begin with the question, What is the nature of truth?, a question that is sharply to be distinguished from the following two: . Which claims or propositions are true? . How do we know what is true? After a detailed inquiry regarding the nature of truth, we'll consider the extent to which it's sensible to think that some theological claims are true. In this connection, we'll examine classical and contemporary views of the Divine nature. We'll then proceed to consider postmodern views of knowledge and interpretation, taking Descartes' philosophical project as our backdrop. During this part of the course, we'll examine recent debates between postmodernists and their critics (these debates take place both within and outside of Christian circles). Finally, we'll consider the question, Can Christian belief be reasonable in today's intellectual climate? This inquiry will require a deep investigation of the nature of human rationality and the prospective sources for reasonable belief. Periodic Offering.
- PH 336 Social-Political Philosophy** 3
An examination of the nature of justice and the extents of our social obligations. Considers both historical and contemporary sources, the latter including feminist and multicultural thinkers. Covers both theory and particular issues, like just war, economics and justice, rights to free expression, etc. Also counts as a PO elective. Fall semester, even years.
- PH 340W Knowledge, Power, & Propaganda (epistemology)** 3
The nature and limits of knowledge. Focus on contemporary issues raised in recent books and journals. Recommended prerequisites: PH 305 or PH 306, or CO 250. Fall semester, odd years.
- PH 341 Metaphysics** 3
The ultimate nature of reality. Focus on issues raised in recent books and journals. Fall semester, even years.
- PH 344 Reasons for Faith** 3
An examination of the rational status of Christian belief. Topics include the relationship between faith and reason, the evidence for God's existence, and the evidence for uniquely Christian doctrines (e.g., the Christ's Resurrection). Also listed as PH 244. Periodic Jan Term.
- PH 350 Social and Ethical Issues in Business and Economics** 3
Contemporary social, political, environmental and ethical forces affecting today's business and economic world. Seminar format. Dialogue with top local business, government and union leaders. Fall and spring semesters.

PH 355H Feminist and Multicultural Philosophy Honors 3

Mainstream Western philosophy faces significant challenges from both feminist and multicultural critics. Those challenges range from exposure of bias in methodology, to critiques of injustice in ethics and politics, to presentation of new theories to rival or replace longstanding conceptions. This course will examine some of the historical development of these critiques and will survey a number of issues covered by those critiques. Prerequisite: Core 250 or a History of Philosophy course.

PH 368 Aesthetics 3

The nature of art, including purposes and theories of art, connections to beauty and truth and practical life, and moral implications of artworks. Suggested prerequisites: PH 110 or any of AR 260-264. Periodic Offering.

PH 421 Philosophy of Science 3

An examination of various issues related to scientific methodology. Topics covered include the demarcation of science from pseudoscience, the rationality of induction, scientific explanation and confirmation, scientific laws, the realism/anti-realism debate, rationality and objectivity in science, and the relationship between science and faith. Spring semester, even years.

PH 423W Marxism and the Socialist World 3

Focus on Marx's critique of capitalism. Later interpretations and application of Marx's theories in a variety of revolutions, from those of the Soviet Union, China, Yugoslavia and Cuba to current upheavals in the socialist world. Also listed as PO 423W. Periodic offering.

PH 425 Philosophy of Mind 3

An exploration of one of the most actively debated and contentious issues in contemporary philosophy: What is the nature of the human mind? Examines current theories and the relationship to the claims of artificial intelligence, neuropsychology and Christian understandings of human nature, as well as the question of determinism versus free will. Spring semester, odd years. Prerequisite: PH 110 and either PH 196, PH 201, PH 256, PH 261, PH 305 PH 306W or PH 344.

PH 498 Senior Capstone 1

Writing and discussion intended to give senior students an opportunity to integrate the various strands of their philosophical education and reflect on their future. Fall semester, senior year.

Political Science

The Whitworth Political Science Department strives to embody the university's education of mind-and-heart mission through excellent teaching, open and robust debate, active scholarship and personal mentoring. Our goal is to prepare students for careers in government and politics, law, humanitarian work, teaching, research and peacemaking, as well as for work in related fields, such as business and missions. The department is committed to providing students with the political knowledge and skills that will enable them to assume responsibility from the local level to the global community. Through the study of political theory and law, the analysis of a variety of political systems, internships and off-campus study, and rigorous research projects, faculty members challenge students to develop both the tools and the vision for understanding, nurturing and transforming the society in which they live. All of our courses are informed by a commitment to justice and reconciliation as articulated by the great political thinkers throughout history, and, especially, as defined by the principles of the Christian faith.

Student Learning Outcomes in the Department of Political Science:

1. Students will gain knowledge of the central concepts of three subfields in political science: American politics, international relations and comparative politics.
2. Students will be able to articulate their own worldview as it relates to political life.
3. Students will practice civic engagement by applying knowledge of political science concepts.

Pre-Law

Whitworth's rigorous liberal arts education is ideal training for law school and the legal profession. Recent graduates have been accepted into law schools at Yale, Stanford, Duke, the University of Michigan, Cornell and the University of Washington, and Whitworth alumni are working at some of the most successful law firms in Washington and throughout the U.S. Pre-law students are welcome to select any liberal arts major, but they may find the most relevant law-school preparation in programs offered through the departments of history, political science, literature, philosophy, economics, sociology, psychology, mathematics and science. Regardless of students' majors, Whitworth prepares its graduates to succeed in law school by equipping them with a broad knowledge base and strong analytic, critical-thinking and communication skills. In addition, the pre-law advisor actively assists students in developing an appropriate course plan and in making other arrangements for taking the Law School Admissions Test (LSAT) and applying for law school.

While Whitworth does not have a designated pre-law curriculum, the following courses are recommended:

Pre-Law Recommended Courses

PO 102	American National Politics	3
PO 223	Introduction to Law and the Legal System	3
PO 464W	American Constitutional Law	3
PH 201	Logic	3
PH 221	Ethics	3
COM 402	Mass Media Law	3
BU 240	Business Law	3

3+3 Law and Justice Program

Advisor: Julia Stronks

Highly motivated students interested in law school can complete a bachelor's degree at Whitworth and a law degree at Gonzaga in a total of six years, rather than the typical seven, through a 3+3 partnership between the two universities. This innovative program provides the best of Whitworth's liberal arts foundation and pre-law curriculum with the Jesuit-inspired, solution-oriented curriculum of Gonzaga's law school to provide students a cost-efficient path to a law degree.

Requirements for an International Studies Major, Political Science Emphasis, B.A. (43)

EC 211	Principles of Macroeconomics	3
See math prerequisites for EC 211		
PO 102	American National Politics	3
PO 151	International Relations	3
PO 240	Comparative Politics	3
PO 498	Vocations in Political Science	1
Six semester credits of foreign language (at the intermediate level in Chinese or Japanese, or at the advanced (300+) level in German, French or Spanish)		6
Four courses in regional studies (two-course sequence recommended):		12
HI 104	Political History of Beijing	
HI 105	Cultural Odyssey of China	
HI 304W	Political History of Beijing	
HI 305W	Cultural Odyssey of China	
HI 345	Cultural History of China and Japan	
HI 346	Modern China and East Asia	
HI 366/PO 366	Modern Russia and the Soviet Union	
HI 377	The French Revolution	
PO 140	African Life and Culture	
PO 326	Peace and Conflict in Ireland	
PO 340	African Politics	
PO 341	Contemporary South Africa	
PO 346, 446W	Contemporary China and East Asia	
PO 347	Globalization in Southeast Asia	
SO 238	Sociology of Middle-Eastern Society	
SO 307	Latin American Politics	
Three courses in theory, general historical studies or political issues:		9
PO 250	Environmental Politics	
HI 354	Colonialism and Globalization	
PO 205	U.S. Foreign Policy in Film	
PO 209, 309	History of Vietnam War	
PO 297	Nonviolent Defense and Conflict Resolution	
PO 336	Gender, Politics and Law	
or PO 436W	Gender, Politics and Law	
PO 353	International Political Economy	
PO 423W	Marxism and the Socialist World	
PO 425W	International Development	
PO 445W	Revolution in History	
PO 463W	American Foreign Policy	
PO 385, 485W	International Law	
One additional 400 level PO course from above		3
Students pursuing an international studies major must complete at least 3 of their 43 credits through a foreign study experience. They must also complete the International Studies Passport advising and reflection as part of their foreign study experience.		

Requirements for a Peace Studies Major, B.A. (43)

Foundations for Peace Studies

PO 102	American National Politics	3
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PO 151	International Relations	3
PO 240	Comparative Politics	3
PO 297	Nonviolent Defense and Conflict Resolution	3
Religious Ideals, Social Values and Peace		3
One of the following:		
TH 221/PH 221	Ethics	
National and Global Sources of Conflict, War, Revolution and Peace		6
Two of the following:		
HI 231	World at War: 1900-1945	
PO 209, 309	History of Vietnam War	
PO 340	African Politics	
PO 341	Contemporary South Africa	
PO 346, 446W	Contemporary China and East Asia	
PO 445W	Revolution in History	
PO 463W	American Foreign Policy	
SO 238	Sociology of Middle-Eastern Society	
SO 322	U.S. Civil Rights Movements	
SO 377	Sects and Violence	
Economics, Environmental and Social Sources of Conflict and Peace		6
Two of the following:		
PO 250	Environmental Politics	
EC 325	Economic Development	
EC 345	Economics of Social Issues	
PO 224	Conflict Mediation	
PO 275	Poverty and Community Development	
PO 353	International Political Economy	
PO 425W	International Development	
SO 203	Globalization	
SO 205	Social Stratification: Power, Prestige And Wealth	
SO 283	Deviance, Crime and Criminal Justice	
SO 365	Cities and Urban Life	
SO 425	Making Change: Social Intervention Strategies	
SO 465	Population Analysis	
Ideologies, Identities, Political Structures and Peace		6
Two of the following:		
HI 228	Identity, Race, and Power in American Life	
PO 140	African Life and Culture	
PO 223	Introduction to Law and the Legal System	
PO 325	Justice and Difference in Contemporary Political Theory	
PO 326	Peace and Conflict in Ireland	
PO 336	Gender, Politics and Law	
or PO 436W	Gender, Politics and Law	
PO 423W	Marxism and the Socialist World	
PO 385, 485W	International Law	
SO 220	Race and Ethnicity	
SO 252	Sociology of Gender	
SO 343	Sociology of Religion	
COM 398	Intercultural Communication	
TH 370	World Religions	
WGS 201	Intro Women's and Gender Studies	

Two additional courses chosen from any listed above, one of which must be a 400-level PO course. 6

Peacemaking in Practice		
PO 490	Internship	3
PO 498	Vocations in Political Science	1

Note: Study abroad is strongly recommended.

Requirements for a Political Science Major, B.A. (40)

PO 102	American National Politics	3
PO 151	International Relations	3
PO 240	Comparative Politics	3
One 400W Political Science course		3
PO 490	Internship	3
PO 498	Vocations in Political Science	1

Eight additional Political Science courses (3 credits each), at least four of which must be upper division. Only three additional internship credits may count toward the major. 24

Requirements for a Minor in Peace Studies (15)

PO 297	Nonviolent Defense and Conflict Resolution	3
Four approved peace-studies courses		12

Requirements for a Minor in Political Science (18)

PO 102	American National Politics	3
PO 151	International Relations	3
One course in American politics		3
One course in international politics		3
Two approved upper-division courses		6

Requirements for a Minor in Law and Justice (21)

PO 102	American National Politics	3
PO 223	Introduction to Law and the Legal System	3
PO 464W	American Constitutional Law	3
or PO 485W	International Law	

Select four of the following: 12

PO 224	Conflict Mediation	
PO 336	Gender, Politics and Law	
PO 385, 485W	International Law	
or PO 464W	American Constitutional Law	
PO 490	Internship	
PH 201	Logic	
or PH 301	Symbolic Logic	
PH 221	Ethics	
COM 402	Mass Media Law	
COM 403	Freedom and Responsibility of Speech, Freedom & Respnblty of Speech	

For other approved courses, see Professor Julia Stronks.

Courses

PO 102 American National Politics 3

Overview of founding principles, political culture decision-making processes and institutions of American government.

- PO 140 African Life and Culture** 3
Examination of representative African peoples, countries, lifestyles, and beliefs. Topics covered will include media coverage of Africa, traditional and modernizing influences on African lives today, Africans as global citizens, health, gender, religion and rites of passage. Jan Term.
- PO 150 Magic is Might? The Politics of Harry Potter** 3
This course offers an introduction to politics through the lens of the Harry Potter novels. It considers power, citizenship, activism, identity politics, and governance. Students are required to read the entire Harry Potter series before the class begins.
- PO 151 International Relations** 3
This course is a balance between understanding the key issues in international relations and the perspectives that help explain those issues. Foreign policy behavior of major states, traditional and recent security issues, cause of war and conflicts, impact of independence. Fall and spring semesters.
- PO 205 U.S. Foreign Policy in Film** 3
An analysis of the history, processes and institutions involved in making U.S. foreign policy. The global response to U.S. foreign policy is also prominently featured. Case studies drawn from film where IR and Foreign Policy are emphasized. Periodic offering, Jan Term.
- PO 209 History of Vietnam War** 3
The causes of America's involvement in the war in Vietnam, the military strategies employed, the political decision-making, and the effects of the war on American society will be examined. Particular attention will be paid to the lessons of war. Also listed as PO 309. Periodic offering.
- PO 223 Introduction to Law and the Legal System** 3
The role of law in society. Participants in the legal system (lawyers, judges, police, juries), study of the structure of the judicial system, trial procedures. Periodic offering.
- PO 224 Conflict Mediation** 3
This course is designed to prepare students to practice mediation in relationships, personal interaction, and as a mediator assisting in conflict resolution. Emphasis will be placed on transformative mediation. Course objectives will target three student groups: a.) All students will acquire the knowledge of what conflict resolution is, the history of mediation, various styles and strategies, and basic skills for mediation. b.) Students with career interest in mediation will acquire sufficient knowledge, skills, and experience to gain basic competency, enabling them to identify themselves as mediators, and to function as such when requested by parties to assist in conflict resolution. c.) Students seeking certification as transformative mediators will complete either eight co-mediation sessions or 12 hours of co-mediation experience. After completion of PO 224, required co-mediation experience involving both self- and outside-evaluation, and a review process, students will be certified by Whitworth University as Transformative Mediators. Jan Term.
- PO 240 Comparative Politics** 3
This course explores democratic and authoritarian state structures while also considering the impact of economics and social processes on democracy and development. Cases are drawn from Europe, Asia, Africa, and the Americas.
- PO 242 American Political Parties** 3
The role and functioning of parties in American politics and government. Interest groups, political action committees, campaigning and voting behavior are also examined.
- PO 250 Environmental Politics** 3
Studies the role of markets, governments, and civil society in shaping the way people behave toward the environment, focusing on the concept of sustainability in terms of society, economics and the environment. Because people interact in a variety of ways, the course moves from local to global and focuses on issues at each level. Also listed as ENS 250.

PO 263 American Foreign Policy	3
Major themes, debates, patterns and precedents of American foreign policy, emphasizing 20th-century diplomatic issues.	
PO 275 Poverty and Community Development	3
Examines the changing tasks of cities and states in managing our societal future and the effectiveness of structures and policies. Highlights the politics of welfare and affirmative action. Also listed as CE 275.	
PO 297 Nonviolent Defense and Conflict Resolution	3
Major themes in the history and politics of nonviolence. Just War theory, nuclear pacifism, alternatives to military force, interpersonal conflict resolution. Ideas of Jesus, Tolstoy, Gandhi, Niebuhr, M.L. King, Jr., Gene Sharp.	
PO 302 Legal Issues in Social & Behavioral Studies	3
This course presents a brief historic overview of the American judicial system, and a comprehensive study of our contemporary legal processes and systems, with emphasis on issues and tensions between the legal system, societal norms, and individual interest.	
PO 303 International Organizations	3
This course will focus on the purposes, functions and problems of the United Nations as a global international organization since its founding in 1945. The practical realities and theoretical implications of the UN and other formal international organizations will be our focus.	
PO 304 European Politics European Union	3
Study of European politics through the lens of the member states and the European Union.	
PO 309 History of Vietnam War	3
Also listed as PO 209.	
PO 312 South Africa Program Preparation	1
Preparation course for all students who will be part of the South Africa study program. Emphasis on the politics, history, and culture of South Africa. Acceptance into PO 341 required.	
PO 314 Tanzania Program Preparation	1
Preparation course for all students who will be part of the Semester in Tanzania program. Emphasis on the politics, history, economics, religion and culture of Tanzania.	
PO 315 Understanding Global Issues	3
This course provides an opportunity to learn about and reflect upon current issues in today's world. Issues covered will include the concept of human rights, war and peace, economic development, ethnicity, diversity, and environmental degradation. Continuing studies only.	
PO 316 Ireland Preparation	1
Preparation course for Peace and Conflict in Northern Ireland. Acceptance into PO 326 required.	
PO 319 International Human Rights	3
This course offers an introduction to the theory and practice of human rights. We will critically examine the international and domestic laws, actors, and institutions that play a role in the protection (or violation) of human rights. This class introduces you to the conceptual foundations of human rights and key theoretical debates about the field with a focus on recurring questions regarding legitimacy, justice, compliance, and efficacy.	
PO 320 American Political Process	3
This course focuses on Western political theory and its intersection with public administration. Particular focus will be placed on issues related to social services. Required course for the social services major. Continuing studies only.	

PO 321 Faith and Politics	3
Politics is a window through which one explores the ways that biblical virtues such as justice, compassion, mercy, equity, humility and integrity offer viable alternatives to the cultural norms evident in our society. We will consider the role that Christianity can play in American public policy, focusing on the evangelical, Reformed, Catholic and Anabaptist traditions. Students will develop expertise in a policy area of their choice.	
PO 325 Justice and Difference in Contemporary Political Theory	3
Focuses on how contemporary political theorists have looked at differences such as disabilities, sexual orientation, gender identity, sex, and race in light of various theories of justice.	
PO 326 Peace and Conflict in Ireland	3
Explores of the historical, political, and religious roots of "the Troubles" in Northern Ireland as well as examines the prospects for peace in the region. Explores the ways in which this divided society copes with the attendant political, economic and social problems of religion, peace and conflict. Prerequisite: selection by instructor; sophomore standing. Periodic offering in Ireland.	
PO 330 Women in American Politics	3
Examines the role of women in American politics. Topics to be considered include women and elections, women in social movements, and women in the executive, legislative, and judicial branches.	
PO 331 The American Presidency	3
Constitutional development of the office. Executive branch relations with Congress, the bureaucracy, the judiciary, the media and the public.	
PO 332 Modern Congress	3
Evolution of Congress and its relationship to modern society, the bureaucracy and the executive. Special focus on the process of (and participants in) policy making.	
PO 334 American Political Thought	3
Principal ideas influencing American political institutions and policies. Rights, theories, the influence of faith and the development of our law are considered.	
PO 336 Gender, Politics and Law	3
Issues related to gender in American political history. Theoretical foundation of the women's movement; current political conflict related to gender in workplace, family and society. Also listed as WGS 336.	
PO 340 African Politics	3
Pre-colonial, colonial, and post-independence political history of key African countries. Analysis of contemporary issues in African politics.	
PO 341 Contemporary South Africa	3
Analysis of the history, politics and religion of this fascinating African country. Also listed as HI 341. Periodic Jan Term in South Africa.	
PO 346 Contemporary China and East Asia	3
Interpretation of recent events in China, Japan, Taiwan, and Korea, through the cultural, historic, economic and institutional aspects of these societies.	
PO 347 Globalization in Southeast Asia	3
This course serves as a thematic overview of the political, social, cultural, and economic processes shaping Southeast Asia today. We investigate how Southeast Asia countries address and respond to the themes of democratization, liberalization and the environment. Also listed as ENS 347.	

- PO 350 East African Politics** 3
Analysis of the political economy and history of East Africa, with a focus on issues such as colonialism, NGOs, ethnicity, and development. Periodic spring term in Tanzania.
- PO 353 International Political Economy** 3
Progress of people in organizing beyond national borders; prospects for a world community based on world law. Advanced study in international relations. Also listed as ENS 353.
- PO 356 Global Climate Change** 3
This course focuses on global climate governance, a process through which different political actors seek solutions to tackle the many challenges of global climate change. It also brings students to the United Nations Climate Change Summits as an off-campus program.
- PO 359 Global Environmental Politics** 3
Investigating the political dynamics of environmental affairs from a global perspective.
- PO 360 Leading Sustainable Organizations** 3
This course will teach the need to find resources (fund raising, governmental support, sales) and effectively deliver services. Performance measurement and outcome tracking will be covered.
- PO 364 American Constitutional Law** 3
Examination of key Supreme Court decisions involving separation of powers, national regulation of the economy, church and state, civil rights and civil liberties. Prerequisite: PO 102. These distinctions will be clearly marked in the syllabus.
- PO 366 Modern Russia and the Soviet Union** 3
Also listed as HI 366. Periodic offering.
- PO 371 Introduction to Public Administration** 3
An introduction to the key elements of public administration, set in a context that considers current political, economic, administrative, social and public service practice. Topics may include organization theory, management of human and fiscal resources, governance, and public policy. Included will be an examination of values and issues contemporary to local, state, and national constituencies. Periodic offering.
- PO 385 International Law** 3
International law is a tough but interesting concept. Domestic law is positive law, which means that it is written down. Natural law is that which is written on our hearts. International law lives somewhere between the two. Part of it is written down; part of it is written on our hearts. You will make yourself crazy if you cannot allow yourself to live halfway between the concrete and the ephemeral for three months. We'll be looking at the law that binds nations. Sometimes nations are bound when they give their permission; sometimes they are bound in an absolute sense. But, there is no enforcement of this binding law. If there is no enforcement, why does it exist? Who obeys it? Who decides what it is? Is it real? These are the questions that connect all the units of the semester.
- PO 403W International Organizations** 3
This course will focus on the purposes, functions and problems of the United Nations as a global international organization since its founding in 1945. The practical realities and theoretical implications of the UN and other formal international organizations will be our focus.
- PO 421W Faith and Politics** 3
Politics is a window through which one explores the ways that biblical virtues such as justice, compassion, mercy, equity, humility and integrity offer viable alternatives to the cultural norms evident in our society. We will consider the role that Christianity can play in American public policy, focusing on the evangelical, Reformed, Catholic and Anabaptist traditions. Students will develop expertise in a policy area of their choice. Research and writing intensive.

PO 423W Marxism and the Socialist World	3
Focus on Marx's critique of capitalism. Later interpretations and application of Marx's theories in a variety of revolutions, from those of the Soviet Union, China, Yugoslavia and Cuba to current upheavals in the socialist world. Also listed as PH 423W. Periodic offering.	
PO 425W International Development	3
This course focuses on the challenges faced by poor countries located in the global south. It will include discussion of the political, cultural, social and economic factors that influence human development. We will practice applying major social science theories to specific, practical development problems. Attention will also be paid to the impact of globalization on the developing world. Regions discussed will include Latin America, Africa, Asia and eastern Europe. Also listed as DS 425W. Also listed as LAS 425W. Restricted to Political Science, Peace Studies, and International Studies majors, or by Dept. approval. PO-240 recommended prerequisite.	
PO 434W American Political Thought	3
Principal ideas influencing American political institutions and policies. Rights, theories, the influence of faith and the development of our law are considered.	
PO 436W Gender, Politics and Law	3
Issues related to gender in American political history. Theoretical foundation of the women's movement; current political conflict related to gender in workplace, family, and society.	
PO 445W Revolution in History	3
Theory and history of revolution. The historical revolutions in the U.S., France, Russia, and China as well as revolutionary movements in Latin America, Africa and Asia will be compared. Also listed as LAS 445W. Periodic offering.	
PO 446W Contemporary China and East Asia	3
Interpretation of recent events in China, Japan, Taiwan, and Korea, through the cultural, historic, economic and institutional aspects of these societies.	
PO 463 American Foreign Policy	3
Major themes, debates, patterns and precedents of American foreign policy, emphasizing 20th-century diplomatic issues.	
PO 463W American Foreign Policy	3
Major themes, debates, patterns and precedents of American foreign policy, emphasizing 20th-century diplomatic issues.	
PO 464W American Constitutional Law	3
Examination of key Supreme Court decisions involving separation of powers, national regulation of the economy, church and state, civil rights and civil liberties. Prerequisite: PO 102.	
PO 485W International Law	3
International law is a tough but interesting concept. Domestic law is positive law, which means that it is written down. Natural law is that which is written on our hearts. International law lives somewhere between the two. Part of it is written down; part of it is written on our hearts. You will make yourself crazy if you cannot allow yourself to live halfway between the concrete and the ephemeral for three months. We'll be looking at the law that binds nations. Sometimes nations are bound when they give their permission; sometimes they are bound in an absolute sense. But, there is no enforcement of this binding law. If there is no enforcement, why does it exist? Who obeys it? Who decides what it is? Is it real? These are the questions that connect all the units of the semester.	
PO 490 Internship	1-12
PO 498 Vocations in Political Science	1
Skills for graduate study and/or positions in domestic and international affairs.	

PO 498W Senior Seminar

3

In-depth research paper. Skills for graduate study and/or management positions in domestic and international affairs. Fall and spring semesters.

Political Science

Psychology

The Whitworth University Psychology Department is committed to academic rigor and sensitive human service through the promotion of the scientific study of mind and heart. As part of a Christian liberal arts institution, we seek to train and produce responsible, enlightened citizens who think critically and contribute actively to the field of psychology. Following a scientist-practitioner model, the curriculum is designed to develop both breadth and depth of knowledge in core areas of psychology. Students engage in research and practice that encompass foundational and advanced requirements and electives, culminating in dual senior capstone experiences. Students apply their learning as they design their own research projects, critically evaluate scientific information and other claims, and reflect on the integration of psychology with Christian faith and other worldview perspectives. They gain experience working in the community at a practicum placement of their choice, and they have the opportunity to travel to destinations that bring their classroom learning to life. We offer an enduring foundation in the investigation and understanding of human behavior, emotion and mental processes, in an atmosphere that nurtures relationships among people of diverse backgrounds and offers mutual support and friendship among faculty and students.

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

1. Demonstrate knowledge, understanding and application ability of psychological principles within personal, social and organizational realms.
2. Demonstrate critical thinking, skeptical inquiry and scientific methods to solve problems related to behavioral, mental and emotional processes.
3. Act ethically, understand how their worldview informs their approach to psychology, and appreciate diversity.
4. Demonstrate competence in oral, written and interpersonal communication.
5. Implement psychological and personal knowledge, skills and values in vocational pursuits that meet personal goals and societal needs.

Requirements for a Psychology Major, B.A. (46)

Introductory course		
PY 101	Introductory Psychology	3
Complete three content courses:		9
PY 210	Developmental Psychology	
PY 225	Cognitive Psychology	
PY 227	Personality and Individual Differences	
PY 236	Biological Psychology	
PY 241	Social Psychology	
Methodology Courses:		
PY 201	Psychological Statistics *	3
PY 301	Research in Psychology	3
Senior Capstone Courses		
PY 400	Senior Pre-Practicum	1
PY 401W	Senior Thesis	3
PY 402	Senior Practicum	3
Complete three additional 300-level psychology courses (other than Directed Studies)		9
Four additional upper- or lower-division psychology courses (other than Directed Studies)		12

* Students may take MA 256 to fulfill this requirement

Requirements for a Psychology Minor (15)

PY 101	Introductory Psychology	3
Four additional psychology courses		12

Courses

PY 101 Introductory Psychology 3

Use of scientific method of examining human behavior. How to deal objectively with questions about behavior. Topics include biological psychology, development, perception, states of consciousness, learning and memory, motivation and emotion, disorders and therapy, social psychology and human diversity. Fall and spring semesters. Periodically offered on-line during summer semester.

PY 196 Psychology and Well-Being 1

Students will explore and practice empirically based principles of well-being. This includes exploring how topics such as exercise, sleep, mindfulness, and stress impact well-being.

PY 200 Psychopathology and Film 3

Introduction to social issues of psychopathology using film. Exploration of various symptoms, disorders, interpersonal dynamics, influences, treatments and legal and ethical issues. Prerequisite: PY 101. Jan Term. Periodic offering.

PY 201 Psychological Statistics 3

Introduction to the process of research and the basic principles of statistics. Focus on data collection and analysis. Prerequisite: PY-101. Fall and spring semesters.

PY 205 Belief in Weird Things 3

Psychological research on belief in extraordinary, 'weird' phenomena, including, but not limited to, the paranormal, superstition, divination, projective tests of personality, alternative healing practices, and unconscious mind control and repression. Prerequisite: PY 101. Jan Term. Periodic offering.

PY 210 Developmental Psychology 3

The biological, psychological and cultural influences on human behavioral development from conception through death. Fall and spring semester.

PY 225 Cognitive Psychology 3

An examination of important concepts in Cognitive Psychology, including attention, memory, language, problem solving and decision making, and cognitive neuroscience. Special consideration will be placed on important experimental findings and the applications of cognitive principles in education, the legal system, counseling, marketing, and other fields. Prerequisite: PY 101. Fall or spring semester.

PY 227 Personality and Individual Differences 3

This course explores historical and current perspectives on the nature of human personality, including personality development, assessment, and change. Other important dimensions along which humans can vary, such as gender, culture, intellectual ability, and genetic/biochemical composition, are also considered. Prerequisite: PY 101. Fall and spring semester.

PY 236 Biological Psychology 3

An examination of the biological underpinnings of human thought, feeling and action. Considers neuronal and hormonal communication, along with behavioral genetics and evolutionary psychology. Prerequisite: PY-101. Fall or spring semester.

PY 241 Social Psychology 3

An attempt to understand how an individual's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. Trends and findings of current research and its limitations. Prerequisite: PY 101. Fall or spring semester.

PY 301 Research in Psychology	3
Introduction to conducting psychological research. Topics include ethics, hypothesis formation, descriptive research, experimental design, reliability and validity. Students will practice skills learned in PY201 through data collection and analyses. Prerequisite: Take PY 101 and take PY 201 or MA 256. Fall and spring semesters.	
PY 328 Perspectives on Moral Development	3
The purpose of this course is to explore various theoretical perspectives and research studies regarding the conception and study of morality and moral development. The primary questions addressed in the course are: (a) What does it mean for us to think, feel, and act morally? (b) In what ways do our moral cognitions, emotions, and behaviors change from childhood to adulthood? (c) In what ways do our moral cognitions, emotions, and behaviors remain stable from childhood to adulthood? (d) How are these cognitions, emotions, and behaviors conceptualized and studied by various theoretical perspectives? (e) How do past and present research inform our understanding of moral development?	
PY 330 Psychology of Poverty and Social Class	3
Examines how social class affects cognitive, emotional, and social development; how the more affluent make attributions of behavior and circumstances of the poor; and how these attributions affect helping behavior and psychological outcomes. Prerequisite: PY 101. Sophomore level and above. Also listed as CE 330. Periodic.	
PY 335 Exploring Central Nervous System Disorders	3
Explores different diseases and disorders in the central nervous system (CNS). Special focus is given to current methods used to study the mechanisms that underlie pathophysiology, novel treatments strategies, and bigger picture perspectives on each condition. Current research is placed within the context of patient symptoms, experiences, and spiritual and societal implications.	
PY 337 Books, Brains, & Beliefs	3
An in-depth assessment of three neuropsychological conditions through discussion of popular literature. Possible topics could include depression, Alzheimer's disease, bipolar disorder, developmental disabilities, or others. Considers the symptomatology and basic mechanisms of these conditions within the context of multiple viewpoints and faith-based perspectives.	
PY 340 Love, Altruism and Forgiveness	3
An examination of why people experience love and behave altruistically. Topics include the emotions of love and hate, empathy, forgiveness, hope, and courage; social categorization; and self-other relationships. Prerequisite: PY 101. Jan term. Periodic offering.	
PY 345 Forensic Psychology	3
Examines the relationship between psychology and the law, police psychology, investigative psychology, legal psychology, and criminal psychology. Special consideration will be placed on how concepts such as developmental, clinical, cognitive, and social psychology can be applied and integrated into the legal system. Prerequisite: PY 101.	
PY 350 Psychology and Christian Faith	3
Explores the integration of psychological research and Christian faith. Examines potential tensions and resolutions in integrating psychological and Christian approaches to understanding development, maturity, conversion, and counseling. Prerequisite: three courses in psychology, including PY 101. Periodic.	
PY 353 Psychological Assessment	3
Provides a survey of fundamental goals and principles of psychological assessment in both theoretical and applied contexts, including identifying the primary constructs assessed by psychologists. Students will explore theories, techniques, applications, and limitations of assessments and sample commonly used psychological screenings/tests. Includes overview of psychometric principles: test reliability/validity, and consideration of ethical and professional issues. Prerequisites: PY 101 and PY 227. Spring semester.	

PY 355 Helping Skills 3

Learn to use concepts and models of research-based helping skills. Skills-based and experiential course format providing first-hand experience in simulated role-play helping situations. Prerequisites: PY 101 and PY 227. Fall semester.

PY 357 Developmental Psychopathology 3

Explore the developmental psychopathology perspective and how it is used to understand selected disorders of childhood. Review of the description, assessment, epidemiology, etiology, and treatment of commonly diagnosed behavioral and emotional disorders in childhood. Prerequisite: PY 101 & either PY 210 or PY 358. Fall or spring semester.

PY 358 Psychopathology 3

Study of behavior categorized as mental illness or mental disorder. Introduction to the DSM and treatment. Pertinent issues in genetic and neurochemical factors, family interactions, and other social relationships examined. Prerequisites: PY 101. Fall and spring semester.

PY 359 Theories of Counseling 3

Introduction to the field of counseling, including major theoretical orientations, both historical and recent: psychoanalytic, behavioral, humanistic/existential. Prerequisites: PY 101 and PY 227 (PY 358 recommended). Fall and spring semesters.

PY 360 Psychology of Consumerism 3

Explores the effect of consumer culture on the lives of individuals. Topics include identity formation, psychological motivations for materialism and consumption, how consumerism shapes relationships, and its effect on the environment. Antidotes such as voluntary simplicity, gratitude, and mindfulness are also discussed. Spring semester.

PY 365 Psychology of Emotion 3

Focuses on the scientific study of emotion including how and why people express emotions; how and why people experience emotion (with an emphasis both on physiology and cognition); the development of emotion; and the effect culture has on both the expression and experience of emotion. Students are introduced to a variety of research methods in the field including facial judgment tasks, psychophysiology, diary studies, and cross-cultural research methods.

PY 370 Sports Psychology 3

Exploration of the many facets of sports psychology from both a theoretical and practical standpoint. Topics include characteristics of successful athletes, motivation, regulating anxiety and stress, aggression, team cohesion, leadership styles, and coaching youth sports. Recommended that PY 101 be taken previously. Jan Term.

PY 376 Health Psychology 3

The study of biological, psychological, and sociocultural perspectives influence an individual's overall health including; behavior change theory and application, coping and stress management, psychoneuroimmunology, the impact of personality and cognitive patterns, vision and goal development to facilitate health behavior change. Cross-listed: HS-376.

PY 376H Psychological Trauma and Resilience 3

Psychological Trauma and Resilience is an upper-division course designed to explore the nature of trauma and the various outcomes that suffering can produce. This course will first explore, at a micro level, the individual factors that can either hinder or facilitate emotional, psychological and spiritual growth before, during and after great suffering. Students will explore the various ways humans from a variety of cultures have interacted with suffering from Old Testament to current treatments for PTSD and research on hardiness and Post Traumatic Growth. We then survey the major conflicts the American Military has been involved in from the Civil War onward, comparing and contrasting, at a macro level, the variables that led to either increased resiliency and growth, or psychological degradation. Prerequisite: PY-358

PY 394 Research Assistantship 1-3

PY 400 Senior Pre-Practicum	1
Serves as preparation for Senior Practicum course. Topics include exploring student post-baccalaureate goals and interests, selecting a practicum site, and preparing for the practicum experience. Senior psychology major. By instructor permission only. Prerequisite: PY 400. Fall semester.	
PY 401W Senior Thesis	3
Final learning/evaluation situation for psychology majors. Design and carry out independent research project. Seminar format. Prerequisite: PY 201 and PY 301. Fall semester.	
PY 402 Senior Practicum	3
Placement in community agency or organization. Applications of psychological concepts and analysis of individual experiences in a seminar format. Prerequisite: PY-400 and senior psychology major. By instructor permission only. Spring semester.	
PY 475 Research Colloquium	1-3
Gain firsthand experience of the process of researching, critiquing, and writing in a collaborative small-group format under the guidance of a psychology faculty member and their research. Prerequisite: PY 101 and senior psychology major. Selection by instructor. Periodic offering.	
PY 499H Advanced Senior Thesis	1
Students will refine their original senior research project for publication in a professional journal or presentation at a regional or national professional conference. Prerequisite: PY 401W and approval of a faculty sponsor. Spring semester.	

Sociology

The Whitworth Sociology Department's mission is to prepare students with the skills to describe, explain, interpret and make a difference in social life. The department equips students to promote well-being in the arenas of social life around them and encourages students to explore the relationships between sociology and faith. To these ends, students are expected to master the substantive content of sociology and its methods of research and data analysis, to develop an ideal vision of social life as informed by sociology and each student's deepest convictions, and to be prepared to advance that vision through a career and social engagement. The faculty is committed to providing excellence in teaching, scholarship and mentoring, and to modeling community engagement through research, writing, consultation and service. In addition, sociology faculty members help foster a stimulating and supportive learning community and offer perspectives on social life and social issues from a variety of value frameworks and Christian traditions.

By the end of their major, students will be able to:

1. Achieve competency in the conceptual core of criminology/criminal justice or sociology in one of the three specialized tracks within the major.
2. Demonstrate an understanding of social inequalities.
3. Conduct and analyze social research using quantitative methods.
4. Identify and synthesize reliable sources of sociological research.
5. Write a competent, original research paper that conforms to disciplinary standards.
6. Work to clarify their worldview, values and deepest convictions, relating them in meaningful ways to sociology, to social issues and to the way they conduct their lives.
7. Identify and apply sociological concepts toward a career.
8. Demonstrate an understanding and appreciation of humans as social and cultural beings and the implications of that for responsible participation in social life.

All tracks require the following core courses: (12)

SO 120	Introduction to Sociology	3
SO 320	Sociological Theory	3
SO 337W	Social Research	3
SO 338	Statistical Analysis in Sociology	3

Social Analysis Track (45)

Core Courses		12
SO 120	Introduction to Sociology	
SO 320	Sociological Theory	
SO 337W	Social Research	
SO 338	Statistical Analysis in Sociology	
Practicum		3
SO 475	Sociology Practicum	
Social Inequalities		6
SO 203	Globalization	
SO 205	Social Stratification: Power, Prestige And Wealth	
SO 220	Race and Ethnicity	
SO 252	Sociology of Gender	
Social Institutions		6
SO 283	Deviance, Crime and Criminal Justice	
SO 311	Families and Society	
SO 330	Sociology of Education	
SO 343	Sociology of Religion	
SO 430/KIN 430	Sports and Society	
Electives (any additional sociology course)		18

Social Work & Human Services Track (45)

Core Courses		12
SO 120	Introduction to Sociology	
SO 320	Sociological Theory	
SO 337W	Social Research	
SO 338	Statistical Analysis in Sociology	
Required Courses		15
SO 205	Social Stratification: Power, Prestige And Wealth	
SO 271	Introduction to Social Welfare	
SO 368	The Helping Process in Social Services	
SO 425	Making Change: Social Intervention Strategies	
SO 475	Sociology Practicum	
Electives (any other sociology courses)		18

Note: One writing-intensive course is required.

Global Sociology Track (45)

Core Courses		12
SO 120	Introduction to Sociology	
SO 320	Sociological Theory	
SO 337W	Social Research	
SO 338	Statistical Analysis in Sociology	
Required Courses		
SO 203	Globalization	3
SO 238	Sociology of Middle-Eastern Society	3
SO 425	Making Change: Social Intervention Strategies	3
SO 475	Sociology Practicum	3
Study-Abroad: Participate in any study-abroad program for a minimum of 3 credits. If more than 3 credits are taken, the remaining credits may satisfy elective credits.		3
Electives (any other sociology courses as well as the following)		18
PO 151	International Relations	
PO 353	International Political Economy	
PO 425W	International Development	
Study-Abroad: Participate in any study-abroad program		

Requirements for a Criminology & Criminal Justice Major, B.A. (51)

SO 120	Introduction to Sociology	3
SO 220	Race and Ethnicity	3
SO 252	Sociology of Gender	3
SO 283	Deviance, Crime and Criminal Justice	3
SO 337W	Social Research	3
SO 338	Statistical Analysis in Sociology	3
SO 370	Delinquency and Juvenile Justice	3
SO 373	Rethinking Justice: Courts & Corrections	3
SO 384	Policing Human Services	3
SO 475	Sociology Practicum	3
One of the following:		3
PO 102	American National Politics	
PO 223	Introduction to Law and the Legal System	
PO 464W	American Constitutional Law	

One of the following:		3
SO 410	Intergroup Dialogue	
COM 223	Small Group Communication	
COM 323	Organizational Communication	
Other additional sociology classes-Work closely with your advisor		15

Requirements for a Sociology Minor (15)

SO 120	Introduction to Sociology	3
Four additional courses in sociology chosen in consultation with a sociology advisor		12

U.S. Cultural Studies Minor (18)

Requirements for a U.S. cultural studies minor are listed under the USCS page (p. 336).

Courses

SO 120 Introduction to Sociology 3

Examination of the concepts, methods and findings sociologists use to understand social life in the U.S. and other cultures. Analysis of social groups and processes, from families and cities to crime, social change, and inequalities of gender, race and class. Exploration of social problems and how to make a difference. Also listed as TES 120. Fall and spring semesters.

SO 120H Honors Introduction to Sociology 3

Examination of the concepts, methods and findings sociologists use to understand social life in the U.S. and other cultures. Analysis of social groups and processes, from families and cities to crime, social change, and inequalities of gender, race and class. Exploration of social problems and how to make a difference.

SO 121 Intro to Sociology for Health Sciences 3

This course is designed as an introduction to sociology for students in the health sciences (biology, chemistry, nursing, training, pre-med, etc.). By the end of the course, students will be able to identify, explain and apply sociological concepts, theories, and research methodologies that relate to health disciplines. More importantly, this course will help students develop their sociological imagination, a skill that will enhance their capabilities as health professionals. We highly recommend this course for students who will take the MCAT. Jan term only.

SO 200 Introduction to Cultural Anthropology 3

This course has two basic objectives: to develop a framework for understanding other cultures and to learn skills to communicate that understanding. Through a systematic investigation of the nature of culture and a comparative study of cultures and peoples known to humankind at the present time, it is expected that we can better understand ourselves and the social world around us. Offered Jan Term in Hawaii.

SO 200H Introduction to Cultural Anthropology 3

This course has two basic objectives: to develop a framework for understanding other cultures and to learn skills to communicate that understanding. Through a systematic investigation of the nature of culture and a comparative study of cultures and peoples known to humankind at the present time, it is expected that we can better understand ourselves and the social world around us. Also listed as DS / USCS 200. Offered Jan Term in Hawaii.

SO 203 Globalization 3

Globalization is an introduction to global studies from sociological and interdisciplinary perspectives. The course will examine economic, political, cultural, and social ties between nations, drawing on theories and concepts from several disciplines that include international studies, political science, economics and the humanities in addition to sociology. Topics to be covered include theories of global integration, global inequality, the media, and the spread of western and non-western cultures and ideologies.

- SO 205 Social Stratification: Power, Prestige And Wealth** 3
 Examination of structural and cultural processes that govern social stratification, life chances, and social exclusions. Application of concepts to social problems related to stratification, demonstrating an ability to propose effective ways to treat harmed persons and develop preventive structural changes. Prerequisite: SO 120
- SO 220 Race and Ethnicity** 3
 Examines racial and ethnic relations around the world, with emphasis on the United States. Students explore race as a social construct and its intersections with class, gender and immigrant status. Emphasis is put on racism within social institutions along with analysis of beliefs and privilege at the individual level. Prerequisite: SO 120. Also listed as DS/WGS/USCS 220.
- SO 238 Sociology of Middle-Eastern Society** 3
 An overview of geography, history, demographic characteristics, social stratification, political behavior, socio-religious institutions, revolutionary change, problems of diversity, complementarity and integration in the people and cultures of the Middle East, including the Palestinian-Israeli conflict; the gulf crisis and its aftermath; the Middle East and international inequality; and prospects for peace and the future. Also listed as DS 238. Fall semester.
- SO 252 Sociology of Gender** 3
 This course will cover topics related to the construction, development, and impact of gender in society. Students will examine how are gender intersects with race, ethnicity, class, sexuality and other dimensions of identity. Finally, students will look at the relationship between family, education, the media, politics, economics, and religion. Students will be asked to consider the role of faith and values and how that shapes our understanding of gender in society. Prerequisites: SO 120 or WG 201. Also listed as WGS 252.
- SO 271 Introduction to Social Welfare** 3
 Examine the theory and practice of social welfare in social and historical context. Develop an understanding of the variety of at-risk populations served by public and private agencies and look at the ways in which we attempt to provide for their welfare. Thoughtfully consider social welfare in light of Christian faith. Prerequisite: SO 120. Fall semester.
- SO 283 Deviance, Crime and Criminal Justice** 3
 Analysis of the theoretical core of criminology, including concepts related to deviance, crime, and criminal justice. Students will assess the nature of social problems related to the criminal justice system, show an ability to propose effective ways to treat harmed persons, and develop preventive structural changes. Students will also clarify faith commitments, values, and deepest convictions as they relate to social issues regarding deviance and crime. Prerequisite: SO 120.
- SO 303 Globalization and Social Change And Wealth** 3
 Globalization and Social Change is an introduction to global studies from sociological and interdisciplinary perspectives. The course will examine economic, political, cultural, and social ties between nations, drawing on theories and concepts from several disciplines that include international studies, political science, economics and the humanities in addition to sociology. Topics to be covered include global social movements, global inequality, the media, and the spread of western cultures and ideologies. Offered in Continuing Studies only.
- SO 304 Social Health in Scandinavia** 3
 This course will examine structures and systems in Scandinavia that contribute to the social health of those countries. Students will engage in comparative analysis of welfare and non-welfare states by investigating the principles and challenges that underpin the Scandinavian welfare states including education, gender and family policies, and health systems. This course includes a two-week study tour in Denmark, Sweden, and Norway. Offered May term, even years.

SO 307 Latin American Politics 3

Explore the wide range of problems facing Latin American societies based on their past underdevelopment. Takes a thematic approach, focusing on subjects as diverse as the military, peasants, Indians, U.S. foreign policy, multinational corporations, urbanization and education. Build an understanding of Latin America using the resources of sociology. Prerequisite: SO 120. Also listed as LAS 308.

SO 311 Families and Society 3

Family, kinship and marriage in societal context. Human families in their many forms are examined cross-culturally and historically; primary emphasis is upon the changing shape and character of American families today. Impact of class, race and values on family life is explored. Special focus is on parent-child relations and the problems of children in American families. Prerequisite: SO 120. Periodic offering.

SO 311W Families and Society 3

Family, kinship and marriage in societal context. Human families in their many forms are examined cross-culturally and historically; primary emphasis is upon the changing shape and character of American families today. Impact of class, race and values on family life is explored. Special focus is on parent-child relations and the problems of children in American families. Continuing Studies only.

SO 315 Funding and Grant Writing 3

Identification of potential funding sources and preparation of application documents is covered. Analysis of successful grants and assistance from local resources will be reviewed. Individuals who work for entities who depend on grants and outside funding should take this course. For continuing studies evening students only.

SO 316 Career Exploration in Human Svcs 3

This course is designed to help Continuing Studies students explore their career interests and goals. Throughout the course students will seek knowledge, skills, and dispositions necessary for success in their chosen field, with an emphasis on the field of human services. They will be invited to develop an ethical framework that can be applied in their professional life. Through formal assessment, personal reflection, individual research, and interaction with others, students will become familiar with the current hiring environment in greater Spokane, and prepare themselves to be competitive for internship and employment opportunities. Continuing Studies only.

SO 319 Criminological Theory Human Services 3

This course explores classical and contemporary theories in order to understand the nature, causes, and treatment of criminal behavior. Students will investigate biological, social, psychological, and environmental theories, while also exploring the role of faith in understanding and responding to crime. This foundation will further allow students to explore and understand current approaches to prevention, punishment and treatment of criminal offenders. Continuing Studies only.

SO 320 Sociological Theory 3

An overview of the development sociological thought, focusing on the men and women whose questions and perspectives were shaped by philosophical and social contexts. The course will assess sociological theories in classical and contemporary eras, explore how it helps us understand contemporary society, and relate it to faith and worldview perspectives. Prerequisite: SO 120. Fall semester.

SO 322 U.S. Civil Rights Movements 3

This course explores social movements by focusing on a single case the US Civil Rights Movement. The course looks at the history of the civil rights movements as a vehicle to explore the dynamics of social movements.

SO 323 Race, Inequality, and US Social Policy 3

This course examines racial inequality in the context of American social policy. The course takes a historical and chronological approach to tracing the ways in which racial and ethnic minority groups have been systematically excluded from social programs and policies from the founding of the country to the present. There is a focus on current policy debates, and students will have the opportunity to explore ways of dismantling structural inequalities in the policy arena.

SO 325 Sociology of Death and Dying 3

Looks at death due to both disease process and trauma. Elements of study will include various care giving options; emotional aspects associated with lengthy dying process v. traumatic death; as well as loss and grief; cultural influences regarding care/treatment; religious/spiritual influences; legal and business issues.

SO 326 Sociology of Marriage 3

Examination of marriage and intimate relationships in the U.S. today. Sociological research and value perspectives are used to understand such issues as mate selection, cohabitation, careers and marriage, power, communication and conflict, diverse marriage styles, divorce and remarriage. Major emphasis given to the nature and dynamics of sexuality and gender in intimate relationships. Faith perspectives on marriage, sex, and gender are explored. Prerequisite: SO 120.

SO 330 Sociology of Education 3

This course explores the relationship between education and society: why some students advance further than others; what shapes the organization of schools; how race, class, and gender interact with education; and educational reform.

SO 337W Social Research 3

Designing, conducting and interpreting research in an essential skill required of many modern occupations. In this class in organized curiosity, students receive experience in social research by participating in the design and implementation of a class research project. Valuable skills in problem formulation, research design, measurement, questionnaire construction, interviewing, data collection and analysis will be gained as the student encounters these issues in our class research project. Prerequisite: SO 120 and two other sociology courses. Spring semester.

SO 338 Statistical Analysis in Sociology 3

Learn how to use the computer to do statistical analysis. Become familiar with some basic statistical procedures and develop skills ranging from simple tasks of data entry, data management, data transformation, defining data files and file editing to more complex tasks of univariate, bivariate and multivariate statistical data analysis. Hands-on experience using SPSS software. Prerequisite: SO 120. Fall semester.

SO 340 Political Soc.: Identity, Groups & Power 3

Political Sociology: Identity, Groups and Power is centrally concerned with political relations, policies, and practices, as well as larger questions of conflict, cooperation, power, influence, and authority. This course aims to survey the dynamic field of political sociology, including the nature and roles of power, influence, and authority; citizenship, nationalism, the state and nation; the sociology of law; class, the power elite, and political economy; transnational processes, imperialism, and hegemony; social movements and social change; gender; race, culture, and identity politics; and a wide array of other topics that impact our world today.

SO 343 Sociology of Religion 3

How can one make sense of religion? A variety of theoretical and methodological "ways of looking" will be used in an attempt to understand religious behavior. Religion will be explored both as it is affected by its social context and as it affects society. Sociology has been seen as both serious threat to cherished religion and a valuable tool for ministry. Both tensions and conversations between Christianity and sociology will be examined. Prerequisite: SO 120. Periodic offering.

SO 343H Race Across America**3**

This unique Amtrak study tour across America exposes students to the history and experience of non-white racial/ethnic groups. These histories, communicated via museum exhibitions, tours, and special lecturers, detail the contributions, sufferings and cultures of these groups. These specific analyses are complemented by an examination of the general sociological dynamics of race in America. Prerequisites: selection by instructor, completion of SO 120. Jan Term, odd years

SO 360 Sociology of the Environment**3**

This course explores social issues related to environmental justice using theories and concepts from the field of Sociology. Sociological issues addressed include inadequate access to healthy food, inadequate transportation, air and water pollution, unsafe homes, etc. Students will examine contemporary environmental concerns associated with the unequal distribution of environmental hazards across societies, social groups, and communities. Students will explore the social, industrial, and government forces that create inequitable burdens of environmental pollution as well as movements to reduce such burdens. This course considers the global impact of environmental injustices.

SO 364 Rural Sociology**3**

This course exposes students to a rich tradition of sociological research about rural America. The goal of the course is to provide a social scientific lens on rural America, helping students better understanding rural people and places and giving them the tools to evaluate popular depictions of the rural that have proliferated. The course is structured around key sociological institutions, identities, and challenges-but with a rural focus.

SO 365 Cities and Urban Life**3**

Develop skills for understanding today's urban world. Explore the development of the city, patterns of urban settlement, the influence of urban environment upon group life and individual personality, the pathology and possibilities of urban life, and social aspects of urban planning. Examine the situation of the "truly disadvantaged" and learn how to explore an urban subculture. The real city as a learning laboratory: literature, games, guests, movies, field trips, class TV studies and field projects. Prerequisite: SO 120.

SO 368 The Helping Process in Social Services**3**

Learn to use core concepts, values, and skills for helping people in social-service settings. Become familiar with interviewing, assessing and behaving professionally in these settings. A Christian view of the helping process will be integrated with the skills and knowledge.

SO 370 Delinquency and Juvenile Justice**3**

The class will review prominent theories on delinquency causation and will use these theories to understand case examples of people who exhibit delinquent behavior. A firsthand introduction to the components, agencies, programs and trends in the juvenile-justice system will move from theory to more pragmatic concerns. Prerequisite: SO 120.

SO 372H Honors Sociology of Religion: Religious Ecology**3**

This course offers a hands-on, in-depth exploration of one approach within sociology of religion - religious ecology. Religious ecology does not refer to religious and theological approach to ecological issues such as the environment or global climate change. Rather this is an approach that seeks to understand religious institutions and organizations by examining them within their own ecological context: by situating them within their local social, cultural, demographic and organizational contexts.

SO 373 Rethinking Justice: Courts & Corrections**3**

This course serves to introduce students to the major processes, theories and contemporary issues in courts and corrections. This course will allow students the opportunity to explore their own personal and faith informed views on court and correctional practices, policies and research. This course will give students the tools needed to think critically about how court and correctional practices and policies impact communities, families and individuals.

SO 375H Planned Communities	3
This course examines the way the physical environment affects social dynamics. But instead of just talking about the relationship between space and social life, students will create tangible models of communities that manipulate these relationships. In this sense, students will become community planners. Travel to various planned communities is required.	
SO 377 Sects and Violence	3
This course investigates the organizational dynamics of new religious movements: seeking to understand why/how they proliferate, and exploring processes of recruitment. We will also examine conflicts of these movements with churches, anti-cult organizations, and the state. Prerequisite: SO 120.	
SO 381 Sustainable Development Abroad: Poverty, Inequality, Environment, Social Change	3
Establishes a basic understanding of the theory and practical application of the "hows" and "whys" of a particulate international culture abroad, particularly as it relates to the historic, present and future challenges of that economy and to doing business with various people groups at home and abroad. Business models unique to non-American cultures will be explored in depth. Also listed as DS 381. Also listed as LAS 381.	
SO 383 Seminar in Criminal Justice	3
Students will better understand the criminal justice system and policing. Students will analyze current public policies regarding criminal justice within the American social context. Field experiences and guest speakers will prepare students for their practicum as well as expose them to career opportunities. Students will be required to reflect on their personal policing philosophy given their Christian faith or deepest convictions. Continuing Studies only.	
SO 384 Policing Human Services Human Services	3
Policing in the United States presents a unique challenge for our culture. Balancing the need for police presence with individual rights and ensuring that police operate within legal and ethical boundaries is a continuing push/pull for our society. This course will examine the challenges presented to police and the community. Students will examine the history of policing, and integrate theory, research, and policy to develop a foundation and understanding of policing. Community relationships, police work, police culture/behavior, police discretion, and other related topics will be explored. Students will also analyze why law enforcement is such a polarizing issue in our current society.	
SO 386 Readings	1
Selected readings in sociology and/or social service arenas designed to broaden knowledge. Self-paced; conference with instructor at the end of the semester. Obtain reading list by calling 509.777.3222. Open only to Whitworth Continuing Studies students	
SO 387 Drugs and Society	3
The course focuses on drug use and abuse from a biopsychosocial perspective. Specifically, the course explores the health related consequences of drug use, the historical aspects surrounding use and abuse, and issues and solutions in treatment and enforcement. Spring semester. Also listed as HS-387.	
SO 389 Justice in the Americas: Inequality, Environment, Social Change	3
This course is an exploration of issues related to social justice in Latin America in the last 150 years. The course will also touch upon greater global issues related to religious movements, ethnic identities, efforts at peace and reconciliation, development strategies and environmental studies. This trip is proposed as a study away academic course.	
SO 390 Internship	1-4

SO 396 Career Exploration in Human Services 3

This course is designed to help Continuing Studies students explore their career interests and goals. Throughout the course students will seek knowledge, skills, and dispositions necessary for success in their chosen field, with an emphasis on the field of social services. They will be invited to develop an ethical framework that can be applied in their professional life. Through formal assessment, personal reflection, individual research, and interaction with others, students will become familiar with the current hiring environment in greater Spokane, and prepare themselves to be competitive for internship and employment opportunities.

SO 410 Intergroup Dialogue 3

This course engages students with one another to work collaboratively on addressing topics related to race, class, gender, and cultural differences. Students will meet sporadically throughout the semester and will co-facilitate two intergroup dialogue sessions overseen by the course instructor(s). Also listed as USCS 410.

SO 420H Sociology & History of the Black Church 3

The course will provide students with an opportunity to learn about the history and sociology of the black church, and engage them in hands-on research. The course will cover the history, theology and social significance of the black church; as well equip students with hands-on archival research experience, qualitative, sociological research methods, and GIS (geographic information systems) competency. Additionally, in the class, students will be actively involved in research project design, including congregational case selection, archive location, methodological decisions, protocol creation, and data collection.

SO 425 Making Change: Social Intervention Strategies 3

Learn to use a 'sociological imagination' to explore the relationship between personal troubles and public issues while examining a variety of social problems. Examine steps, strategies, approaches and skills used to make change while developing an understanding of neighborhoods, communities and organizations. Experience change firsthand and apply course material by participating in a service learning project outside the classroom. Prerequisite: SO 120 and SO 337. Also listed as DS 425. Spring semester.

SO 430 Sports and Society 3

Interrelationships of sports with other aspects of culture. Role of sports in American society. Prerequisite: SO 120. Also listed as KIN 430. Spring semester.

SO 430W Sports and Society 3

Interrelationships of sports with other aspects of culture. Role of sports in American society. Prerequisite: SO 120. Also listed as KIN 430. Spring semester.

SO 437 Social Research Practicum 2

This is hands-on research practicum in which the students will engage in an actual social research project under the guidance and supervision of a faculty member, write an article-length paper based on the project, and present their findings and results at two scholarly conferences in the Spring - the Pacific Sociological Association Conference (PSA) and the Spokane Intercollegiate Research Conference (SIRC). Prerequisite: SO-120, SO-337, and SO-338.

SO 438 Social Research Practicum II 1

This is hands-on research practicum in which the students will engage in an actual social research project under the guidance and supervision of a faculty member, write an article-length paper based on the project, and present their findings and results at two scholarly conferences in the Spring, the Pacific Sociological Association Conference (PSA) and the Spokane Intercollegiate Research Conference (SIRC). Prerequisites: SO-120, SO-337, SO-338 and SO-437.

SO 465 Population Analysis**3**

An analytical approach to population movements and the effects that population movements have on social environments. Students will interface with computer-based Geographic Information Systems (GIS) to learn specific skills and techniques used by professional demographers. Students will apply these skills to promote social well-being in various local and global contexts, reflecting upon their moral responsibilities as members of a populated world. Prerequisite: SO 120. Also listed as ENS-275.

SO 466W Ethics in Public Service**3**

Examining the role, values and issues of management in social service and public agencies in the context of democratic governance, citizen participation, power structures and professional codes of conduct, with an emphasis on developing skill in critical and ethical reasoning and decision making. Continuing Studies only.

SO 475 Sociology Practicum**3**

Through placement in a social agency, students apply their sociological understandings and develop new questions and insights to enrich their sociology. Interns meet in a cluster-group seminar to learn together and process their experiences. Prerequisite: SO 120. Junior or senior sociology major. Spring semester.

SO 478 Contemporary Sociology: Perspectives and Practice**3**

A capstone course for senior sociology majors. Contemporary sociological perspectives are examined, from neo-Marxist to postmodern sociologies. Diverse forms of sociological practice are explored with emphasis upon how sociologists connect their personal commitments with sociological practice. Students clarify how they will "live their sociology." Prerequisite: SO 320W.

Teaching English to Speakers of Other Languages (Interdisciplinary Minor)

The short-term TESOL minor program is intended for students who desire to teach English to speakers of other languages. It is not designed as certification for the U.S. public school system, which can be obtained through the School of Education. This program focuses on the theories and the practice of teaching English, including English-language structure and acquisition, sociocultural knowledge, language pedagogy and field experience.

Requirements for a TESOL Minor (16)

TES 361/EDU 361	Second-Language Acquisition	3
TES 362/EDU 362	ELL Methodology	3
TES 388/EL 388	Structure and Development of the English Language	3
TES 372/EDU 372	Refugee and Immigrant Experiences	3
One of the following:		3
TES 120/SO 120	Introduction to Sociology	
TES 398/COM 398	Intercultural Communication	
TES 364/EDU 364		1

Courses

TES 120	Introduction to Sociology (Cross-listed as SO 120)	3
TES 361	Second-Language Acquisition (Cross-listed as EDU 361)	3
TES 362	ELL Methodology (Cross-listed as EDU 362)	3
TES 364	TESOL Field Experience (Cross-listed as EDU 364)	1-3
TES 372	Refugee and Immigrant Experiences (Cross-listed as EDU 372)	3
TES 388	Structure and Development of the English Language (Cross-listed as EL 388)	3
TES 398	Intercultural Communication (Cross-listed as COM 398)	3

Our Mission

Whitworth Theatre is a collaborative training ground for storytellers, performers and theatre-makers. We believe theatre is rooted in the investigation of the diversity of the human experience and can only be successful when it is actively anti-racist and disavows all forms of oppression. Through rigorous personalized study, students learn to amplify their voices and articulate meaningful connections between the art they create and the beliefs they hold.

Learning Outcomes

- Create and deliver a presentation (audition package, performance, presentation).
- Employ basic production and performance skills (including textual analysis).
- Reflect on artistic choices with an eye toward continual improvement.
- Thoughtfully respond to a performance (including historical and cultural context).
- Effectively employ a variety of writing skills.
- Demonstrate professionalism.
- Effectively articulate meaningful connections between the art they make and the beliefs they hold.

Requirements for a Theatre Major, B.A.

Required Core Courses (26-29)

Take 2 credits from the following:		2
TA 145	Theatre Production	
TA 245	Theatre Production	
TA 345	Theatre Production	
TA 445	Theatre Production	
TA 231	Performance Theory and Practice	3
TA 250	Production Management	3
TA 270	Stage Makeup & Costume Construction	2
TA 273	Acting: Fundamentals	3
TA 275	Stagecraft I	0.00,3
TA 361	Fundamentals of Directing	3
TA 430	Private Lessons	1
TA 476W	History of Theatre I	3
TA 477W	History of Theatre II	3
TA 498	Senior Project	3

All students enter the major in the general track and remain in the track unless they apply for admission into one of the other tracks. Only students who have specific postgraduate education and/or career goals in another track should apply to that track. Admission into track II, III or IV carries with it the expectation of significant contributions to the department in those areas. Admission is limited to two tracks.

Track I: General (40)

Required core courses		25
One of the following courses:		3
TA 277	Design & Production: Lighting & Sound	
or TA 377	Design & Production: Lighting & Sound	
TA 278	Design & Production: Scenic & Costume	
or TA 378	Design & Production: Scenic & Costume	
Two courses from the following:		6
TA 100	Introduction to Theatre	
TA 215	Film Performance & Production	
TA 216	Modern Drama	

or EL 216	Modern Drama	
EL 247	Shakespeare	
TA 276	Improvisational Acting	
TA 301H	The Actor's Experience: New York City	
TA 314H	Church Drama	
Six additional approved credits in theatre		6

Track II: Acting & Performance (44)

Required core courses		25
TA 276	Improvisational Acting	3
TA 279	Voice for the Performer	2
TA 316	Devising	3
TA 342	Principles of Movement	2
TA 373	Acting: Styles	3
TA 473	Acting: Scene Study	3
3 additional credits in theatre		3

Track III: Community-Based Theatre (40)

Required core courses		25
TA 116	Theatre in Community	3
TA 348	Performing the Self	3
TA 316	Devising	3
AR 435/TA 435	Leadership in the Arts	3
Three additional advisor-approved credits in community engagement courses		3

Track IV: Production (40)

Required core courses		25
TA 278	Design & Production: Scenic & Costume	3
or TA 378	Design & Production: Scenic & Costume	
TA 277	Design & Production: Lighting & Sound	3
or TA 377	Design & Production: Lighting & Sound	
One of the following theatre courses:		3
TA 217	Mask-Making	
TA 220	Art At Large	
TA 303	Entertainment Rigging	
One of the following art history courses:		3
AR 260, 360	History of Ancient Art	
AR 261, 361	History of Renaissance and Baroque Art	
AR 263, 363	History of Modern Art	
AR 264, 364	History of Medieval Art	
One of the following art studio courses:		3
AR 101	Drawing I	
AR 120	2-D Design	
AR 124	Adobe Creative Suite and Indesign	
AR 210	Painting I	
AR 355	Sculpture I	

Requirements for a Theatre Minor (17)

(meets current endorsement requirements)

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

TA 100	Introduction to Theatre	3
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TA 231	Performance Theory and Practice	3
TA 270	Stage Makeup & Costume Construction	2
TA 273	Acting: Fundamentals	3
TA 275	Stagecraft I	3
TA 361	Fundamentals of Directing	3
Required for teaching endorsement only		
TA 344	Theatre Across the Curriculum (1 cred)	
Three additional advisor approved credits		

Requirements for a Theatre-Dance Minor (21)

TA 137/PE 137	Modern Dance I	2
TA 143/PE 143	Ballet I	2
TA 183/PE 183	Jazz Dance I	2
TA 342	Principles of Movement	2
TA 381	Choreography	2
TA 382	Dance History	2
Two of the following:		4
TA 337/PE 337	Modern Dance II	
TA 236	Hip Hop	
TA 283	Musical Theatre Dance	
TA 343/PE 343	Ballet II	
TA 383/PE 383	Jazz Dance II	
One of the following:		3
TA 231	Performance Theory and Practice	
TA 250	Production Management	
TA 275	Stagecraft I	
Two additional approved theatre or dance credits		2

FA Courses

FA 101 Introduction to the Fine Arts	3
Integrates the disciplines of art, music, theatre and dance into an examination of the fine-arts experience. Examines elements, media, expressiveness. Periodic.	
FA 300 British Culture through the Arts	3
Experience various aspects of English theatre and British culture through three weeks in London. Students are required to visit museums, art galleries, cathedrals, universities and other places of historical and cultural significance, as well as multiple chosen theatre and music events. Priority will be given to junior/senior students. Periodic.	
FA 301 Power and Politics of Art: Italy/Germany	3
Exploration of the arts (primarily visual arts and music) in Rome, Florence, and Berlin, with emphasis on the arts in relation to history, culture, and political systems. Jan Term, odd years.	
FA 304 The Arts in Christian Worship	3
Explore the ways that the arts have shaped and been shaped by Christian worship practice from the early church to the present, through study in Rome, Taize, and London. Students will visit cathedrals, museums, and other places of historical and cultural significance. Jan Term, even years.	
FA 305 Christianity and the Arts in Italy	3
This course will lead students to the following Italian cities: Milan, Venice, Florence, Siena, Assisi and Rome. The goals of this program are to study and analyze historical and religious developments of Christianity in Italy with an additional emphasis on Christian fine arts. Students will face important political, religious and artistic issues that have shaped Italian Christianity and culture in the past and present. Periodic.	

FA 309 Power and Politics of Art Prep Course 1

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

FA 365 Fine Arts Culture in Britain 4

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

TA Courses

TA 100 Introduction to Theatre 3

An introduction to theatre history, literature, criticism, and the practicalities of creating theatre, with particular emphasis upon its cultural and social influences on society. Spring and Fall. Fulfills-Fine Arts.

TA 110 Introduction to Dance 1

Basic concepts and principles of jazz, modern, and ballet. This course is designed for the non-dancer student seeking to explore dance in a safe learning environment. Also listed as PE 110. Fulfills-Physical Wellness; Emotional Wellness Tag.

TA 116 Theatre in Community 3

An introduction to theatre in a community context. Includes study of at-risk student populations, urban poverty, and playwriting as a tool for social change. Practical application of skills and knowledge in Spokane public school. Jan Term, even years.

TA 130 Private Lessons 1-2

Individual instruction arranged with members of the theatre faculty. All theatre majors must enroll for private lessons concurrently with TA 498, Senior Project. Arrangements by non-majors must be made with the department before registering for private lessons. Fall and spring semesters. Fee.

TA 137 Modern Dance I 2

Analysis and theory of modern dance with an emphasis on basic technique and movement exploration. Includes a study of the evolution of modern dance and its past and present pioneers. May be repeated. Fall semester. May count as ONE PE activity course. Also listed as PE 137. Fulfills-Fine Arts & Physical Wellness; Emotional Wellness Tag.

TA 143 Ballet I 2

Beginning instruction in classical ballet focusing on vocabulary and technique. Includes barre and center exercises designed to develop coordination, balance, flexibility and strength. Fall semester. May count as ONE PE activity course. Also listed as PE 143. Fulfills-Fine Arts, Physical Wellness; Emotional Wellness Tag.

TA 145 Theatre Production 1

Instruction and performance on stage or backstage in a major theatre production. Repeatable for credit to a maximum of 6 semester credits. Registration for credit in Theatre Production is contingent upon a successful audition or permission granted for backstage work. Graded S/NS.

TA 152 Cross Training With Dance Conditioning 1

This course uses the fundamental practices of dance to educate, inspire and transform the body for optimal physical health. Students will engage with dance practices to strengthen and lengthen the body; improving muscle tone, flexibility, and physical performance. Dancers, athletes, and anyone wanting to improve the overall health and performance of their body, will benefit from this course. Fulfills-Physical Wellness.

TA 156 Physical Theatre	1
An applied, movement-based class exploring contact improvisation, self-expression, the body in space, and the body in relationship to others. Students will be introduced to various practitioner's training methodologies and learn to develop their own movement practice. Also listed as PE 156. Fulfills-Physical Wellness.	
TA 183 Jazz Dance I	2
This course is a first level study of jazz dance. Students will explore this art form through monthly lectures on the history of jazz, physical exploration of the unique aspects of jazz, and strengthen individual understanding of fundamental jazz dance vocabulary, technique and choreography. Fall semester. May count as ONE PE activity course. Also listed as PE 183. Fulfills - Fine Arts, Physical Wellness; Emotional Wellness Tag.	
TA 184 Physicality and Spiritual Formation	2
The course seeks to offer students opportunities to explore the biblical, historical and experiential connection of prayer, posturing and movement. An overview of embodied prayers and movement meditations will be presented. Periodic Jan Term. Also listed as PE 184 and TH 184. Fulfills - Physical Wellness; Emotional Wellness Tag.	
TA 215 Film Performance & Production	3
The purpose of this course is to give students an in depth understanding of how to translate their stage acting experience into skills that can be used on both sides of the camera. Students will develop a vocabulary for communication within the craft of screen acting and will gain an understanding of how the camera affects and guides their performance. Working on both sides of the camera as film directors and screen actors, camera/shot design basics, on-set terminology and protocol, and reading a screenplay will all be covered. Practicum in auditioning, rehearsing, on-set performance and directing techniques will be emphasized. Also listed as FVNS 215. Periodic.	
TA 216 Modern Drama	3
A survey of modern drama including major movements, playwrights, and representative plays from 1900 to the present. International in scope, with attention to the ways that plays emerge from, reflect, contend with, and contribute to culture. Please watch the following video for more information: https://www.youtube.com/watch?v=jHAoEfiY6bw&feature=youtu.be Also listed as EL 216. Fulfills - Culture & Diversity, Lit. & Storytelling	
TA 217 Mask-Making	3
Hands-on application of the design and production concepts and techniques of theatrical mask making including experimentation with a variety of artistic mediums. Jan Term, periodic. Fee.	
TA 219 Multicultural American Theatre	3
A multicultural exploration of underrepresented theatre artists in the US. Through play reading, performance viewing, and creating original work, students will engage with and analyze artistic expression from at least two (and often more) perspectives from within the US cultural context. African American, Asian American, Latinx, LGBTQ+, and/or Native American plays are often featured.	
TA 220 Art At Large	3
Introductory exploration of the production techniques and painting skills utilized in the creation of large scale two dimensional artwork combining creative expression and collaboration. Jan Term, Periodic. Fee.	
TA 230 Private Lessons	1-2
See TA 130.	
TA 231 Performance Theory and Practice	3
Students create solo and group performances in non-traditional styles. Emphasis on both practical skill-building and theoretical understanding of performance. Periodic. Fulfills -Fine Arts, Oral Communications.	

TA 236 Hip Hop 2

An intermediate level course focused on challenging students to explore multiple styles and levels of hip hop dance. Students will learn the following styles of dance including: hip hop, breaking, popping, locking, and contemporary hip hop through classroom warm-ups, choreography and instructional videos. As this course is performance based, students are required to perform and the majority of class-time will be spent on learning and polishing choreography. Spring semester, even years. Also listed as PE 236. Fee. Fulfills - Physical Wellness; Emotional Wellness Tag.

TA 237 Tap 2

Instruction in tap dancing focusing on vocabulary and technique. All levels of experience welcome. The culminating project is a public performance of student-choreographed tap compositions. Spring semester, periodic offering. Also listed as PE 237. Fulfills Fine Arts and Physical Wellness. Emotional Wellness Tag.

TA 245 Theatre Production 1

See TA 145.

TA 250 Production Management 3

Introduction to the principles and practices of stage and production management for theatre and the related performing arts. Emphasis on management style, facilitating communication and conflict management. Fall semester, even years.

TA 270 Stage Makeup & Costume Construction 2

An introduction to the art of stage makeup. Lab experience includes brief explanations and demonstrations followed by student applications. Enrollment is limited. Spring semester. Fee.

TA 273 Acting: Fundamentals 3

Learn to live truthfully under the imaginary circumstances of a play. The objective is for the student to become an intelligent actor, able to analyze and critique a script, develop a character, and respond to a directors coaching. Enrollment is limited. Also listed as FVNS 273. Fall and spring semesters.

TA 274 Environment and Performance 3

Explore our relationships with the land we inhabit through engagement with indigenous elders, artists, scientists, and the land itself. Learning will culminate in original performance pieces, crafted in response to and in dialogue with the ecosystem encountered. Most class days spent partially or entirely outside.

TA 275 Stagecraft I 3

This course will provide an introduction to terms, tools and equipment utilized in technical theatre including, but not limited to, scenic construction, basic lighting, and sound. Fee.

TA 276 Improvisational Acting 3

Learn exercises and techniques leading to self-discovery in the releasing of creative potential. Experience problem-solving games and activities and perform before various audiences. Spring semester. Fee.

TA 277 Design & Production: Lighting & Sound 3

A project based course introducing the principles, methods, historical development, and evolution of lighting and sound design. Includes exploration of the design process, script analysis, visual research skills, and the application of design principles. The format of the course includes demonstrations of design tools & techniques, project lab sessions, discussion of design theory and practices, and peer critiques of the process and projects. Fall semester, odd years. Fee.

TA 278 Design & Production: Scenic & Costume 3

A project based course introducing the principles, methods, and development of scenic and costume design and production. Includes exploration of the design process, script analysis, research skills, and application of design principles. The format includes tool and technique demonstration, project lab sessions, theory and practice discussion, and peer critiques. Fall semester, even years. Also listed as FVNS 278. Fee.

TA 279 Voice for the Performer	2
Training in the effective use of the speaking voice for public performance. Limited to theatre majors; others by permission. Spring semester. Also listed as FVNS 279.	
TA 283 Musical Theatre Dance	2
Examination of the unique history of musical theatre. Students study the techniques and choreographic styles required for performance in musicals. The culminating project is a public performance. Spring semester, odd years. Also listed as PE 283. Fee.	
TA 301H The Actor's Experience: New York City	3
Explore culture, history and arts in New York City, from the artist's point of view. Students are exposed to a variety of art forms, including music, visual art, film, dance and theatre. It also includes a participatory, skill-building experience, in which students work with NYC arts professionals to learn performance skills. Jan Term study tour, periodic.	
TA 302 Healthcare Theatre	1
This course is an introduction to the use of theatre in healthcare. Simulated patients, portrayed by healthcare students or trained actors, are frequently utilized in healthcare education to improve both clinical skills and interpersonal communication. Students will engage in simulation and activities designed to enhance empathy, patient-provider communication skills, and development/portrayal of characters with medical conditions. Also listed as HS 302. Spring periodic.	
TA 303 Entertainment Rigging	3
An exploratory course focused on both mathematical and hands-on understanding of rigging practices. Introducing theatrical rigging practices and technologies in the entertainment industry. Emphases are on the development of basic rigging knowledge, rigging math, and an awareness of safe rigging techniques. Spring semester even years.	
TA 305 Applied Stagecraft	2
Applied Stagecraft is an advanced course that will provide training in professional Stagecraft skills including: computer aided drafting for scenic and lighting production, advanced scenic and properties construction techniques. Through demonstration and hands-on experience, students will further develop understanding of the different crafts and language utilized by a technical theatre artist.	
TA 311 Playwriting	3
Fundamentals of playwriting. Students will learn playwriting by analyzing scripts, writing scenes and short plays, and workshoping with peers. Prerequisite: Writing I. Periodic offering.	
TA 314H Church Drama	3
This course involves study of classic and contemporary drama used in Christian worship. Students will engage in biblical text study, critical writing, playwriting, and performance of original theatre on campus and in area churches. Periodic.	
TA 316 Devising	3
A practical study of devising concepts and practices. As a group, students will devise and perform an original piece of theatre. Periodic. Fulfills - Fine Arts, Culture & Diversity, United States Diversity Tag.	
TA 317 Company Class	3
An ensemble-based performance project where students are responsible for all aspects of the production including research, publicity, performance and tech. The student company will also develop educational workshops, presentations, and discussions to accompany the production. Course will culminate in public performance and may include touring. Permission required. Audition only. Periodic offering.	

TA 321 Gender, Performance, and Pop Culture 3

Exploration both of gender as performance and gender in performance. Engagement with a range of theories in the areas of gender and representation, including how ideas about gender are portrayed, reinforced, or challenged through a variety of plays, films, and other performance materials. Fall. Periodic. Also listed as WGS 321.

TA 330 Private Lessons 1-2

See TA 130.

TA 335 American College Dance Festival Intensive 2

Development of dance fundamentals and performance strategies. Exposure to a collection of diverse dance techniques, warm-up and cool-down exercise, locomotor development and innovative choreography. Required for ACDF participants. Open to other students with instructor permission only. Prerequisite: TA/PE-137, TA/PE-143 or TA/PE-183.

TA 337 Modern Dance II 2

This course will provide instruction and performance experiences in advanced principles and techniques of Modern Dance. This is a performance-based course. Spring semester, even years. Also listed as PE 337. Fee. Fulfills - Fine Arts, Physical Wellness.

TA 342 Principles of Movement 2

Students will be given tools to understand then connect the anatomy and physiology of the body to theatre and dance. The performance of practical exercises will allow application of the knowledge earned. Spring, Even Years.

TA 343 Ballet II 2

Ballet II - An intermediate level course in classical ballet focusing on technique, choreography and the dancer's individual artistry. Includes barre and center exercises designed to further develop coordination, balance, flexibility and strength. Prerequisite: TA/PE-143, TA 243 or instructor permission. Spring semester odd years. Also listed as PE 343. Fee. Fulfills - Fine Arts, Physical Wellness. Fee.

TA 344 Theatre Across the Curriculum 1

Theatre techniques can be applied across the curriculum in any elementary classroom. Students will study creative drama, story theatre, reader's theatre and improvisation. Students will learn the techniques and perform them, as well as apply them to their own teaching situations. Priority to elementary-education majors. Fall and spring semesters.

TA 345 Theatre Production 1

See TA 145.

TA 348 Performing the Self 3

Theatre games and performance techniques for effective communication, problem-solving, relationship building, self-exploration and self-expression. No previous performance experience necessary. Sophomore and above. Periodic.

TA 361 Fundamentals of Directing 3

An introductory directing course in which students will interrogate theatre texts and experiences, evaluate various directing practices, and by experiment with their individual artistry through regular directing showcases. Prerequisites: TA 231 and TA 273. Fall semester. Junior level or above.

TA 373 Acting: Styles 3

A practical exploration of theories and methods of contemporary acting practice. Students will build their individual acting technique through rigorous analysis, rehearsal, and performance of selected scenes and monologues. The course will culminate in an audition showcase with an invited panel of adjudicators. Prerequisites: TA 231 and TA 273. Spring semester, even years.

TA 375 Stagecraft II	3
Project based course providing training in professional Stagecraft skills including: computer aided drafting for scenic and lighting production, technical direction including materials handling, advanced scenic construction techniques, basic rigging, equipment maintenance, production supervision, scheduling, and budgeting. Prerequisite: TA 275. Periodic. Fee.	
TA 377 Design & Production: Lighting & Sound	3
A project based course introducing the principles, methods, historical development, and evolution of lighting and sound design. Includes exploration of the design process, script analysis, visual research skills, and the application of design principles. The format of the course includes demonstrations of design tools & techniques, project lab sessions, discussion of design theory and practices, and peer critiques of the process and projects. Fall semester, odd years. Fee.	
TA 378 Design & Production: Scenic & Costume	3
A project based course introducing the principles, methods, and development of scenic and costume design and production. Includes exploration of the design process, script analysis, research skills, and application of design principles. The format includes tool and technique demonstration, project lab sessions, theory and practice discussion, and peer critiques. Fall semester, even years. Also listed as FVNS 378. Fee. Fulfills-Fine Arts.	
TA 379 Advanced Voice for the Performer	3
Advanced training in the skills of vocal sound production and vocal communication with an emphasis on dialect acquisition. Through intensive linguistic study, students will develop an essential repertoire of dialects by interrogating texts, evaluating native speakers, and staging a series of dialect-driven monologues. Prerequisite: TA 279. Spring semester, odd years.	
TA 381 Choreography	2
Learn basic principles and concepts for constructing dance choreography. Students will create, cast, and produce an original dance composition for an adjudicated public performance. Spring semester, odd years. Fee	
TA 382 Dance History	2
A comprehensive study of dance from early recorded history to the present. Explores and examines dance practices in a historical and cultural context. Periodic.	
TA 383 Jazz Dance II	2
In this second level course, students continue to learn to express themselves creatively through the artistic medium of jazz dance. This course prepares students for performance while developing further understanding of positions, anatomy, exercises and jazz dance principles. Students will practice technique, stretching and strengthening in the daily warm-up and across the floor combinations. Fulfills - Fine Arts, Physical Wellness.	
TA 384 Perspectives on Faith and Dance	2
This course fosters the appreciation and understanding of dance history within the context of faith, ministry, and the church. Students will be challenged spiritually through scripture and textbook readings and technically through movement exercises and choreography. Fee.	
TA 430 Private Lessons	1-2
See TA 130.	
TA 435 Leadership in the Arts	3
An in-depth study of the administration of community art projects. Topics covered will include grant-writing, business plans, safety/liability, marketing and public relations. An emphasis will be placed on laying the groundwork for successful community art projects within the disciplines of fine arts, music and theater. No prerequisites however, some background in art is recommended. Also listed as AR 435. Periodic.	
TA 442 Advanced Principles of Movement	3
Advanced training in movement practioners for the actor and dancer. Emphasis on Laban, Grotowski, Boal, and Lecoq.	

TA 445 Theatre Production	1
See TA 145.	
TA 473 Acting: Scene Study	3
Advanced training in acting with special attention to contemporary theatre, Shakespeare, and monologue work. Priority will be given to junior and senior Acting track theatre majors. Signature required. Fee. Prerequisites: TA 231 and TA 273. Spring semester, odd years.	
TA 476W History of Theatre I	3
The history of theatre's relationship to society from antiquity to 1800. Using plays from a global canon as primary sources, students interrogate theatrical heritage, evaluate various works of dramatic literature within the cultural context of their creation, and by develop and apply the skills of historical and dramaturgical inquiry to the creative process. Also listed as EMS 476W. Fall semester, odd years.	
TA 477W History of Theatre II	3
The history of theatre's relationship to society from 1800 to the present. Using plays from a global canon as primary sources, students interrogate theatrical heritage, evaluate various works of dramatic literature within the cultural context of their creation, and by develop and apply the skills of historical and dramaturgical inquiry to the creative process. Prerequisite: TA476W. Spring semester, even years.	
TA 481 Projects in Theatre	1-3
Projects in performance or research in some aspect of theatre that is not available in regularly scheduled courses but has particular significance in that students program. The project is proposed by the student and refined in consultation with the professor. Feasibility and appropriateness must be approved by the department faculty. Prerequisites: completion of a minimum of four courses in Theatre, two of which must be upper division. Fall and spring semesters.	
TA 482 Projects in Theatre	1-2
See TA 481.	
TA 498 Senior Project	3
The Senior Project is the capstone experience for the theatre major and allows the student to demonstrate expertise and artistry by completing one of the following: performance (solo or group, original or interpretive), project (directing, playwriting, arts administration, internship, etc.), or research paper. All majors must apply by submitting a proposal in their chosen area during the spring semester of their junior year. Proposals are subject to faculty approval. Prerequisites: faculty approval, senior status and concurrent registration for TA 430 (private lessons).	

The Whitworth Theology Department is solidly rooted in the Trinitarian faith of the church throughout the ages. We are committed to the authority of Holy Scripture as God's word and to the worldwide mission and ministry of Jesus Christ. Our goal is to provide students with an intellectually challenging, academically rigorous and spiritually enriching theological education that will equip them to serve in a wide variety of contexts. The theology major focuses on the classical disciplines of biblical studies, church history and Christian theology; as students move through the curriculum, we encourage them to discern Jesus Christ's call on their lives and to respond in faithful obedience.

Students who major in theology will be able to:

- Engage Scripture with sensitivity to its historical, literary and theological contours, guided by a redemptive-historical hermeneutic that equips them to fulfill Whitworth's mission of honoring God, following Christ and serving humanity.
- Identify, analyze, understand and explain the basic content of Christian doctrine.
- Think creatively and critically about the relationships between doctrines and the implications of those doctrines for life.
- Know, analyze and understand the basic events, major movements, key figures and prominent themes of Christian history from the first century to today.
- Evaluate how the history of Christianity can inform contemporary Christians and shape the church's identity and ministry in the post-Christendom conditions of the modern world.

Students will also acquire skills of critical thinking, reading, research, writing and speaking:

- A spirit of open inquiry.
- An appreciation of excellent scholarship.
- An introduction to the use of primary and secondary source texts.
- The ability to think and communicate clearly and critically.
- The ability to understand and argue a point of view.
- The ability to develop and formulate independent conclusions.

Whitworth's theology department affirms that true knowledge consists of knowing and receiving God's love for the world as revealed in Jesus Christ. At the heart of this revelation is the gospel, Christ's work of reconciliation, which the Holy Spirit applies to our lives. The foundation of the department's curriculum is rooted in this gospel: how the Bible witnesses to it, how theology describes it, how church history explores its global impact over the past 2,000 years, and how Christians are called to believe and live. The curriculum also helps students develop important skills, like careful reading and clear writing, that will serve them well no matter their vocation. The curriculum includes a set of core courses all students must take as majors, and a series of tracks, which allows students to go deeper in their area of interest and to apply the discipline of theology to current culture.

Requirements for a Theology Major, B.A.

Whitworth's theology department is committed to the gospel of Jesus Christ. Our courses offer students opportunities to explore the meaning and significance of the Christian message. Together we reflect on some of the most important questions in life: Who is God? Why does the world exist? What is the point of life? What does the Bible teach and how do we read it well? What can we learn from Christians through the ages? How does the Christian faith address the most pressing social and political issues of our time? We believe that a good theological education has the power to transform your life, no matter what career path you ultimately choose. Whitworth theology majors have assumed leadership roles in ministry, education, non-profit work, business, law, medicine, and many other fields.

Requirements for Theology Major, B.A. (41)

TH 119	Introduction to the Theology Major	1
TH 313	History of Christianity I	3
TH 314	History of Christianity II	3
TH 331	Old Testament Theology	3

TH 341	New Testament Theology	3
TH 361	Christian Theology	3
TH 368	Interpreting Scripture	3
TH 393	Christian Spirituality	3
TH 499	Senior Seminar	1
Complete at least one research seminar:		3
TH 301	Spiritual Classics: Books That Can Shape Your Life	
TH 304W	Race and the American Church	
TH 319W	Greek Reading and Exegesis II	
TH 344	Hebrew Reading & Exegesis II (Poetry)	
TH 360W	Romans	
TH 367W	The Triune God	
TH 371	Great Christian Thinkers	
TH 372W	Three Outsiders: Kierkegaard, Barth, and Bonhoeffer	
TH 373W	Who Is Jesus Christ?	
Complete any two additional 300-level courses (6 cr. minimum)		6
Complete any three additional upper-or lower-division courses (9 cr. minimum)		9

**One course in major must be writing intensive

The theology minor is designed to introduce students to the academic field and practical application of theology without requiring them to major in the discipline. Students who minor in theology will be able to sample from the great feast of Christian theology. Our goal is to help students learn to think theologically and to see the relevance of the gospel for every area of life. In addition to the generic theology track, the theology minor also allows students to pursue an area of specialization. These tracks integrate the field of classical theology with important areas of contemporary concern. Our ultimate aim is to help students understand the gospel and to explore its implications for their lives.

THEOLOGY MINOR (18 Credits)

Whitworth's theology department is committed to the gospel of Jesus Christ. Our courses offer students opportunities to explore the meaning and significance of the Christian message. Together we reflect on some of the most important questions in life: Who is God? Why does the world exist? What is the point of life? What does the Bible teach and how do we read it well? What can we learn from Christians through the ages? How does the Christian faith address the most pressing social and political issues of our time? We believe that a good theological education has the power to transform your life, no matter what career path you ultimately choose. Thus, a theology minor pairs well with every major.

Requirements for Theology Minor (18)

Complete any lower- or upper-division Theology courses (18 credits minimum)	18
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Requirements for Worship Leadership Minor (20)

MU 104	Music of the Christian Church	3
MU 110	Music Theory I	3
2 credits of private lessons (or class voice, guitar or piano)		2
MU 111	Ear Training I	1
MU 205	Introduction to Worship Leadership	3
MU 306	History and Theology of Worship	3
or TH 306	History and Theology of Worship	
TH 361	Christian Theology	3
TH 436	Internship in Ministry - Music	2

The worship leadership minor is an interdisciplinary minor designed to prepare students of any major to lead music in church. The program balances music studies (music theory/ear training and private lessons, Music of the Christian Church) and theology (Christian Theology and History

and Theology of Worship) with a semester-long internship in a local church and Intro to Worship Leadership, in which students regularly prepare and receive feedback on music that they prepare to lead in worship.

Courses

TH 119 Introduction to the Theology Major 1

This course is an introduction and invitation to the study of Christian theology. It is intended for students who would like to explore what Christian theology is all about. We'll read great texts and have conversations about a range of interesting and important topics, such as what the point of going to college is, what Christians believe about God and the world, and what it means to follow Jesus Christ in the world today. Spring semester.

TH 130 Introduction to the Bible 3

An overview of the entire Bible, with emphasis on literary, historical and theological themes and the diversity and unity within the Bible.

TH 135 A Biblical Introduction to God 3

This class presents a Christian view of the nature and character of God based on the Bible. Our goal: to bring students' perspectives on God into conversation with the biblical view, as we learn to think, speak, and write theologically.

TH 140 Great Themes of the Bible 3

In this course, we will explore some of the major themes of Scripture and what they teach us about the meaning of life. In a complex and confusing world like ours, it's hard to know who to trust and how to live well. The Bible presents a vision of God, the world, and human existence that sheds light on life's most urgent and important questions. In this course, we will explore these issues together.

TH 165 The Bible for Doubters 3

An introduction to the overall content and themes of the Bible which is organized around difficult questions and welcomes students who are asking such questions. No Christian commitment is presumed.

TH 172 Foundations for Christian Leadership 2

Foundations for Christian Leadership is a 2 credit course each semester (fall and spring: students may choose to take it for only one semester, highly recommended for both semesters) specifically designed to help students build a strong foundation for Christian leadership and to consider a variety of service opportunities. The course will consider different aspects of Christian leadership, theology, spirituality, personal growth, and relational skills in order to clarify students' gifts and calling. The course encourages students to consider servant leadership as a lifestyle and a vital part of their college experience. Fall semester.

TH 173 Foundations for Christian Leadership II 2

Foundations for Christian Leadership II is a 2 credit course which builds on TH 172 helping students develop a spiritual foundation for Christian leadership, and helps students consider a variety of service opportunities. The course will consider different aspects of Christian leadership, theology, spirituality, personal growth, and relational skills in order to help students in their existing ministry and/or helping to clarify students' gifts and calling. The course encourages students to consider servant leadership as a lifestyle and a vital part of their college experience. Spring semester.

TH 174 Diverse Christian Leadership 3

This course is an introduction to diverse Christian leadership. It explores leadership from a biblical and theological perspective while cultivating and developing culturally sensitive leaders. The course will include significant interaction with one another and diverse community ministry leaders. Students will grow in their own leadership gifts and be exposed to opportunities for leadership beyond the course.

TH 175 The Acts of the Apostles 3

The book of Acts begins with Jesus commissioning His disciples to continue His ministry through the power of the Holy Spirit, from Jerusalem, where the church was born, to Rome, the capital of the Gentile world. Acts tells the story of how the church grew, in both numbers and diversity. This course will explore the growth of the church in its infancy and the lessons that can be learned from this story today. Fall semester.

TH 183 Biblical Themes and Women 3

This course introduces students to biblical themes such as creation, covenant, exodus, promised land the Messiah, Lady Wisdom, in a women and gender friendly perspective. Attention will be given to the connections between these themes and students' everyday life.

TH 184 Physicality and Spiritual Formation 2

The course seeks to offer students opportunities to explore the biblical, historical and experiential connection of prayer, posturing and movement. An overview of embodied prayers and movement meditations will be presented. Periodic Jan Term. Also listed as PE 184 and TH 184.

TH 205 Angels, Demons, Heaven and Hell 3

This course examines the life, teachings, death and resurrection of Jesus Christ, with particular emphasis on how our assumptions about angels, demons, heaven, and hell may help or hinder our understanding, experience and communication of the Gospel. The course will examine these New Testament concepts in light of the historical and cultural context from which they emerged.

TH 210 The Ten Commandments as Moral Law 3

See under PH 210. Periodic Jan Term offering.

TH 211 Wrestling with God's Wrath 3

An examination of the biblical theme of God's wrath, especially as it relates to God's love and the redemption of his people. Special attention will be given to this theme as it appears in both pop culture and the public square.

TH 212 Redemption of Creation 3

An introduction to the whole story of the Bible with a focus on the created order and God's plans in redemption and new creation. Considers the significance of a biblical theology of creation and redemption for contemporary issues. Also listed as ENS 212. Fall semester.

TH 213 The Book of Revelation 3

An introduction to the book of Revelation, with a focus on its literary artistry, theological message and relationship to the rest of Scripture. Considers its genre, historical setting, different interpretive approaches and contemporary significance.

TH 214 Theology & Ecology 3

Develops a biblical theology of creation care rooted in Scripture's portrayal of creation and redemption in Christ. Attention is given to environmental issues and the ecology and natural history of the Northwest. Includes study, work, worship, outdoor exploration and disciplined reflection. Also listed as ENS 214. January, odd years, Tall Timber Ranch in the Cascades.

TH 220 Demonology in Ancient and Modern Christianity 3

Study of how Christians have thought about demons throughout history, including the present moment. The historical study will provide background and structure for students to reflect on their own understanding of evil in the world, of baptismal vows to "renounce Satan and his pomps" or "evil forces of wickedness" and to formulate their own faithful response to evil.

TH 221 Ethics 3

See PH 221.

- TH 225 Suffering and Virtue** 3
 Study of how Christians have understood suffering, faithful responses to suffering, and virtue throughout history. The historical study will provide background and structure for students to reflect on their own understanding of suffering and to formulate their own faithful response to suffering as they contemplate "the good life."
- TH 231 Introduction to the Old Testament** 3
 This course aims to invite students into the world of the Old Testament. By introducing students to its content and historical, literary, and theological context, the course seeks to offer resources for engaging with the ethical, theological, historical, and hermeneutical challenges the Old Testament poses. This course has no prerequisites and takes for granted no prior knowledge of the Bible. Fall Semester, Odd Years.
- TH 232H Wisdom Literature** 3
 A detailed study of Proverbs, Ecclesiastes, and Job within their original and canonical contexts, alongside an examination of their contribution to Christian theology and reflection on what constitutes "wisdom" in contemporary society and how it compares to the biblical vision.
- TH 233H Defiant Faith : Biblical and Contemporary Responses to Suffering** 3
 Suffering is a universally shared human experience, but responses to that suffering vary greatly. The Bible reflects both the unified human struggle with suffering and the diversity of human reactions to it. Among the numerous biblical texts responding to suffering, two general approaches are taken. The first, a submissive acceptance, receives far more discussion in Christian circles than the second, which involves lament, complaint, and even protest. In this course, students will be invited into two primary texts to explore biblical responses to suffering: the Bible itself and the lives of those in the Spokane community bearing up against this broken world. The course aims to develop in students a greater understanding of the Bible's rich, diverse resources for responding to the vicissitudes of life and a greater love and compassion for those in their community who have encountered such challenges. Students will produce podcasts recording some of the stories they encounter during the course and respond with "laments for Spokane" following the biblical paradigm. This is a three-credit course in the honors program, but available to all students. It has no prerequisites and takes for granted no prior knowledge of the Bible.
- TH 234 Theology of Community and Spirituality** 3
 This course is uniquely designed for the Emmaus Scholars Program. It allows Emmaus Scholars to reflect theologically on the nature of Christian spirituality and community. What exactly are we doing when we pray? When we build community? When we fast and feast, meditate and sing, lament and rejoice? What does it mean to be a "spiritual" person in the first place? This course tackles these fundamental questions. It does so through traditional academic means (i.e., reading, writing, and lecture) and also through an array of experiential learning practices and hands-on activities. By bringing together head and heart within the context of intentional community, this course ultimately aims not only to teach students about spirituality but to give them tools that will help them foster deep and authentic spiritual lives. Enrollment is limited to students in the Emmaus Scholars Program.
- TH 241 Introduction to the New Testament** 3
 The content and theology of the New Testament in light of its literary, historical and religious background, with a view to gaining a good working knowledge of the New Testament. Special focus on Jesus Christ, the gospel and the Christian life. Offered Fall and spring semesters.
- TH 242 Life and Teachings of Jesus** 3
 The pivotal events and major teachings of Jesus as recorded in the Gospels, and their relevance to today.
- TH 243 Jesus and the Kingdom of God** 3
 A study of the kingdom of God as promised in the Old Testament, fulfilled in the life and ministry of Jesus, and consummated upon his return. Spiritual, social, and ethical implications of Jesus' message.

TH 245 Philippians 3

The letter to the Philippians is one of the most encouraging epistles of the New Testament by one of the most prominent missionary-pastors of the early Church, the apostle Paul. Philippians is one of the shortest books of the New Testament, but is also one of Paul's letters most relevant to contemporary Christianity nearly two thousand years later. The purpose of this course is twofold. (1) It will provide a thorough exposure to and familiarity with this Pauline epistle. Through careful reading and reflection on Philippians, students will gain an understanding of the epistle's historical circumstances, its structure and development, its major themes, its lasting impact on the church, and its challenge to Christian faith today. (2) It will introduce the student to basic methods of biblical interpretation, which they will practice in their study of Philippians.

TH 247 The Gospel of Matthew 3

This course offers a thorough exploration of the Gospel According to Matthew, the first book of the New Testament canon and one of the most influential literary works in the early Church. Among other topics, students will explore the Gospel's portrayal of Jesus, literary structure, perspective on discipleship, historical backgrounds, relation to the Old Testament, and transformational power for today.

TH 250 Gospel of John 3

A detailed study of John's Gospel, chapter by chapter, in a search to understand Jesus and life with him from John's spiritual perspective.

TH 251 Biblical Hebrew I 4

An introduction to Biblical Hebrew, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible. Fall semester, even years.

TH 252 Biblical Hebrew II 4

Continuation of TH 251. Spring semester, odd years.

TH 261 C.S. Lewis 3

The thought of C.S. Lewis, as found in his philosophical, theological and imaginative works, and the interconnections between those works. Critical evaluation of Lewis's ideas and application of those ideas to contemporary issues. Also listed as PH 261. Periodic offering.

TH 275 Bible and Gender 3

The primary purpose of this course is to develop deeper thinking with regard to the various roles of women and men in Old and New Testament texts and what we can learn from them. Emphasis will be on informed analysis, with full awareness of the sociological gender-biases that have molded both the texts and their traditional interpretations. Offered through continuing studies.

TH 279 Theology and Film 3

In this course, we will watch excellent films, read fascinating essays, and have good conversations about some of the most important things in life. The topics we will explore include friendship, work, love, forgiveness, happiness, death, and God. Periodic Jan Term offering.

TH 281 Gospel of Luke 3

This course introduces students to the Gospel of Luke by providing an overview of its basic content and an understanding of its central message. Considerations will be given to its origins, literary nature, historical context, geographical setting, major characters and central themes.

TH 285 God, Sex and Relationships 3

This course analyzes the interconnections between God, sex, and human relationships. It examines how our assumptions about God and the Bible foster or hinder our understanding, experience and interactions with God and with one another. It explores how categories of race, status and gender arise from the historical and cultural contexts of the Bible and how they can be overcome by oneness and communion in Christ.

TH 288 Genesis in the Letters of Paul	3
This course examines the Pauline Epistles through the lens of the Old Testament book of Genesis. Each Pauline letter will be examined systematically, addressing the biblical themes of Creation, Sin, Death, Exile, Covenant, Slavery, and Redemption found in Genesis.	
TH 301 Spiritual Classics: Books That Can Shape Your Life	3
This seminar introduces students to classic spiritual writings from Jewish, Catholic, Eastern Orthodox and Protestant traditions that have shaped the lives of Christians around the world. Through narratives (stories, autobiographies, plays and films) and personal reflections (sermons, essays, hymn texts and letters) students will examine how others have sought to love God, others, and themselves in their cultural context. Authors include Dietrich Bonhoeffer, Isak Dinesen (Karen Blixen), Abraham Heschel, Martin Luther King, Jr., Brother Lawrence, C.S. Lewis, George MacDonald, Kathleen Norris, Henry Nouwen, Flannery O'Connor, Dorothy Sayers, Mother Teresa, and Simone Weil.	
TH 302W Environmental Ethics	3
An exploration of scientific, philosophical, and religious views concerning the non-human world and our responsibilities towards other creatures, fellow human beings, and future generations. Includes readings in classic environmental texts, a service learning component, and a focus on practical issues relevant to the northwestern United States.	
TH 304W Race and the American Church	3
This readings- and discussion-based historical seminar is an invitation to listen to the voices and consider the perspectives of Christian leaders and scholars representing Native American, African American, Latin American and Asian American communities, and to explore the complex role of American Christianity in issues of race.	
TH 306 History and Theology of Worship	3
History and theology of the practice of corporate worship and the role of music in worship from the Old Testament to the present. Particular emphasis will be placed on the evolving role of congregational song in worship.	
TH 308 Christianity in Britain Preparation	1
A prerequisite to the Christianity in Britain Jan Term Study Program, this one-credit course consists of seven class sessions comprised of overview lectures, intercultural awareness training, and reading assignments that will introduce students to the course material and prepare them to travel throughout England and Scotland.	
TH 310 New Testament Greek I	4
The basic vocabulary and grammar required for reading the Greek New Testament. An intensive course. Fall semester, odd years.	
TH 311 New Testament Greek II	4
Translation of the Epistles of John and selected passages from the Gospel of John in Greek. An intensive course. Prerequisite: TH 310. Spring semester, even years.	
TH 313 History of Christianity I	3
The history, thought, and practices of the Christian church from its beginning to the dawn of the Reformation. Fall semester.	
TH 314 History of Christianity II	3
The history, thought, and practice of Christianity from the beginning of the Reformation to the present, with special emphasis on the major reformation, renewal and revival movements that have shaped the modern church. Spring semester.	

TH 316 The Global Christian Movement 3

An introduction to the history of the worldwide Christian movement, the lives of well-known missionaries (both Western and non-Western), different mission organizations, recent mission trends, problems of cultural adaptation, growing persecution, and the creative ways Christians are bearing witness all over the world. Students will have an opportunity to explore their own interests. Jan Term, Odd Years.

TH 317 Cross-Cultural Ministry 3

An introduction to theoretical and practical dimensions of effective cross-cultural communication and ministry. Those planning to work in another culture on a short- or long-term basis will acquire a "tool kit" designed to help them enter, adjust, and thrive in another cultural setting. Jan Term.

TH 318 Greek Reading and Exegesis I 3

This course develops proficiency in the grammar and vocabulary of Koine Greek through the reading of a variety of Greek texts, particularly in the New Testament, and it introduces students to the fundamentals of New Testament exegesis. Prerequisite: TH 311. Fall semester, even years.

TH 319W Greek Reading and Exegesis II 3

Continuation of TH 318. Spring semester, odd years.

TH 322 Faith, Fear, and Fragility 3

In his book *The Soul of Shame*, psychiatrist Curt Thompson says, "We deeply long for connection, to be seen and known for who we are without rejection. But we are terrified of the vulnerability that is required for that very contact." This course aims to explore, understand, and begin to transform the way we engage that basic human reality—the longing for and yet fear and pain of authentic relationship—in the context of Christian discipleship.

TH 323 Religion in American Public Life 3

The major themes, movements, problems, people and institutions in American Christian history, with emphasis on the public practice of the Christian faith. Fall semester, even years.

TH 327 Theology of Justice and Diversity 3

In recent years conversations about justice and diversity have become increasingly polarizing, especially among Christians. With the emergence of social-media-inspired activism and increasing levels of diversity and disparity, these conversations have become more heated than ever. This course provides students with the theological and biblical tools necessary to meaningfully engage these conversations. It pays special attention to issues of race, gender, and land, and it attempts to listen carefully to a diversity of voices and perspectives. This is a service-learning course, which means that students will engage the theme of justice holistically and experientially as they regularly interact with members of the Spokane community.

TH 331 Old Testament Theology 3

The content and theology of the Old Testament in light of its literary, historical and religious background, with a view to gaining a good working knowledge of the Old Testament. This course is designed for Theology majors. Non-majors are encouraged to take TH 231 Introduction to the Old Testament, though any student who has completed another theology course is welcome. Fall semester.

TH 334 Youth Ministry 3

An introduction to the theology of youth ministry; different approaches and models for reaching teens; understanding adolescents in their various cultures; the structures and institutions that affect youth; development and management of youth programs; basic principles and skills necessary for reaching youth both within and outside the church. Spring semester.

- TH 341 New Testament Theology** 3
This course will examine the New Testament with attentiveness to its historical, literary, and theological contexts. It will emphasize the ways in which the New Testament authors utilize the Old Testament Scriptures and will introduce students to some of the major theological and interpretive issues in studying the New Testament. Students will reflect on the potential relevance of the Christian gospel for themselves and for various aspects of contemporary life. This course is designed for Theology majors and minors, but students who already have a working knowledge of the Bible are also welcome to take it. Spring semester.
- TH 343 Hebrew Reading & Exegesis I (Narrative)** 2-3
For students who have completed TH 251 and TH 252. Reading and exegesis of selected narratives of the Hebrew Bible (Old Testament). Fall semester, odd years.
- TH 344 Hebrew Reading & Exegesis II (Poetry)** 2-3
See TH 343. Spring semester, even years.
- TH 346 Encountering God, People, and History in The Holy Land Prep Course** 1
A prerequisite to the Encountering God, People, and History in the Holy Land Jan Term Study Program. This course introduces students to the historical, cultural, and religious dimensions of the Holy Land and prepares them to engage with these dimensions once on site.
- TH 347 Encountering God, People, and History in The Holy Land** 3
This course travels to the Holy Land: the homeland of Ancient Israel, Judaism, Christianity, and Islam. We visit sites considered holy to each of the above religions, engage with the people of the land, and wrestle with the way in which Western theology and politics have influenced these ancient Eastern cultures and religions. Our focus is on the history of the land and its people from Ancient Mesopotamia (8000 BCE) until today, with specific emphasis on the timelines of the biblical narrative and the modern Israeli-Palestinian conflict.
- TH 350 Gender Theologies** 3
This course invites students into an appreciative and critical dialogue with a broad spectrum of contemporary feminist theologies as they reflect on the classical themes of Christian theology such as God, Christ, creation, human nature, sin and grace, church, spirituality, ministry and ethics. Spring semester.
- TH 357 Old Testament Prophets** 3
A study of the theologies of the prophets of the Old Testament in light of their historical settings, Biblical Theology, and their relevance for today. Periodic offering.
- TH 358 Psalms** 3
A comprehensive introduction to theological exegesis of the biblical psalms, including those preserved in the Old and New Testament narratives. Special attention is given to the Psalter as a guide to authentic spirituality. Periodic offering.
- TH 359 Classical and Early Christian Sites in Greece** 3
A January study program in Greece, introducing students to Bronze Age, Classical, Roman, and Byzantine sites with a particular focus on early Christian sites associated with the Apostle Paul. Students also study Ancient and Byzantine art, Eastern Orthodoxy, the Ottoman Empire, the rise of modern Greece, and the landscape, natural history, culture and politics of the country. Jan Term, even years.
- TH 359H Classical and Early Christian Sites in Greece** 3
A January study program in Greece, introducing students to Bronze Age, Classical, Roman, and Byzantine sites with a particular focus on early Christian sites associated with the Apostle Paul. Students also study Ancient and Byzantine art, Eastern Orthodoxy, the Ottoman Empire, the rise of modern Greece, and the landscape, natural history, culture and politics of the country. Jan Term, even years.

TH 360 Backpacking With the Saints

3

Study of the spirituality of desert ascetics and the role wilderness has played in traditions of Christian spirituality. Students will focus on silence, simplicity, solitude, Scripture, prayer, and the relation of landscape to spiritual formation. The course combines traditional academic study with 3 weeks in the desert, 1 week of which will be a backpacking trip. Students will practice the disciplines we study and will explore the role wilderness has in their own spiritual formation.

TH 360W Romans

3

The Letter to the Romans is praised as the Apostle Paul's magnum opus. Martin Luther referred to it as "purest gospel" and the "daily bread of the soul." Romans has profoundly shaped the Christian Church and its various branches since the day of its writing, and it remains perhaps the most debated book in all of Christian Scripture. This course will examine the historical, literary, and theological contexts of the letter, consider the various historical and contemporary approaches and readings assigned to the letter, and engage with the text as a message that still speaks to and directs God's people today. Those taking this course for the biblical literature credit should have at a minimum a basic understanding of the biblical narrative and Christian thought. Spring semester.

TH 361 Christian Theology

3

In this course we will explore all the major areas of Christian theology. What do Christians believe? How do those beliefs hang together? Who is God? Why does the world exist? What is the meaning of life? Why is there so much suffering and evil in the world? Who is Jesus Christ? What is salvation? What is the point of the church? What is the relationship between Christianity and politics? What is spirituality? Where do we find hope? In this course, we will explore these and other important questions together. Fall semester.

TH 362 Women & Gender in Christianity

3

This course introduces students to topics on women and gender in Christianity. It explores how categories of race, status and gender arise from the historical, cultural and ecclesiastical contexts throughout the ages. Consideration will be given to doctrine and practices affecting women, men and gender variant persons and to the capacity of transforming cultures by engaging effectively in social justice issues. Also listed as WGS 362. Fall semester.

TH 363 Monasticism: Old and New

3

An exploration of monasticism, its genesis, history, theology, and practices, as well as how the model of monasticism might be applicable to various Christian communities today, including the family. At Tall Timber Ranch in the Cascades. Jan Term, even years.

TH 365 Christianity in Britain

4

A study of the origins and development of the Christian church in Britain, covering major historical figures and religious movements from the arrival of the earliest Christian missionaries to today, and visiting important historical, church and cultural sites in England and Scotland. Prerequisite: TH 308. Jan Term, odd years.

TH 366 The Church in Central America

3

A foundational course for the Central America Study Program. A study of the religious influence on the development of each country and the current state of the church in Central America. Spring semester, every third year.

TH 367W The Triune God

3

Christian life and confession is only as good as the God who underlies it. After surveying the so-called rediscovery of the Trinity in the 20th century, we will explore the biblical foundations of the doctrine and its historical development. Our discussions will require that we give special attention to several contemporary challenges. These include the possibility of gendered language for God, the relationship between the Trinity and things like pastoral ministry, human personhood and worship. We will also consider the implications of this doctrine for the world religions.

- TH 368 Interpreting Scripture** 3
This course enables students to develop skills for interpreting Scripture, exploring the ways in which Scripture has been read in various times and places, introducing hermeneutical theories concerning its meaning and significance, and providing practical tools. Spring semester.
- TH 369 Science and Faith** 3
An introduction to relationship between science and Christian faith as potentially complimentary ways of knowing, with a focus on questions that contemporary scientific interpretations of reality raise for biblical faith and questions that biblical faith raises for the understanding and application of science.
- TH 370 World Religions** 3
A study of the primary non-Christian religions of the world, with special emphasis on the beliefs and practices of those religions. Spring semester.
- TH 371 Great Christian Thinkers** 3
This course is an exploration of some of Christianity's greatest thinkers, including Origen, St. Augustine, Thomas Aquinas, Martin Luther, Julian of Norwich, Søren Kierkegaard, Simone Weil, Martin Luther King Jr., and others. In this course, we will read great texts, have great conversations, and reflect on what these extraordinary people can teach us about thinking and living well today.
- TH 372W Three Outsiders: Kierkegaard, Barth, and Bonhoeffer** 3
This seminar is a study of the life and thought of Soren Kierkegaard, Karl Barth, and Dietrich Bonhoeffer. Specifically, it will examine their penetrating attacks on religion and the church, as well as their brilliant and timely suggestions for what it means to follow Jesus Christ (and to be the church) in a context that is no longer predominantly Christian. Fall semester.
- TH 373W Who Is Jesus Christ?** 3
Jesus asked his disciples, "Who do you say that I am?" and the church has been pondering that question ever since. For the last two millennia Christians have struggled to understand and respond to this central mystery, and in this seminar we will join that ongoing conversation. We will orient ourselves around a single question, "Who is Jesus Christ?" and throughout the semester we will read and think about some of the very best answers that Christians have ever given to this fundamental question. Fall semester.
- TH 375 Soul Care Through Life Stages** 3
This course considers the human developmental stages across the entire life span, with special emphasis on the nurture of the spiritual life through their various seasons of life. Students will examine biblical, theological, psychological, and spiritual issues in the life cycle, especially as these issues relate to ministry. Periodic Offering.
- TH 380 Young Life Leadership** 1
TH 380 YL Practicum is for Young Life leaders who are in the Student Staff Training Program. It is a discipleship/training program that allows motivated and ministry minded college leaders to understand the heart of true ministry. Through both formal training and direct ministry experience, students will learn and reflect upon how to effectively carry out excellent YL ministry with kids. Students can take course for a maximum of 2 credits per year. Instructor permission required.
- TH 381 Campus Ministry** 2
Designed to explore all aspects of campus-based ministry, including developing a philosophy of ministry, designing and implementing a strategy for leadership development, and the principles and skills necessary to cultivate a sustainable approach to leadership in ministry. Fall semester.

TH 384 The Bible and Outsiders 3

The United States as a melting pot is considered beautiful to some and reproachful to others, with confessing Christians casting their vote on both ends of the spectrum. Those who constitute the melting pot are considered by many in America as 'outsiders'-those who do not belong. Other 'outsiders' include the poor, refugees, women, the incarcerated, those disabled or mentally ill, those caught in forms of modern-day slavery, and religious and ethnic minorities, to name just a few. What is the relationship between such 'outsiders' and the gospel of Christ, and what should be the relationship between such 'outsiders' and followers of Christ? This course will trace throughout the biblical narrative the ways in which God used such 'outsiders' to bring redemption to the world. We will discover in God's journey toward humanity and in Jesus's calling of humanity what should be humanity's vocational response toward one another, not least toward those considered 'outsiders'. This is a service-learning course, in which students will interact face-to-face on a regular basis with some of the most vulnerable people in Spokane. Due to the service-learning component and the fall-semester offering, this course is not recommended for Freshman.

TH 386 Readings 1-4

TH 393 Christian Spirituality 3

The history, theology and practice of spirituality, and its implications for life today as we worship, work, build friendships and play. Fall and Spring semesters.

TH 396 Environmental Ethics 3

An exploration of scientific, philosophical, and religious views concerning the non-human world and our responsibilities towards other creatures, fellow human beings, and future generations. Includes readings in classic environmental texts, a service learning component, and a focus on practical issues relevant to the northwestern United States.

TH 433 Theology and Practice of Ministry I 1

An exploration of ministry that is biblically informed and culturally relevant. This course is the first of two required capstone courses for the Theology Department's Ministry Formation major and minor. Spring semester.

TH 434 Theology and Practice of Ministry II 1

An exploration of ministry that is biblically informed and culturally relevant. This course is the second of two required capstone courses. Fall semester.

TH 435 Internship in Ministry 2

A supervised experience of ministry in a local church or Christian organization. The internship will require mentoring, service, reflection and study. By permission only. Must be taken in conjunction with TH 433 and TH 434.

TH 436 Internship in Ministry - Music 2

A supervised experience of ministry in a local church or Christian organization. The internship will require mentoring, service, reflection and study. By permission only. Two-semester sequence: Two credits to be completed fall semester and two credits to be completed spring semester.

TH 449 Paul's Letters 3

A detailed study of the Pauline Epistles, with primary focus on Paul's theology and ethics, development of exegetical skills and hermeneutical understanding. The course is designed to prepare students for discussions of Pauline theology at a seminary level. Prerequisite: TH 241. Spring semester.

TH 486 Readings 1-4

TH 499 Senior Seminar

1

Writing and discussion intended to give senior students an opportunity to integrate the various strands of their theological education, evaluate their theological and spiritual development, and spiritual development, and reflect on their sense of calling for the future. To be taken Fall semester of the student's senior year.

U.S. Cultural Studies (Interdisciplinary Minor)

Directed by Stacy Keogh George, Associate Professor of Sociology
 uscs@whitworth.edu

The Whitworth United States Cultural Studies Program acknowledges that many factors, such as race, ethnicity, national origin, socioeconomics, gender, sexual orientation and type of disability, influence our lives and experiences in the U.S. In one way or another, others' perceptions of us, or even our self-perceptions, have been formed by these personal characteristics and by the groups that are identified by these characteristics. Our goal is to study these groups so that we can understand their lives and our own in the contemporary United States. Students of all identities and backgrounds are welcomed and encouraged to pursue this minor.

Through this program of study, our goals are...

1. to study the foundations and interactions of diverse groups living in the U.S. from an interdisciplinary framework.
2. to develop intercultural competencies for other coursework, graduate or professional schools, and eventual vocations.
3. to increase willingness and capacity to serve campus and communities by advancing social justice and reconciliation.

Students must take 18 credits to fulfill the minor, including the required **USCS 120 or USCS 120H, Introduction to Cultural Studies**. Students take an additional five courses that have a designated "United States Diversity" (U) tag in the shared curriculum courses as electives. Two of these courses (6 credits) must be at the 300 or 400 level. Students may take courses that celebrate multiple cultures, or students may specialize by taking courses focusing on a particular cultural group (e.g., African American studies, Latino studies, etc.).

Requirements for a U.S. Cultural Studies Minor (18)

USCS 120	Introduction to U.S. Cultural Studies (USCS 118H (and USCS 119H) are intended to substitute for USCS 120 for first year honors students who participate in a field study experience in Jan Term. Taken together the two courses will cover very similar material to what students would see in USCS 120, but the new courses organize the material around a field study. 118H is the preparation class for the field study, in which students will familiarize themselves with concepts and theories that can then be applied to their observations and experiences in the field study. 119H is the field study course in which students will learn experientially and apply concepts and theories of USCS to their observations and experiences. In 2022 (and even-numbered years going forward), the field study will take place in Hawaii, but it may be possible and desirable to have the class run in the same year or on off years in other places, including Los Angeles and here in Spokane (the hometown location being desirable to include students who can't afford to travel far from campus).)	3
or USCS 120H	Honors Introduction to Cultural Studies	
or USCS 118H & USCS 119H	Introduction to USCS: Field Study Preparation and Introduction to USCS: Field Study	
15 cr. of electives (6 cr. must be upper division)		15
USCS 201H	Genealogy in Cultural Context	
USCS 220	Race and Ethnicity	
USCS 231	U.S. Latino/a Film	
USCS 234	Multicultural Film	

USCS 276	Applied Anthropology	
USCS 410	Intergroup Dialogue	
*Any other class in Culture with a "U" tag		

Courses

USCS 120	Introduction to U.S. Cultural Studies	3
USCS 201H	Genealogy in Cultural Context	3
USCS 220	Race and Ethnicity	3
USCS 231	U.S. Latino/a Film	2
USCS 234	Multicultural Film (Multicultural Film)	3
USCS 276	Applied Anthropology	3
USCS 410	Intergroup Dialogue	3

Students must select 9 credits of elective courses from the list above AND/OR the current list of USD designated courses. Additional elective courses may count toward the minor, with the submission of a course syllabus and preapproval from the program director.

Visual Communication (Interdisciplinary Minor)

The visual communication minor combines practical and theoretical courses from journalism/media studies and art. Students will gain the ability to use professional software to design and evaluate effective visual print and online communication products. The minor is of primary interest to students who might pursue careers in journalism, public relations, marketing, promotions or graphic design, and to those who will work with nonprofit organizations.

Requirements for a Visual Communication Minor (18)

VC 125/COM 125 or COM 126H	Writing for Mass Media Writing for Digital Media	3
VC 343/COM 343	Editing for Multimedia	3
VC 120/AR 120	2-D Design	3
VC 124/AR 124	Adobe Creative Suite And Indesign	3
Two of the following:		6
VC 324/AR 324	Graphic Design I	
VC 326/AR 326	Web Design I	
VC 424/AR 424	Graphic Design II	
VC 315/COM 315	Media Criticism	
VC 212/COM 212	Theories of Human Communication	

Courses

VC 120	2-D Design (Cross-listed as AR 120)	3
VC 124	Adobe Creative Suite And Indesign (Cross-listed as AR 124)	3
VC 125 or COM 126H	Writing for Mass Media (Cross-listed as COM 125) Writing for Digital Media	3
VC 212	Theories of Human Communication (Cross-listed as COM 212)	3
VC 315	Media Criticism (Cross-listed as COM 315)	3
VC 324	Graphic Design I (Cross-listed as COM 324)	3
VC 326	Web Design I (Cross-listed as COM 326)	3
VC 343	Editing for Multimedia (Cross-listed as COM 343)	3
VC 424	Graphic Design II (Cross-listed as AR 424)	3

Women's & Gender Studies (Interdisciplinary Minor)

wgs@whitworth.edu

At Whitworth, we affirm that all people are created in God's image and share a common humanity. At the same time, we acknowledge that many factors, such as gender, race, class, sexual orientation and religious upbringing, influence our learning and our lives. These personal characteristics, including gender, may influence the ways in which women and men pursue scholarship; the ways in which women and men are represented in scholarship, in history and in society; and, ultimately, the ways in which women and men may come to honor God, follow Christ and serve humanity. Through curricular and co-curricular means, teaching both mind and heart, the Whitworth Women's & Gender Studies Program offers students the unique opportunity to think through gender issues from a Christian perspective and to articulate, support and critique feminist views in the light of biblical and theological traditions.

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

- Emphasize gender, race and class as categories of historical and/or contemporary analysis.
- Identify and investigate the intersections of gender, race, class and religion with gender experiences.
- Seek an increased understanding of gender issues from various Christian perspectives.
- Explore, develop, articulate and critique feminist views.
- Focus on gender as a category of analysis.
- Examine roles, experiences, contributions or representations of women and investigate the cultural construction of gender and intersectionality.
- Make visible interpersonal, structural and internalized factors that create gender-related power imbalances.
- Explore women, feminism and social justice as a significant focus.

A minor in women's & gender studies prepares successful candidates for jobs and for graduate school in a broad range of disciplines, including human resources, education, political science, journalism, social work, counseling and medicine. Candidates are urged to speak with the program director about coursework and internships.

Requirements for a Women's & Gender Studies Minor (18)

WGS 201	Intro Women's and Gender Studies	3
15 credits from the approved course list		15

Note: Students cannot declare both a Women's & Gender Studies minor and a Theology & Gender minor.

Courses

WGS 108/BI 108	Biology of Sex & Gender	3
WGS 126/EL 126	Women Writers	3
WGS 127/EL 127	African American Women's Writers	3
WGS 183/TH 183	Biblical Themes and Women	3
WGS 201	Intro Women's and Gender Studies	3
WGS 220/SO 220	Race and Ethnicity	3
WGS 222/EL 222	Gender and Faith in Film and Literature	3
WGS 252/SO 252	Sociology of Gender	3
WGS 275	Bible and Gender	3
or TH 275	Bible and Gender	
TH 285	God, Sex and Relationships	3
WGS 294	Directed Readings: Women Writers	1

WGS 296H	Women's Artists' Books (honors) (*Note: HI-396 courses will apply towards this requirement. See advisor for details.)	3
WGS 302	Gender and Faith in Film and Literature	3
WGS 304 or SO 304	Social Health in Scandinavia Social Health in Scandinavia	3
WGS 307W	Women in American Fiction	3
WGS 321/TA 321	Gender, Performance, and Pop Culture (*Note: TH-196 courses will apply toward this requirement. See advisor for details.)	3
BU 325/WGS 325	Gender Issues in Leadership	3
WGS 326	Sociology of Marriage (Cross-listed as SO 326)	3
WGS 330	Latina & Caribbean Women Writers (Cross-listed as EL 330)	3
WGS 336 or PO 336	Gender, Politics and Law (*Note: PO-396 courses will apply toward this requirement. See advisor for details.) Gender, Politics and Law	3
WGS 342 or EL 342	British Women Writers British Women Writers	3
WGS 351	Cross Cultural Reentry Thailand Studies	1
WGS 362 or TH 362	Women and Gender in Christianity (*Note: WGS-196/296 courses will apply toward this requirement. See advisor for details.) Women & Gender in Christianity	3
WGS 370	Action Heroes to Zany Moms: Representations of Women in Popular Culture	3
COM 375	Hollywood: Spotlight on Gender Representation	3
WGS 378 or EL 378	Jane Austen Jane Austen	3
WGS 393 or TH 393	Christian Spirituality Christian Spirituality	3
WGS 399	Tutoring in Women's Studies	1-3
WGS 401	Seminar in Women's Studies	3
SO 410	Intergroup Dialogue ^{USCS 410}	3
SN 427HW	Gender and Identity Formation in Latin America	3
SN 434W	Spanish and Latin American Women Writers	3
FR 434	Women Writers	3

World Languages & Cultures

We, as a dedicated team of international faculty, strive to educate students in cultural differences and sensitivity. We seek to provide students with the language skills, cross-cultural experiences, and literary and cultural understanding to allow them to navigate effectively within other cultures. Through this process, students are empowered to understand linguistic and cultural differences within their own society. Because we know our students well, we are able to guide them as they discern career opportunities and vocational calling. As a result of this range of learning experiences, our graduates are ready to become citizens of the world.

The learning outcomes of this major ensure that our students will:

1. Take part in increasingly complex conversations with native speakers and handle advanced linguistic challenges with sufficient accuracy and clarity to communicate effectively in the target language on familiar topics and topics related to employment, current events, and matters of public and community interest. (This is based on the ACTFL definition of Advanced Low.)
2. Analyze and interpret a variety of texts (e.g., literary, historical, biblical), compose critical analyses, and demonstrate familiarity with research and critical approaches.
3. Articulate how cultural awareness can be integrated with lived experience in the development of intercultural competency.
4. Interact significantly with others while living and studying in another culture.
5. Apply vocational discernment to professional and personal goals.
6. Articulate an expression of their faith/worldview in relation to their discipline, their vocation, and the communities they encounter in the United States and abroad.

General Requirements for a Major in French or Spanish:

- **Students majoring in French or Spanish are required to study abroad for a semester in a French- or Spanish-speaking country to gain further proficiency in the language and a keen understanding and appreciation of French/Hispanic culture. Only courses taken in the target language will count toward the student's French or Spanish major.** The France Study Program, offered every third year, provides courses in French, communication and art. The Central America Study & Service Program, offered every third year, provides courses in upper-level Spanish language, politics and cultural topics, and has a service-learning emphasis. There are also many Spanish and French programs in locations such as Chile, Guatemala, Mexico, Spain, France and Quebec. Students who complete this requirement through non-Whitworth programs are required to concurrently register for WL 196 (1 credit).
- All French majors must schedule and take the ACTFL OPI (Oral Proficiency Interview) during their junior or senior year (senior year is preferred). All Spanish majors must schedule and take either the DELE exam, offered on campus during the fall semester, or the ACTFL OPI during their junior or senior year (senior year is preferred). Spanish majors hoping to work abroad should take the DELE; education majors should take the OPI (also required for an endorsement in the language; education students must take the exam only once for both majors). **All students should consult with their advisors during the junior year to determine the appropriate exam for each student.**
- A grade of C or better is required for all courses in the major or minor.

Requirements for a Major in French, B.A. (36-39)

Note: If a student enters the French program at the 300 level, the student must take the CLEP test to receive credit for FR 201 - FR 202. The CLEP test must be taken within six months from the time a major is declared. To take the CLEP test students need to have their French advisor sign the CLEP form and then turn it into the registrar's office.

FR 201	Intermediate French I	4
FR 202	Intermediate French II	4
FR 301	French Language Practice	3
FR 302W	French Writing and Stylistics	3

WL 498H	World Languages & Cultures Capstone	1
One of the following:		3
FR 330	Advanced Oral French	
FR 332	Advanced Oral French in Quebec	
FR 338	Advanced Oral French in France	
Complete one of the following tracks:		18-21

Track I: French & Francophone Studies (36)

18 additional upper-division French credits 18

Track II: French Education (39)

Meets Washington state endorsement requirements for teaching French. Students wishing to teach French must see an advisor in the School of Education to learn about the requirements for the Elementary or Secondary Education programs.

Core classes, plus 15 additional upper-division French credits* 15

These 15 additional upper-division credits must include a minimum of one literature course and one course on culture and civilization.

The following two courses are also required:

EDU 361	Second-Language Acquisition	3
WL 442	Methods for Teaching Languages, K-12	3

- Students majoring in French or Spanish are required to study abroad for a semester in a French- or Spanish-speaking country to gain further proficiency in the language and a keen understanding and appreciation of French/Hispanic culture. Only courses taken in the target language will count toward the student's French or Spanish major. The France Study Program, offered every third year, provides courses in French, communication and art. The Central America Study & Service Program, offered every third year, provides courses in upper-level Spanish language, politics and cultural topics, and has a service-learning emphasis. There are also many Spanish and French programs in locations such as Chile, Guatemala, Mexico, Spain, France and Quebec.
- All French majors must schedule and take the ACTFL OPI (Oral Proficiency Interview) during their junior or senior year (senior year is preferred). All Spanish majors must schedule and take either the DELE exam, offered on campus during the fall semester, or the ACTFL OPI during their junior or senior year (senior year is preferred). Spanish majors hoping to work abroad should take the DELE; education majors should take the OPI (also required for an endorsement in the language; education students must take the exam only once for both majors). All students should consult with their advisors during the junior year to determine the appropriate exam for each student.
- A grade of C or better is required for all courses in the major or minor.

Requirements for a Major in Spanish, B.A. (36-39)

Note: If a student enters the Spanish program at the 300 level, the student must take the CLEP test to receive credit for SN 201 - SN 202. The CLEP test must be taken within six months from the time a major is declared. To take the CLEP test students need to have their Spanish advisor sign the CLEP form and then turn it into the registrar's office.

SN 201	Intermediate Spanish I	4
SN 202	Intermediate Spanish II	4
WL 498H	World Languages & Cultures Capstone	1
SN 311	Advanced Spanish Language and Composition	3
or SN 311A	Advanced Spanish Language and Composition for Heritage Language Learners	
SN 312	Foundations of Reading and Interpretation	3
One of the following:		3-4
SN 330	Advanced Oral Spanish	
SN 331	Advanced Oral Spanish in Mexico	

SN 332	Advanced Oral Spanish in Guatemala	
SN 333	Advanced Oral Spanish in Spain	
SN 336	Advanced Oral Spanish in Chile	
SN 341	Advanced Oral Spanish in Central America	

One course within the major must be writing intensive

Track I: Language & Literature (36)

Core courses plus 18 additional upper-division Spanish credits * 18

* These 18 upper-division credits must include a minimum of two literature courses and one course on culture and civilization.

Track II: Spanish Education (39)

Meets Washington state endorsement requirements for teaching Spanish. Students wishing to teach Spanish must see an advisor in the School of Education to learn about the requirements for the Elementary or Secondary Education programs.

Core courses plus 15 additional upper-division Spanish credits 15

These 15 upper-division credits must include a minimum of one literature course and one course on culture and civilization.

The following two courses are also required:

EDU 361	Second-Language Acquisition	3
WL 442	Methods for Teaching Languages, K-12	3

Requirements for a Minor in French or Spanish (20)

Note: If a student enters the program at the 300 level, the student must take the CLEP test to receive credit for FR/SN-201-FR/SN-202. The CLEP test must be taken within six months from the time a minor is declared. To take the CLEP test students need to have their French or Spanish advisor sign the CLEP form and then turn it into the registrar's office.

20 credits beyond the elementary level* 20

* These 20 credits must include a minimum of one 400-level course.

Requirements for a Minor in Chinese (19)

Six courses, or a minimum of 19 credits, beyond the elementary or 100-level. Up to 12 upper-division credits may be earned from another accredited institution or through study abroad (ISEP or other approved exchange).

Requirements for a Minor in German (20)

Note: If a student enters the program at the 300 level, the student must take the CLEP test to receive credit for GR 201- GR 202. The CLEP test must be taken within six months from the time a minor is declared.

Six courses or 20 credits beyond the elementary or 100-level. Students must complete a minimum of three credits abroad through ISEP or other approved exchange.

Requirements for a French Minor with a Teaching Endorsement in French (29-32)

Meets Washington state endorsement requirements for teaching French.

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

Note: If a student enters the French program at the 300 level, the student must take the CLEP test to receive credit for FR-201-FR-202. CLEP test must be taken within six months from the time a minor is declared. To take the CLEP test students need to have their French advisor sign the CLEP form and then turn it into the registrar's office.

FR 201	Intermediate French I	4
FR 202	Intermediate French II	4
FR 301	French Language Practice	3
FR 302W	French Writing and Stylistics	3
One of the following:		3
FR 330	Advanced Oral French	
FR 332	Advanced Oral French in Quebec	
9 additional upper-division credits		9
These 9 upper-division credits must include a minimum of one literature course and one course on culture and civilization.		
EDU 361	Second-Language Acquisition	0.00,3
WL 442	Methods for Teaching Languages, K-12	3

Requirements for a Minor in Spanish with a Teaching Endorsement in Spanish (29-32)

Meets Washington state endorsement requirements for teaching Spanish.

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

Note: If students enter the program at the 300 level, they must take the CLEP test to receive credit for SN-201-SN-202. The CLEP test must be taken within six months from the time a minor is declared. To take the CLEP test students need to have their Spanish advisor sign the CLEP form and then turn it into the registrar's office.

SN 201	Intermediate Spanish I	4
SN 202	Intermediate Spanish II	4
SN 301	Advanced Spanish Grammar Through Literature	3
SN 302	Adv Spanish Grammar and Composition Through Literature	3
One of the following:		3
SN 330	Advanced Oral Spanish	
SN 331	Advanced Oral Spanish in Mexico	
SN 332	Advanced Oral Spanish in Guatemala	
SN 333	Advanced Oral Spanish in Spain	
SN 336	Advanced Oral Spanish in Chile	
9 additional upper-division credits		9
These 9 upper-division credits must include a minimum of one literature course and one course on culture and civilization.		
EDU 361	Second-Language Acquisition	0.00,3
WL 442	Methods for Teaching Languages, K-12	3

Asian Studies Minor (18)

Requirements for the Asian studies minor are listed in the Asian studies page. (p. 66)

Latin American Studies Minor (21)

Requirements for the Latin American studies minor are listed in the Latin American studies page. (p. 228)

Medieval & Early Modern Studies Minor (19-20)

Requirements for the medieval & early modern studies minor are listed in the medieval & early modern studies page. (p. 250)

CN Courses

CN 101 Elementary Chinese I	4
Fundamentals of standard Chinese, emphasizing all four language skills: speaking, listening, reading and writing. Systematic methods and various communication activities for basic training in pronunciation, grammatical structures, conversation on daily topics, and the writing system. Ten hours of conversational language time with students in small groups (held outside of class time) required. Fall semester.	
CN 102 Elementary Chinese II	4
Continuation of Chinese 101. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: CN 101. Spring semester.	
CN 141 Elementary Chinese I Study Abroad in China	4
See CN 341. Periodic offering.	
CN 142 Elementary Chinese II Study Abroad in China	4
See CN 342. Prerequisite: CN 141. Periodic offering.	
CN 201 Intermediate Chinese I	4
Second-year course in modern Chinese to develop proficiency in all four language skills: speaking, listening, reading and writing. In addition to the basic conversational topics, students will be taught to use the dictionary, will be exposed to both traditional and simplified characters, and will read and write longer discourses ranging from personal letters to short narratives. Students will also learn to use Chinese word processing. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: CN 102 or placement by exam. Availability of this course is contingent upon adequate enrollment. Fall semester.	
CN 202 Intermediate Chinese II	4
Continuation of Chinese 201. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: CN 201. Spring semester.	
CN 230 Intermediate Oral Chinese	3
Students immerse themselves in the language in a non-structured situation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, dancing. A fun, intensive class (three hours per day). Prerequisite: CN 101. Jan Term, even years.	
CN 241 Intermediate Chinese I Study Abroad in China	4
See CN 341. Prerequisite: CN 102. Periodic offering.	
CN 242 Intermediate Chinese II Study Abroad in China	4
See CN 342. Prerequisite: CN 241. Periodic offering.	
CN 301 Advanced Chinese	3
This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese speaking, listening, reading, and writing as well as introduce students to the cultural context in which Chinese is spoken and read. Prerequisite: CN 202. Periodic offering.	
CN 302 Advanced Chinese	3
This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese speaking, listening, reading, and writing as well as introduce students to the cultural context in which Chinese is spoken and read. Prerequisite: CN 301. Periodic offering.	

CN 330 Advanced Oral Chinese 3

No English allowed. Intensive conversation, a non-structured situation. Class offered in an informal setting: conversation, meals, games, movies, songs, cooking, and skits. A fun, intensive class (three hours minimum per day) that allows students to practice their oral fluency in Chinese. Prerequisite: CN 241 or CN 301. Jan Term. Periodic offering.

CN 341 Advanced Chinese I Study Abroad in China 4

This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese: speaking, listening, reading, and writing, as well as introduce students to the cultural context in which Chinese is spoken and read. May include some specialized language instruction at a local language school or university. Prerequisite: CN 202. Periodic offering.

FR Courses

FR 101 Elementary French I 4

Beginning French with emphasis on conversation. Basic grammar and vocabulary are presented. The text concentrates on contemporary Francophone culture, such as the life of students in France or cultural conflicts in Algeria. Fall semester.

FR 102 Elementary French II 4

Continuation of French 101 with greater concentration on listening, speaking, reading and writing. Class taught mainly in French. Prerequisite: FR 101. Spring semester.

FR 111 Intensive Elementary French 4

A course designed for students who have had experience with the language. Basic structure and sound system taught. Students cover one year of the language in one semester. Satisfies the one-year language requirement. Placement by exam.

FR 130 Elementary French 3

No English allowed. Students immerse themselves in the language in a non-structured situation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, shopping, meals and conversation. A fun, intensive class (3 hours minimum per day), that allows students to know they can speak French. Required of beginning language students going on the France Study Program. FR 130 may be used to fulfill the foreign language requirement if taken before the program. Prerequisite: FR 101. Jan Term.

FR 132 Elementary Oral French in Quebec 3

See FR 332. Prerequisite: FR 101. May Term, every third year.

FR 138 Elementary Oral French in France 3

See FR 338. Prerequisite: FR 101. Jan Term, every third year.

FR 139 Oral French in Guadeloupe 3

Intensive French on a French island in the Caribbean. History, culture, and language studies. Group excursions to volcano, mangroves, coral reef. Jan-term. Periodic.

FR 201 Intermediate French I 4

Increased proficiency in oral and written expression through a detailed review and expansion of grammar study and vocabulary. Improve reading comprehension skills and gain cultural and literary knowledge through authentic texts representing modern French and Francophone literature. Includes current topics in French such as examples from magazines, movies, television, and popular music. Class taught in French. Concurrent enrollment in FR 201L required. Prerequisite: FR 102, FR 111, or placement by exam. Fall semester.

FR 201L Language Lab for FR 201 0

Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.

FR 202 Intermediate French II	4
Continuation of French 201 to develop fluency in the language. Class taught in French. Concurrent enrollment in FR 202L required. Prerequisite: FR 201. Spring semester.	
FR 202L Language Lab for FR 202	0
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.	
FR 230 Intermediate Oral French	3
No English allowed. Students immerse themselves in the language in a non-structured situation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, shopping, meals, and conversation. A fun, intensive class (three hours minimum per day), that allows students to know they can speak French. Required of beginning language students going on the French Study Program. Prerequisite: FR 201. Jan Term.	
FR 232 Intermediate Oral French in Quebec	3
See FR 332. Prerequisite: FR 201. May Term, every third year.	
FR 238 Intermediate Oral French in France	3
See FR 338. Prerequisite: FR 201. Jan Term, every third year.	
FR 239 Intermediate Oral French in Guadeloupe	3
Intensive French on a French island in the Caribbean. History, culture, and language studies. Group excursions to volcano, mangroves, coral reef. Jan-term. Periodic.	
FR 241 Intermediate French Language and Culture I in France	4
Intensive language study combined with visits and home stay with local residents to learn the history, culture, and politics of the region and country. May include some specialized language instruction at a local language school or university. Prerequisite: FR 101 and FR 130 or higher-level French and HU 302. Spring semester, every third year. Part of the France study abroad program.	
FR 242 Intermediate French Language and Culture II in France	4
Continuation of FR 241. Prerequisite: FR 241. Spring semester, every third year. Part of the France study abroad program.	
FR 301 French Language Practice	3
Emphasis on spoken conversation including brief presentations on subjects inspired by investigations of literature, history, film and the arts, commercials, web-based activities and contemporary news. Written assignments include grammar reviews. Concurrent enrollment in FR 301L required. Prerequisite: FR 202 or placement by exam. Fall semester.	
FR 301L Language Lab for FR 301	0
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.	
FR 302W French Writing and Stylistics	3
Emphasis on reading comprehension and writing in French. Focus on a variety of writing styles and themes, from expository writing to textual analysis. Topics can be taken from media, film, literary and non-literary texts, and popular culture. This course introduces writing concepts and analysis essential to the next sequence of courses and develops reading comprehension. Concurrent enrollment in FR 302L required. Prerequisite: FR 202. Spring semester.	
FR 302L Language Lab for FR 302W	0
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.	
FR 324 Literature and Culture of France	4

FR 330 Advanced Oral French 3

No English allowed. Intensive conversation, a non-structured situation. Readings on events of the 20th and 21st centuries in France, leading to discussions. Class offered in an informal setting: conversation, meals, games, movies, songs, cooking, and skits. A fun, intensive class (three hours minimum per day) that allows students to know that they do speak French. Prerequisite: FR 301. Jan Term, except every third year.

FR 332 Advanced Oral French in Quebec 3

Intense French conversation in Quebec City. History, culture, and language studies in an immersion environment, including home stays and many opportunities to practice French with native speakers. Excursions to explore the only North American fortified city north of Mexico; visit museums and restaurants and experience French culture outside of the Hexagon! May include some specialized language instruction at a local language school or university. Prerequisite: FR 301. May Term, every third year.

FR 338 Advanced Oral French in France 3

Study French language and culture in inimitable France! Visit museums, tour historic monuments, and enjoy gastronomic delicacies while improving your French. Includes intensive, individualized language training. May include some specialized language instruction at a local language school or university. Prerequisite: FR-301. Jan Term.

FR 339 Advanced Oral French in Guadeloupe 3

Intensive French on a French island in the Caribbean. History, culture, and language studies. Group excursions to volcano, mangroves, coral reef. Jan-term. Periodic.

FR 341 Advanced French Language and Culture I In France 4

Intensive language study combined with visits and home stay with local residents to learn the history, culture, and politics of the region and of the country. May include some specialized language instruction at a local language school or university. Prerequisite: FR 202 or higher-level French. Spring semester, every third year. Part of the France study abroad program.

FR 342 Advanced French Language and Culture II In France 4

Continuation of FR 341. Prerequisite: FR 341. Spring semester, every third year. Part of the France study abroad program.

FR 409 Survey of French Literature I 3

French Literature from its earliest examples through the 17th century. Students will examine literature and other cultural productions as they reflect on historical realities. Taught in French. Prerequisites: FR 301 or concurrent enrollment in FR 302W with departmental approval. Also listed as EMS 409. Periodic offering.

FR 410 Survey of French Literature II 3

French literature from the Enlightenment through the contemporary period. Students will examine literature and other cultural productions as they reflect on historical realities. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.

FR 415 Business French 3

Focus on French and Francophone business practices and language. Cultural dynamics, differences, and assumptions in the workplace, business ethics, history of Francophone multinational corporations. May include field experience. Taught in French. Periodic offering.

FR 416 French for Overseas Missions 3

Study the language particular to mission work. Preaching, Bible study, hymns, church vocabulary, varying religious traditions in different Francophone regions. Taught in French. Periodic offering.

- FR 420 French Civilization & Culture** 3
A survey of political, economic, religious, literary, artistic and pop-cultural life in France. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.
- FR 421 Literary Genres** 3
French literature through various genres; plays, poetry, short stories and novels. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.
- FR 421W Literary Genres** 3
French literature through various genres; plays, poetry, short stories and novels. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.
- FR 424 Translation and Applied Linguistics** 3
Pronunciation, intonation, rhythm of French language. Translation of various types of texts: literature, correspondence, essays, semi- technical. May also include translation theory and practice. Taught in French. Periodic offering. Prerequisite: FR 302W.
- FR 429 French Cinema** 3
History and important figures in the development of French cinema. Involves some film viewings outside of class and excerpts in class. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.
- FR 432 Advanced Oral French in Quebec** 3
See FR 332. Prerequisite: FR 302W. May Term, every third year.
- FR 434 Women Writers** 3
A study of texts in French by women writers. Introduction to French feminist theory. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Also listed as WGS 434. Periodic offering.
- FR 435 African Literature and Culture** 3
Study of literature from Francophone African countries. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W w/ departmental approval. Periodic offering.
- FR 436 Francophone African Literature and Film** 3
Introduction to literature and film from French-speaking African countries after independence. Includes brief orientation to historical and cultural background. Explores ideological themes common to literature and film. May be taken for French or English credit. For French credit, prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Also cross-listed as EL 436. Periodic offering.
- FR 437 Francophone New World Literature And Culture** 3
A survey of the literature and history of French New World colonies, including those of North America and the Caribbean. This course will examine Creolitee, oral tradition, multi-ethnicity, the effect of French colonialism and what came after, in literature and film. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Also listed as LAS 437. Periodic offering.
- FR 438 Advanced Oral French in France** 3
See FR 338. Prerequisite: FR 302W. Jan Term, every third year.
- FR 441 French Language and Culture in France I** 4
Intensive language study combined with visits and home stay with local residents to learn the history, culture, and politics of the region and of the country. Prerequisite: FR 302W or higher-level French. Spring semester, every third year. Part of the France study abroad program.

FR 442 French Language and Culture in France II 4

Continuation of FR 441. Prerequisite: FR 441. Spring semester, every third year. Part of the France study abroad program.

FR 460 Introduction to French Linguistics 3

Introduction to French linguistics, including phonology, morphology, syntax and semantics, with a primary focus on phonetics, the International Phonetic Alphabet, and correct intonation. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.

GR Courses

GR 101 Elementary German I 4

Basic grammar. Fundamentals of pronunciation and reading. Introduction to cultural topics. Ten hours of conversational language time with students in small groups (held outside of class time) required. Fall semester.

GR 101L Live Lab: GR-101 0

Live labs start after the first week of class.

GR 102 Elementary German II 4

Basic grammar. Development of skills in reading, listening, speaking and writing. Discussion of cultural topics. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 101. Spring semester.

GR 102L Live Lab: GR-102 0

Live labs start after the first week of class.

GR 130 Elementary Oral German 3

No English allowed. Students immerse themselves in the language in a non-structured situation. A fun intensive class (3 hours minimum per day), that allows students to know they can speak German. Prerequisite: GR 101. Jan Term. Periodic offering.

GR 131 Elementary Oral German Abroad 3

See German 331. Prerequisite: GR 101. Jan Term. Periodic offering.

GR 201 Intermediate German I 4

Grammar review as framework for conversation and composition. Current-interest topics; discussion of cultural aspects. Ten hours of conversational language time with students in small groups (held outside of class time). Prerequisite: GR 102 or placement by exam. Fall semester.

GR 201L Live Lab: GR-201 0

Live labs start after the first week of class.

GR 202 Intermediate German II 4

Continuation of German 201 to develop fluency in the language. Written compositions and readings of medium difficulty. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 201. Spring semester.

GR 202L Live Lab: GR-202 0

Live labs start after the first week of class.

GR 230 Intermediate Oral German 3

No English allowed. Students immerse themselves in the language in a non-structured situation. A fun intensive class (three hours minimum per day), that allows students to know they can speak German. Prerequisite: GR 201. Jan Term. Periodic offering.

GR 231 Intermediate Oral German Abroad 3

See GR 331. Prerequisite: GR 201. Jan Term. Periodic offering.

GR 301 German Conversation, Composition, and Grammar I 3

Short literary, cultural and historical works; topical issues as a springboard for composition and discussion. Grammar. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 202 or placement by exam. Periodic offering.

GR 302 German Conversation, Composition and Grammar II 3

Continuation of German 301. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 301. Periodic offering.

GR 330 Advanced Oral German 3

No English allowed. Students immerse themselves in the language in a non-structured situation. A fun intensive class (three hours minimum per day), that allows students to know they can speak German. Prerequisite: GR 301. Jan Term. Periodic offering.

GR 331 Advanced Oral German Abroad 3

Study abroad tour in Germany. Prerequisite: GR 301. Jan Term. Periodic offering.

JA Courses**JA 101 Elementary Japanese I** 4

Beginning course in Japanese language, basic grammar and introduction to the culture. Ten hours of conversational language time with students in small groups (held outside of class time) required. Fall semester.

JA 102 Elementary Japanese II 4

Beginning course in Japanese language, basic grammar and introduction to the culture. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: JA 101 or approval of the instructor. Spring semester.

SN Courses**SN 100 Introduction to Spanish** 3

Preparation for foreign language acquisition via overview of Spanish language with concentration on language universals of category and relationship. Provides a framework of linguistic and cultural expectation upon which any foreign language can be built. Offered through the Continuing Studies Department.

SN 101 Elementary Spanish I 4

First-year studies in the Spanish language. Grammatical structures and vocabulary with an emphasis on listening and speaking skills. Cultural-perspectives activities also required outside of class time. Taught mainly in Spanish. Fall semester.

SN 102 Elementary Spanish II 4

First-year studies in the Spanish language. Grammatical structures and vocabulary with an emphasis on listening and speaking skills. Cultural-perspectives activities also required outside of class time. Taught mainly in Spanish. Prerequisite: SN 101. Spring semester.

SN 111 Intensive Elementary Spanish 4

Designed for those students who have had some experience with the language. Basic structure and sound system taught. Students cover one year of the language in one semester. Satisfies the one-year language requirement. Cultural-perspectives activities also required outside of class time. Taught mainly in Spanish. Placement by exam. Fall and spring semesters.

SN 201 Intermediate Spanish I 4

Enhancement of communication skills by way of an in-depth grammar and grammar-structure review, expanding previously acquired vocabulary base, emphasizing oral practice in realistic contents, developing students' ability to read and understand authentic texts, promoting cultural awareness of the Hispanic world, and integrating reading, writing and listening skills. Concurrent enrollment in SN 201L required. Taught in Spanish. Prerequisite: SN 102, SN 111 or placement by exam. Fall semester.

SN 201L Language Lab for SN 201	0
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.	
SN 202 Intermediate Spanish II	4
Enhancement of communication skills by way of an in-depth grammar and grammar-structure review, expanding previously acquired vocabulary base, emphasizing oral practice in realistic contents, developing students' ability to read and understand authentic texts, promoting cultural awareness of the Hispanic world, and integrating reading, writing and listening skills. Concurrent enrollment in SN 202L required. Taught in Spanish. Prerequisite: SN 201. Spring semester.	
SN 202L Language Lab for SN 202	0
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.	
SN 208 Spanish for Health Professions	3
Language skills for health professionals. How to communicate with Spanish-speaking patients, families, and how to consult with other health professionals. Medical terminology, patient interviewing and cultural factors affecting health care. Prerequisites: HS 220 & 221, 1 year of Spanish proficiency. Offered through the Health Sciences department. Jan Term only.	
SN 230 Intermediate Oral Spanish	3
See SN 330. Prerequisite: SN 201. Jan Term.	
SN 231 Intermediate Oral Spanish in Mexico	3
See SN 331. Prerequisite: SN 201. Jan Term study trip to Mexico.	
SN 232 Intermediate Oral Spanish in Guatemala	3
See SN 332. Prerequisite: SN 201. Jan Term study trip to Guatemala.	
SN 233 Intermediate Oral Spanish in Spain	3
See SN 333. Prerequisite: SN 201. Jan Term study trip to Spain.	
SN 236 Intermediate Oral Spanish in Chile	3
See SN 336. Prerequisite: SN 201. Jan Term study trip to Chile.	
SN 241 Intermediate Oral Spanish in Central America	4
See SN 341. May include some specialized language instruction at a local language school or university. Prerequisite: SN 201. Jan Term and spring semester, every third year. Part of the Central America study trip.	
SN 301 Advanced Spanish Grammar Through Literature	3
A bridge course between 200 and 400 level courses designed to engage students in the mastery of the most difficult points of Spanish grammar through the use of literature. Students will be exposed to an in-depth analysis of grammar, thereby allowing for more accuracy in the language. Students will dedicate time to analyze literary texts in Spanish in order to advance written as well as oral expression. This class is required to enter any 400 level course. Concurrent enrollment in SN 301L required. Taught in Spanish. Prerequisite: SN 202 or placement by exam. Fall semester.	
SN 301A Advanced Spanish Grammar Through Literature for Heritage Language Learners	3
See SN 301. Grammar instruction designed for Heritage Language Learners.	
SN 301L Language Lab for SN 301	0
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.	

- SN 302 Adv Spanish Grammar and Composition Through Literature** 3
A continuation of the study of advanced Spanish grammar, with an emphasis on composition and literary analysis. Students will use techniques important to critical thinking and analysis, which are integral components to developing writing proficiency. Concurrent enrollment in SN 302L required. Taught in Spanish. Prerequisite: SN 301. Spring semester.
- SN 302L Language Lab for SN 302** 0
Ten hours of conversational language time with students in small groups. Live labs start after the first week of class.
- SN 311 Advanced Spanish Language and Composition** 3
This course focuses on the development of advanced writing skills in Spanish. Students will develop these skills through a review of linguistic structures; vocabulary acquisition; and structured and guided writing practice, all in conversation with the cultures of the Spanish-speaking world. Taught in Spanish.
- SN 311A Advanced Spanish Language and Composition for Heritage Language Learners** 3
This course focuses on the development of advanced writing skills in Spanish using a methodology directed to Heritage Language Learners. Students will develop these skills through a review of linguistic structures; vocabulary acquisition; and structured and guided writing practice, all in conversation with the cultures of the Spanish-speaking world. Taught in Spanish.
- SN 312 Foundations of Reading and Interpretation** 3
This course introduces students to concepts and practices for the reading and interpretation of Spanish-language texts from a variety of genres, time periods, and geographical areas. Students will develop critical reading strategies and advanced proficiencies in speaking, listening, and writing. Taught in Spanish.
- SN 330 Advanced Oral Spanish** 3
Students immerse themselves in the language in an interactive, conversational context that includes small group activities, debates, presentations, interviews, role-playing, games, skits, cooking, and excursions outside of class. This is an intensive oral practice class that allows students to increase their oral proficiency in order to develop greater oral fluency and improve expression and accuracy in a wide variety of situations. No English allowed! Prerequisite: SN 301. Jan Term.
- SN 331 Advanced Oral Spanish in Mexico** 3
Focus on conversational Spanish in a faculty-led intensive immersion experience while taking in the history and culture, plus home stays, service projects and cultural excursions. May include some specialized language instruction at a local language school or university. Prerequisite: SN 301. Jan Term study trip to Mexico.
- SN 332 Advanced Oral Spanish in Guatemala** 3
Focus on conversational Spanish in a faculty-led intensive immersion experience while taking in the history and culture, plus home stays, service projects and cultural excursions. May include some specialized language instruction at a local language school or university. Prerequisite: SN 301. Jan Term Study Trip to Guatemala.
- SN 333 Advanced Oral Spanish in Spain** 3
Focus on conversational Spanish in a faculty-led intensive immersion experience while taking in the history and culture, plus home stays, service projects and cultural excursions. May include some specialized language instruction at a local language school or university. Prerequisite: SN 301. Jan Term Study Trip to Spain.
- SN 336 Advanced Oral Spanish in Chile** 3
Live and study in Santiago, Chile in a faculty-led immersion experience. Focus on conversational Spanish, Chilean history and culture, plus home stays, and weekend excursions. May include some specialized language instruction at a local language school or university. Prerequisite: SN 301. Jan Term Study Trip to Chile.

SN 341 Advanced Oral Spanish in Central America 4

An intensive immersion experience in the language and culture in a variety of countries as part of the faculty-led Central America Study Program. Focus on conversational Spanish while taking in the history and culture of the country, plus home stays, service projects, and cultural excursions. May include some specialized language instruction at a local language school or university. Prerequisite: SN 301. Jan Term and spring semester, every third year.

SN 401 Theory and Practice of Translation 3

Introduction to theory of translation and its practical application: students will synthesize learned grammar and vocabulary at a high level of proficiency through the translation of short texts, emphasizing technical, legal, and literary translation. Taught in Spanish. Prerequisite: SN 302 or departmental permission.

SN 403W Survey of Spanish American Literature I 3

Study of Spanish American Literature through 1900 via representative texts and of theoretical and critical issues pertinent to the Spanish American context. Emphasis on reading, discussion, formal analysis, and critical theory. Taught in Spanish.

SN 404W Survey of Spanish American Literature II 3

Study of Spanish American Literature from 1900 via representative texts and of theoretical and critical issues pertinent to the Spanish American context. Emphasis on reading, discussion, formal analysis, and critical theory. Taught in Spanish.

SN 406W Latin American Short Story 3

A survey of the short story genre in Latin America from its emergence in the 19th century to the present day. The course will emphasize reading, analysis, and critical theory in the context of Latin American literary production. Taught in Spanish. Prerequisite: SN 301. Also listed as LAS 406W

SN 408 Spanish for the Professions 3

Introduction to business, medical, and/or legal concepts, related vocabulary, and cultural issues. Emphasis on both Latin America and the Hispanic community in the U.S. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.

SN 409W Survey of Spanish Literature I 3

Study of the development of Spanish thought and culture by evaluation of representative literary works from the Middle Ages and Golden Age Spanish literature, including theatre, poetry and prose. Major works include *Poema de Mior Cid*, *El Conde Lucanor*, *Libro de Buen Amor* and other Renaissance and baroque works and authors such as *Lazarillo de Tormes*, *Lope de Vega*, *Tirso do Molina* and *Calderon de la Barca*. Taught in Spanish. Prerequisite: SN 301 (302 recommended). Also listed as LAS 409W. Also listed as EMS 409W.

SN 410W Survey of Spanish Literature II 3

A continuation of the study of Spanish thought and culture by evaluation of representative literary works from the 18th, 19th, and 20th centuries. Literature covered in the course includes works from the major literary movements such as Illustration. *Romanticismo*, *Realismo*, and genres of the "Generacion del 27" and "Generacion del 98." Major authors include *Moratin*, *Larra*, *Becquer*, *Galdos*, *Unamuno*, *Machado*, *Ortega y Gasset*, *Lorca* and other major writers of the 20th century. Taught in Spanish. Prerequisite: SN 301 (302 recommended).

SN 411W Latin American Poetry 3

The study and analysis of Latin American poetry from the sixteenth century through today. The course will address critical techniques for reading poetry and the social impact of poetry in the context of Latin American cultural production. Prerequisite: SN 301 (SN 302 recommended.) Also listed as LAS 411W.

SN 412 Performance in Hispanic World 3

Study of theater and film in the Spanish-speaking world in light of historical, theoretical, and cultural contexts. Emphasis on reading, discussion, analysis, and critical theory. Taught in Spanish. Prerequisite: SN 301. Also listed as LAS 412.

- SN 418 Latinos in the US** 3
This course traces the history of Latinos in the United States. It also treats the important themes of Latino life: acculturation, education, employment, family, immigration and religion. This course is taught in Spanish and is for Spanish majors or students with the instructor's permission. Prerequisite: SN-301.
- SN 419 Latin-American Culture and Civilization** 3
Exploration of contemporary Spanish-American culture in the U.S.A. and the Americas through readings from a variety of fields. Historical survey from the earliest times to present. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Also listed as LAS 419.
- SN 420 Spanish Culture and Civilization** 3
Historical survey of political, social, economic, religious, literary and artistic life in Spain from the earliest times to present. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Also listed as EMS 420.
- SN 427W Gender and Identity Formation in Latin America** 3
Exploration of ideas about the self as it relates to gender and Latin America through a case-study approach paired with feminist critical theory. Identity formation will be studied through different disciplinary lenses (mainly history and literary studies). The course will be taught in Spanish. Also listed as HI/WGS/LAS/EMS 427H.
- SN 427HW Gender and Identity Formation in Latin America** 3
Exploration of ideas about the self as it relates to gender and Latin America through a case-study approach paired with feminist critical theory. Identity formation will be studied through different disciplinary lenses (mainly history and literary studies). The course will be taught in Spanish. Also listed as HI/WGS/LAS/EMS 427HW.
- SN 431 Advanced Oral Spanish in Mexico** 3
See SN 331. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Mexico.
- SN 432 Advanced Oral Spanish in Guatemala** 3
See SN 332. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Guatemala.
- SN 433 Advanced Oral Spanish in Spain** 3
See SN 333. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Spain.
- SN 434W Spanish and Latin American Women Writers** 3
A study of Spanish and Latin American works by women writers. These works may include poetry, short stories, plays, and essays. This course will include an introduction to deconstruction and feminist theory. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.
- SN 435 Spanish for Christian Ministry** 3
An emphasis on Spanish specific to ministry and mission work. Bible study, worship, evangelism, and cultural topics related to the Christian faith. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.
- SN 436 Advanced Oral Spanish in Chile** 3
See SN 336. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Chile.
- SN 441 Advanced Oral Spanish in Central America** 4
See SN 341. May include some specialized language instruction at a local language school or university. Prerequisite: SN 302 or departmental approval. Jan Term and spring semester, every third year. Part of the Central American study program.

SN 450 Spanish American Narrative & History 3

Spanish American Narrative and History Study of a variety of narrative forms essays, novels, short stories, film, and works that define generic boundaries that focus upon topical logic involving history in the Spanish-speaking Americas. Taught in Spanish. Prerequisite: SN 302. Also listed as LAS/EMS 450. Periodic offering.

SN 450W Spanish American Narrative & History 3

Spanish American Narrative and History Study of a variety of narrative forms essays, novels, short stories, film, and works that define generic boundaries that focus upon topical logic involving history in the Spanish-speaking Americas. Taught in Spanish. Prerequisite: SN 312. Also listed as LAS/EMS 450W. Periodic offering.

SN 460 Spanish Linguistics 3

The course analyzes both Peninsular and Latin American dialects at the linguistic levels of phonetics-phonology, morphology, syntax and semantics. This analysis leads to a better understanding of language changes and grammar. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.

SN 465H Don Quixote 3

This course will lead students through a close reading of Cervantes' novel, *Don Quixote de la Mancha*, published in 1605 and 1615. This work has been credited with the rise of a genre (the novel), as well with the creation of a national identity (*Don Quixote* inextricable from Spanish national identity). The novel is presented within its historical context of Renaissance and Baroque Spain. Throughout the course students will discuss major and minor themes revealed in the novel, such as the psychology of *Don Quixote*, the relationship between fiction and reality, cultural forces and moral fabric of the times, and discussions of character and the human spirit. Also listed as EMS 465H.

WL Courses

WL 442 Methods for Teaching Languages, K-12 3

Study and application of various aspects of foreign-language teaching. Testing, focus on the learner, performance objectives, and teaching of culture. Course includes methods and observation of language teaching at both elementary and secondary levels. Taught through the School of Education. Online offering.

WL 498H World Languages & Cultures Capstone 1

Course is designed to assist majors in the process of discerning their future careers and vocations. Students will refine research and writing skills in the target language, prepare job search materials in English and the target language, explore their own cultural awareness and competencies, and take part in panel discussions with members of the community whose daily jobs involve the use of a second language. Class culminates in presentation of electronic portfolio. Students must be declared majors or minors in the department.

Undergraduate, School of Continuing Studies - Adult Degree Programs

The Whitworth School of Continuing Studies provides higher education opportunities for adult students in an environment that cultivates student success, critical reflection and professional development. We uphold Whitworth's mission of an education of mind and heart by treating all students with dignity; by providing avenues for spiritual, as well as intellectual, rigor; and by serving each individual with compassion and integrity. Our evening, accelerated-format courses are ideal for students with work and family obligations.

School of Continuing Studies Admissions

The Whitworth School of Continuing Studies is designed for adult learners (ages 23 and above) who, because of work and family obligations, need to attend the university on a schedule that fits their busy lives. Applicants to the School of Continuing Studies will:

- Submit an online application that includes a personal essay, reference forms and a résumé (required only for teacher certification programs); an additional writing sample may be requested based on prior academic and/or professional experience.
- Submit official transcripts from previously attended colleges and/or universities to the School of Continuing Studies Office. If no prior college/university credit has been earned, high school transcripts or GED will be required.
- Meet with an academic advisor.

Due to the expectation that students contribute knowledge gained in the work environment to the collaborative learning taking place in class, each applicant to the School of Continuing Studies under the age of 23 must also have:

1. family or work responsibilities that would prevent her/him from attending a traditional daytime university program;
2. a two-year transfer degree, or substantial previous college experience, preferably with a 2.75 or higher GPA; and
3. three years of full-time employment history, documented by submission of a résumé.

Program-specific admission requirements: Students planning to enter the business management, criminal justice administration or teacher certification programs must meet specific admission requirements listed with program descriptions in this section of the catalog.

Admission Evaluation and Acceptance

Each application is carefully reviewed before the admissions committee grants a prospective student admission to the university. The following criteria may be considered in the admission-decision process: transfer-credit grade-point average, academic advisor meeting, availability of appropriate academic program(s), prior coursework and pattern of coursework completion, professional and academic references, and demonstration of college-level writing competency. Applicants will receive notification of their admission from the School of Continuing Studies.

Applicants not meeting the minimum GPA or other admission requirements may be offered provisional admission and may be required to complete certain classes specified by the academic advisor.

Bachelor's Degree Requirements

Completion of Whitworth shared curriculum requirements

Completion of 36 semester credits of upper-division courses (numbered 300 or above)

Completion of a writing-intensive "W" course in the major

Completion of an approved major (with a cumulative grade-point average of 2.0 or higher)

Completion of at least 32 semester credits in a degree program at Whitworth

Completion of 126 total semester credits, including those transferred from other institutions.

Note: The management and accounting degree requires 150 credits for completion.

A cumulative grade-point average of 2.0 in all Whitworth courses

Completion of 32 of last 40 credits for the degree at Whitworth

Completion of all degree requirements within six years of matriculation

Students must declare their intent to graduate by completing an application for graduation during their senior year (or the year prior to their completion of all degree requirements) by the application deadline set by the registrar's office. To participate in commencement, students must complete all degree requirements by the end of that year's summer term.

Whitworth Policies

For additional Whitworth policies, please see the section on Academic Information (p. 23).

Shared Curriculum Requirements

Students enrolled in the School of Continuing Studies must complete the university's shared curriculum requirements as specified in the Undergraduate Programs section of the catalog, with the following exceptions:

- The first-year program entails successful completion of GE 335: Transitions to Adult Learning (3 credits).
- The student may fulfill the Belief Inquiry Group requirement by completing either CO 300: Worldview, Reality, and Human Nature or CO 150: Western Civilization I: Christian Worldview Perspectives (3 credits), along with either a Biblical Literature or a Faith, Reason, and Contemporary Issues course.
- The student may fulfill the Cultural Inquiry Group requirements by completing any two of the Historical Analysis, Literature and Storytelling, and Culture and Diversity courses. These courses must include both the 'U' and 'G' tags, for U.S. Diversity and Global Perspectives, respectively.
- Within the Expressive Inquiry Group, the World Languages requirement may be met in the following ways: through a three-credit conversational-language course specifically designed for Whitworth's continuing studies programs, or through a full year (eight semester credits or 15 quarter credits) of a world language at Whitworth or another university.
- Within the Praxis Group, the student may fulfill the Habits of Mind requirement with GE 335: Transitions to Adult Learning, which emphasizes academic preparedness, critical thinking and communication skills. The student may fulfill the Habits of Wellness requirement with 2 credits of Physical Wellness. One of these Praxis courses must include the 'E' tag for Emotional Wellness.

Course Enrollment Limits for Continuing Studies Degree Programs

A student may choose to enroll in up to three credits of non-accelerated evening courses (fall, spring and summer) in addition to his or her accelerated-format schedule. Tuition for each course will be charged at the current applicable tuition rate. Continuing studies students may not enroll in more than 16 credits during each continuing studies accelerated-format term, including regular-semester course registrations that overlap into a portion of any accelerated-format term. An exception to the 16-credit limit is allowed for those in the student teaching semester of the teacher certification program.

Continuing Studies Change in Program

Students moving from a continuing studies program to a traditional day program must complete the day program's requirements for shared curriculum (including world languages) subject to the core transfer-credit policy. Continuing studies students who have completed 90 credits or more in their program may not transfer to a traditional day-program major unless this transfer is approved by the dean of the School of Continuing Studies, the academic department in which the major is housed, and the associate provost of academic affairs.

Students attending Whitworth as matriculated-day students who want to cease attending during the day, change their major and enroll in a continuing studies program must not have attended Whitworth for at least one full calendar year prior to applying to the School of Continuing Studies. In addition, they must fulfill the following requirements:

1. Apply and be accepted for admission to the School of Continuing Studies.
2. Major in a program offered by the School of Continuing Studies.
3. Meet all continuing studies shared curriculum requirements.

Continuing Studies Academic Warning

A student enrolled in School of Continuing Studies courses may be placed on academic warning at the end of any 12-week period of an accelerated-format sequence during which the student is registered for six or more credits (whether or not those credits are completed) and during which the student had a term GPA below 2.0 and a cumulative GPA of 2.0 or above.

Continuing Studies Academic Probation

If a student fails their first course at Whitworth University, they will be put on academic probation. A student is also placed on academic probation at the end of any 12-week period of an accelerated-format sequence during which they earned a term GPA below 2.0 and 1) they were on academic warning within the previous 12 months, or 2) they have a cumulative GPA lower than 2.0. During this 12-week period, the student must have been registered for six or more credits (whether or not those credits were completed). A student who is on probation may not register for more than three courses, or nine semester credits, in the subsequent accelerated-format term. Students remain on probation until their cumulative GPA reaches the minimum 2.0 standard.

Exception: If a student previously attended Whitworth and has a cumulative GPA below 2.0 upon readmission through continuing studies, the academic advisor may make an exception to the academic probation policy.

Continuing Studies Academic Suspension

If a student fails his or her first two courses at Whitworth University, s/he will be placed on academic suspension. At the end of an 18-week period (excluding breaks), if a student is registered for nine credits (whether or not nine credits are completed), and the term GPA during that 18-week period is below 1.0, or if the student has a term GPA of 2.0 or below and is on academic probation, s/he will be placed on academic suspension. A pattern of successive class withdrawals (over more than one term or sequence) may also be grounds for suspension. Academic suspension will be noted on the transcript.

Continuing Studies Appeal Process

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

Transfer of Community College Applied Associate Degrees (A.A.S. or other)

This program allows a student to complete an applied associate degree at a regionally accredited institution and subsequently enroll at Whitworth for completion of a bachelor of arts degree in the School of Continuing Studies. Total credits needed (shared curriculum, major, upper-division and electives) at Whitworth will vary depending on credits transferred.

Applied Associate Degree Credits Accepted by Whitworth

Whitworth will accept credit from qualified applied associate degrees (A.A.S. or other) meeting the following criteria:

- earned at a regionally accredited institution;
- earned within the last 10 years (transcripts for applied associate degrees older than 10 years will be evaluated on a course-by-course basis and/or the application will be assessed by the School of Continuing Studies admissions committee on the applicant's current use of the degree in the applicant's profession);
- includes at least 90 quarter or 60 semester credits; and
- student chooses to apply that credit toward a bachelor's degree offered through the School of Continuing Studies.

Students with a qualified applied associate degree will transfer with 60-64 semester credits (depending upon the total number of credits earned through the applied associate degree) and will be granted junior standing.

Criminal Justice Administration

In collaboration with Whitworth's College of Arts & Sciences, the School of Continuing Studies offers a B.A. in criminal justice administration. This interdisciplinary degree builds on the strength of a liberal arts core curriculum, providing the adult student with a balanced and coherent study of the arts, the humanities, and the natural and social sciences. Whitworth is dedicated to providing an academically excellent liberal arts education that will equip each student with the skills necessary to respond creatively to the personal and professional challenges of life.

Admission to the criminal justice administration program is contingent upon the applicant's transfer of an A.A.S. degree in criminal justice, corrections or fire science or a similar A.A.S. degree, or upon successful completion of the police academy; or upon other related professional experience within the criminal justice arena, as determined by the admissions committee.

The criminal justice administration major builds on the learning outcomes students have achieved through completion of an associate of applied science degree and/or through professional experience. In addition to these outcomes, the criminal justice administration major has the following outcomes:

- With regard to knowledge, criminal justice administration graduates will articulate the various motivations of criminal behavior and the systems that punish and correct that behavior; understand the broader context in which criminal justice is administered; and identify the role of criminal justice in society as a whole.
- With regard to skills, criminal justice administration graduates will demonstrate competence in professional writing and public speaking; articulate a style of contributing positively to teams; and develop critical thinking required to coordinate the activities of a criminal justice organization.
- With regard to faith and values, criminal justice administration graduates will appreciate human diversity and respect for inclusion across diverse community cultures; identify and analyze ethical issues specific to the field of criminal justice; and explore their own vocation as it pertains to a career in the field of criminal justice administration.

Requirements for Criminal Justice Administration, B.A. (36)

BU 373	Human Resource Management	3
COM 351	Group Dynamics	3
COM 461	Applied Cross-Cultural Communication	3
EC 345	Economics of Social Issues	3
PO 302	Legal Issues in Social & Behavioral Studies	3
PO 320	American Political Process	3
PO 371	Introduction to Public Administration	3
PY 345	Forensic Psychology	3
SO 220	Race and Ethnicity	3
SO 283	Deviance, Crime and Criminal Justice	3
SO 370	Delinquency and Juvenile Justice	3
SO 466W	Ethics in Public Service	3

Teacher Certification Program

Bachelor of Arts in Elementary Education

Stacy Hill (Director)

Conceptual Framework

Mission

The Whitworth University School of Education prepares socially just and inclusive teachers, counselors, therapists and administrators to be educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders and advocates.

Vision

The Whitworth University School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge.

Scholars

Scholars possess current knowledge of the content areas in which they work, understand the connections between disciplines, use tools of inquiry, and pursue ongoing learning as existing fields of knowledge evolve and grow. Scholars are innovative and strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, study of their own practice, analysis of data collected, and application of data to solve problems in their respective fields of study.

Community Members

Community members develop and sustain intentionally collaborative relationships among colleagues, students and their families, clients, administrators, and community partners. Community members understand their roles as professional colleagues in schools, communities and professional organizations. They actively help to shape the culture of classrooms, schools and agencies to reflect the values of our democratic society. They model respectful, caring and professional behaviors that foster trusting and inclusive environments.

Effective Practitioners

Effective practitioners are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision-making using formative and summative data. They are committed to culturally responsive and relevant practices that are engaging and shape purposeful, continuous growth. Effective practitioners demonstrate proficiency in the selection and differentiation of materials, strategies and assessment practices that are appropriate for the diversity of the individuals they serve.

Visionary Leaders

Visionary leaders articulate a vision and philosophy for their professional practice inclusive of a belief in the worth and ability of each human being. They build a framework to guide personal and professional decision-making and development for the benefit of their professional and learning communities. Visionary leaders contribute to society by modeling transformational and servant leadership that emerges from their personal beliefs and worldview perspective.

Advocates

Advocates demonstrate a sincere and equitable commitment to the social-emotional well-being and physical safety of those they serve. They pay attention to the role diversity, including gender, sexual orientation, ability, ethnicity, race, culture, religion and socio-economic status, brings to learning and the community. Advocates understand and respect the interconnected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, advocates seek opportunities to assist, encourage and support all those under their care in a manner that leads to transformation in the lives of those they serve.

The Whitworth Teacher Certification Program, a collaborative effort between the School of Education and the School of Continuing Studies, allows adults who work full time to complete a teacher-certification program in an accelerated evening and Saturday format. Students can earn a bachelor of arts degree in elementary education with teacher certification, while those with a bachelor's degree can complete the requirements for certification only. Post-baccalaureate students can enroll in the 500 level of designated courses and apply up to 18 semester credits as electives if they are accepted into a Whitworth Graduate Studies in Education program within four years of Teacher Certification Program completion.

The student learning outcomes of this program prepare students to:

1. Plan for effective instruction and assessment using research-based methods that include differentiation for all learners.
2. Employ effective assessment strategies (formal and informal) throughout the learning cycle to support analysis of student learning and provide informed feedback to students on their progress.

- Engage K-12 learners in academic and reflective discourse for the purposes of eliciting student voice regarding content understanding and to provide opportunities for student self-reflection.
- Effectively engage in self-reflection to support continued improvement in instructional practices.
- Integrate faith and learning by articulating one's personal faith tradition or principals of one's personal worldview, examining how professional practices are aligned to or challenge one's own faith or worldview perspectives, and evaluating one's own positions and choices using faith/worldview perspectives as a framework.
- The teacher candidate will identify and describe the role that human development and social, cultural, linguistic, physical and community context plays as related to the learner and the learning enterprise; apply theories, concepts and strategies for culturally responsive pedagogy to promote inclusive communities for learning that foster the values and gifts of each member.

Admission Requirements

Students must first complete all School of Continuing Studies admission requirements to enroll in needed prerequisite or content coursework.

Additional requirements for admission to the School of Education and a Teacher Certification Program cohort include the following:

- a minimum of 60 semester credits (90 quarter hours) of college work with a 2.5 GPA from accredited colleges or universities, or a 3.0 minimum GPA in recent coursework at Whitworth
- successful completion of EDE 302, Foundations of Education, and the related field experience
- positive dispositional evaluation
- satisfactory scores on the three subtests of the Washington Educators Skills Test - Basic (WEST-B) or satisfactory scores on a state-approved alternative

Certification Requirements

Academic requirements for a Washington state teaching certificate include the following:

- the cohort coursework, totaling 51 semester credits
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- all prerequisite and content-area requirements (see below)
- grades of "C" or better in all courses applicable to certification
- all state assessments, including satisfactory completion of basic skills testing, passing endorsement area exams, and passing teacher performance assessment

Students earning a bachelor of arts degree in elementary education must also complete all Whitworth shared curriculum requirements and all state certification requirements.

In addition, please see "Important Notes for all Undergraduate Teacher Education Students" on the School of Education (p. 118) homepage.

Prerequisites and Content-Area Requirements

EDE 302	Foundations of Education	3
MA 220	Structure of Elementary Mathematics	3
Coursework in the natural sciences and social sciences		
SS 102	Concepts in Social Science II	3

Courses in the Teacher Certification Program Cohort (51)

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 332A	Mathematics Methods in the Primary Grades	3
EDE 332B	Mathematics Methods in the Intermediate Grades	3
EDE 332C	Instructional Strategies Practicum	1
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 341	K-9 Mathematics Methods	3

EDE 345A	K-8 Physical Education and Health Methods	1
EDE 345C	K-8 Music Methods	1
EDE 345D	K-8 Art Methods	1
EDE 366	Teaching English Language Learners	1
EDE 367	Introduction to Intercultural Education	1
EDE 368	Intercultural Immersion Experience	2
EDE 401W	Critical Issues in Education	3
EDE 441A	Literacy Methods in the Primary Grades	3
EDE 441B	Literacy Methods in the Intermediate Grades	3
EDE 441C	Literacy Practicum	1
EDE 470	,Teacher Certification Program Capstone Seminar	3
EDE 471	Assessment and Classroom Management	3
EDE 496	Clinical Practicum	9

Select courses are also listed at the 500 level. See descriptions below. Post-baccalaureate students may apply these as electives upon admission to Graduate Studies in Education, with the exception of Clinical Practicum.

B.A. Teacher Certification Program - Online (51)

Pre-requisite

MA 220	Structure of Elementary Mathematics	
SS 102	Concepts in Social Science II	
EDE 302	Foundations of Education	

Required

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 332A	Mathematics Methods in the Primary Grades	3
EDE 332B	Mathematics Methods in the Intermediate Grades	3
EDE 332C	Instructional Strategies Practicum	1
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 341	K-9 Mathematics Methods	3
EDE 345D	K-8 Art Methods	1
EDE 366	Teaching English Language Learners	1
EDE 367	Introduction to Intercultural Education	1
EDE 368	Intercultural Immersion Experience	2
EDE 401W	Critical Issues in Education	3
EDE 441A	Literacy Methods in the Primary Grades	3
EDE 441B	Literacy Methods in the Intermediate Grades	3
EDE 441C	Literacy Practicum	1
EDE 470	,Teacher Certification Program Capstone Seminar	3
EDE 471	Assessment and Classroom Management	3
EDE 496	Clinical Practicum	9
EDE 345A	K-8 Physical Education and Health Methods	1
EDE 345C	K-8 Music Methods	1

Teacher Certification Program Curriculum

The Teacher Certification Program is offered in a cohort-based format in which a core group of approximately 20 students work collaboratively through each of the courses in sequence. Within the final semester, students will complete a full-time, 12-week student-teaching practicum and a two-week intercultural immersion practicum. Cohorts begin in August and February.

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

Bachelor of Arts in Educational Studies

The Bachelor of Arts in Educational Studies Program is designed for individuals who are interested in the field of education, but who do not plan to become a certified teacher.

The Whitworth Teacher Certification Program views the role of educators as a calling – a commitment to understanding and responding compassionately to the needs of children and youth. Educators are more than classroom teachers. They are involved in every aspect of a child's life. The Educational Studies Program conceptualizes our graduates as educators of mind and heart who serve as scholars, community members, advocates, effective practitioners and visionary leaders. Courses in this program are structured around this conceptual framework, and students are encouraged to view their future roles as educators through this model.

Admission Requirements

Students must first complete all continuing studies admission requirements. Additional requirements for admission to the School of Education and the Educational Studies Program include the following:

- a minimum of 60 semester credits (90 quarter hours) of college work with a 2.5 GPA from accredited colleges or universities, or a 3.0 minimum GPA in recent coursework at Whitworth
- successful completion of EDE 302, Foundations of Education, and the related field experience

After you apply and are admitted to the Educational Studies Program, you will take Whitworth's shared curriculum requirements; EDE 302, Foundations of Education; and any required elective courses prior to beginning the Educational Studies Program.

Prerequisites and Content Area Requirements

EDE 302	Foundations of Education	3
MA 220	Structure of Elementary Mathematics	3

Requirements for Educational Studies, B.A. (35)

EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 332A	Mathematics Methods in the Primary Grades	3
EDE 332B	Mathematics Methods in the Intermediate Grades	3
EDE 340	Differentiated Instructional Strategies and K-8 Social Studies Methods	3
EDE 341	K-9 Mathematics Methods	3
EDE 345A	K-8 Physical Education and Health Methods	1
EDE 345C	K-8 Music Methods	1
EDE 345D	K-8 Art Methods	1
EDE 366	Teaching English Language Learners	1
EDE 367	Introduction to Intercultural Education	1
EDE 401W	Critical Issues in Education	3
EDE 441A	Literacy Methods in the Primary Grades	3
EDE 441B	Literacy Methods in the Intermediate Grades	3
EDE 471	Assessment and Classroom Management	3

Post-Baccalaureate Secondary Certification

Students with a bachelor's degree may complete the Teacher Certification Program (TCP) as a post-baccalaureate teacher candidate. Teacher candidates pursuing the K-8 Elementary Education endorsement complete the prerequisite courses, content area requirements, and cohort courses outlined for the Teacher Certification Program Cohort – Elementary Certification. Secondary certification with a content-area endorsement may be pursued by any post-baccalaureate teacher candidate with a bachelor's degree and significant coursework in the content area in which they intend to teach. Secondary endorsements will be determined through a transcript review by the

TCP Director and Assistant Director. The transcript review may identify additional content area courses that must be completed for secondary endorsement eligibility.

Requirements for TCP-Secondary Cert (33)

Pre-requisite and Content Area Courses (3+)

EDE 302	Foundations of Education	
Additional content area courses as determined by transcript review		
Secondary content area endorsement exam(s) must be passed prior to beginning the TCP cohort		
EDE 204	Child and Adolescent Development	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 350	Integrated Instructional Methods	3
EDE 351A	Instructional Strategies Practicum I	1
EDE 351B	Instructional Strategies Practicum II	1
EDE 366	Teaching English Language Learners	1
EDE 367	Introduction to Intercultural Education	1
EDE 368	Intercultural Immersion Experience	2
EDE 401W	Critical Issues in Education	3
EDE 470	,Teacher Certification Program Capstone Seminar	3
EDE 471	Assessment and Classroom Management	3
EDE 498	Clinical Practicum, High School Level	9
Secondary Methods (5-9)		
EDU 458	Content Area Reading and Writing	
2 content-specific methods courses		

EDE Courses

EDE 204 Child and Adolescent Development 3

This course examines developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) and sociological challenges (abuse and neglect, substance abuse, poverty, familial discord, suicide, violence, and trauma and their impact on teaching and learning). Candidates study children and adolescents with a focus on psychology in the diverse classroom. Cross-listed with EDU 501.

EDE 280 Field Study 1-4

EDE 302 Foundations of Education 3

The course explores the philosophical foundations and critical issues related to education, faith/worldview and the education profession, certification in Washington and the dispositions of successful practitioners as identified by the Whitworth School of Education conceptual framework. Students complete a service learning experience in a K-12 classroom. Cross listed with EDE-502.

EDE 320 Exceptional Learners and Inclusion 3

This course covers the historical, medical, psychological, and instructional aspects special education as well as the complex topics of inclusion, labeling, and disproportionality. Universal design for learning and data-based instructional frameworks for equity based academic and behavioral support for students with exceptionalities are introduced. The specific needs of individuals with exceptionalities and the implications of cultural and linguistic diversity and/or trauma related experiences are addressed. Using inquiry, discussion, and reflection, students are assisted in forming, adjusting and/or validating their perceptions of their role as educators and advocates for all students. Cross- listed with EDE-520.

- EDE 332A Mathematics Methods in the Primary Grades** 3
 This course will prepare the teacher candidates to teach mathematics in primary grades (K-3). The majority of the course will have an emphasis on the pedagogy, methods and the constructivist approach to math with younger learners. The course will also prepare teacher candidates with math content with regard to typically developing students. The course will involve teacher candidates in active participation in inquiry, contextual problems, use of manipulatives and models, and strategies for problem solving/application approaches to math. Making connections to the world outside of school and the use of technology will be stressed. The teacher candidates will also explore Internet-based resources to support differentiation in math. Cross listed with EDE-532A
- EDE 332B Mathematics Methods in the Intermediate Grades** 3
 This course will prepare candidates to teach mathematics in intermediate grades (4-8). The majority of the course will have an emphasis on the pedagogy, methods and the constructivist approach to math with intermediate learners. The course will also prepare candidates with math content with regard to typically developing students. The course will involve teacher candidates in active participation in inquiry, contextual problems, use of manipulatives and models, and strategies for problem solving/application approaches to math. Making connections to the world outside of school and the use of technology will be stressed. The candidates will also explore Internet-based resources to support differentiation in math. Cross listed with EDE-532B
- EDE 332C Instructional Strategies Practicum** 1
 This practicum course places candidates in a culturally, ethnically, linguistically and/or academically diverse elementary or self-contained middle school classroom to develop competencies in teaching and assessing learning in math and science. Candidates in this course complete 30 hours in the school setting and are assigned a university supervisor. Cross-listed with EDE 351B.
- EDE 340 Differentiated Instructional Strategies and K-8 Social Studies Methods** 3
 This course introduces candidates to differentiated instruction and assessment of social studies in the diverse K-8 classroom. Candidates learn and use Washington State Grade Level Expectations and Common Core State Standards along with the Understanding by Design curriculum planning framework. Teacher candidates learn to use the TCP lesson plan template. Teacher candidates will engage with the Since Time Immemorial Curriculum as prescribed in WAC 181-78A-300(3). Cross-listed with EDE 350 and EDE 540.
- EDE 341 K-8 STEM Methods** 3
 This course introduces candidates to intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse students, lesson planning, and formative assessment to differentiate instruction for all K-8 learners. The integration of science concepts in other disciplines is emphasized. It includes theories, teaching, lesson plan development, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, Washington State standards, Common Core State Standards, Next Generation Science Standards, and conducting field trips and safety considerations. Prerequisite: one college-level science course. Cross-listed with EDE-541
- EDE 345A K-8 Physical Education & Health Methods** 1
 This course introduces candidates to methods for teaching and assessing physical and health education in elementary school. Current methods and materials are used to develop the elementary curriculum, differentiate physical education and health instruction and assessment and teaching appropriate activities. Cross-listed with EDE 545A.
- EDE 345B K-8 Theatre Methods** 1
 This course teaches theatre techniques useful across the curriculum in any elementary classroom. Candidates learn how to integrate theatre concepts into literacy, character education and social studies curriculum. Candidates develop and teach lessons that use theatre methods, as well as apply and differentiate for diverse learners in K-8 classrooms. Cross-listed with EDE 545B.

EDE 345C K-8 Music Methods	1
This course emphasizes the music experience in an elementary setting. Candidates study the use of different musical concepts, methods and materials, integration of music into other content areas, and process/product will be studied. Candidates become familiar with terminology and various music programs, while learning how to differentiate instruction and assess musical skills and concepts for diverse learners in K-8 classrooms. Cross-listed with EDE 545C.	
EDE 345D K-8 Art Methods	1
This course emphasizes the art experience in an elementary setting. Candidates study different media, integration of art into other content areas, and process/product. Candidates become familiar with terminology and various art programs, while learning how to differentiate instruction and assess art skills and concepts for diverse learners in K-8 classrooms. Cross-listed with EDE 545D.	
EDE 350 Integrated Instructional Methods	3
This course introduces candidates to interdisciplinary instruction through analysis of teaching and learning behaviors. It focuses on integrating curriculum in the candidate's major and related content areas. Candidates learn instructional methods and assessment strategies that are utilized to create lesson plans aligned with Common Core State Standards and related, discipline-specific standards. Cross-listed EDE 340, EDE 540, and EDE 550.	
EDE 351A Instructional Strategies Practicum I	1
The course places candidates in a diverse middle school or high school classroom to develop competencies in teaching and assessing learning in the candidate's specific content area. Candidates in this course complete 30 hours in the school setting and are assigned a university supervisor. Cross-listed with EDE 441C.	
EDE 351B Instructional Strategies Practicum II	1
The course places candidates in a diverse middle school or high school classroom to develop competencies in teaching and assessing learning in the candidate's specific content area. Candidates in this course complete 30 hours in the school setting and are assigned a university supervisor. Cross-listed with EDE 332C.	
EDE 361 Second Language Acquisition	3
An overview of interdisciplinary theories of how students acquire a first and an additional language informed by the fields of linguistics, psychology, sociocultural, and political studies. A view to gaining informed approaches for supporting English Learners and their access to the core curriculum, including an off-campus, experiential service-learning component.	
EDE 366 Teaching English Language Learners	1
This course is an introduction to instructional strategies for teaching English Language Learners in the regular classroom and an overview of current programs and laws regarding the teaching of ELL students. Cross-listed with EDE 566.	
EDE 367 Introduction to Intercultural Education	1
This course introduces candidates to the development of intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. It examines the nature and use of power in society and the impact of one's own cultural values, attitudes and beliefs on K-12 students. Cross-listed with EDE 567.	
EDE 368 Intercultural Immersion Experience	2
This course places candidates in an intercultural educational setting designed to deepen and broaden previous culturally based experiences. Classroom assignment includes observation, lesson planning, assisting with special-needs students, tutoring, teaching, and attending professional meetings. In addition, candidates are expected to immerse themselves in the life of the community in which they are placed. Prerequisite: EDE 367. Cross-listed with EDE 568.	
EDE 395 Teaching Assistantship	1-4
To be approved by TCP director and arranged with course instructor.	

- EDE 396A Fundamentals for Working With Students and Their Families in P-12 School Settings** 1
- Introduction to the Standards of Practice leading to the WA State General Para-Educator Certificate. This course unpacks the content of Part One of the Fundamental Course of Study - the core instruction that all para-educators must receive in order to work with students and their families in WA public P-12 schools. Topics of study include cultural identity and diversity, educational and instructional support, data collection and analysis, technology in schools and equity.
- EDE 396B Fundamentals for working with Students And Families in P12 School Settings: Part Two** 1
- Introduction to the Standards of Practice leading to the WA State General Para-Educator Certificate. This course unpacks the content of Part Two of the Fundamental Course of Study - the core instruction that all para-educators must receive in order to work with students and their families in WA public P-12 schools. Topics of study include educational and instructional support, educational technology, data collection and analysis, behavior management and communication within teams.
- EDE 401W Critical Issues in Education** 3
- This capstone course clarifies faith, philosophical, social and educational convictions as they relate to the teaching profession. Candidates explore and translate worldview convictions to educational practice with a focus on children in exceptional circumstances. Candidates also explore critical issues in American education, such as public school law, professional rights and responsibilities, and faith and values related to teaching. Cross listed with EDU-550.
- EDE 441A Literacy Methods in the Primary Grades** 3
- This course prepares candidates in the acquisition of literacy processing and the methods of instruction and assessment for primary grade (K-3) readers and writers. It is designed to help candidates acquire knowledge and strategies related to literacy development and engagement through classroom application, analysis, and reflection of lessons for all learners. It also provides an overview of Common Core State Standards for literacy and academic language development. Cross-listed with EDE 541A.
- EDE 441B Literacy Methods in the Intermediate Grades** 3
- This course prepares candidates in the acquisition of literacy processing and the methods of instruction and assessment for intermediate grade (3rd to 8th) readers and writers. Designed to help candidates acquire knowledge and strategies related to literacy development and engagement through classroom application, analysis, and reflection of lessons for all learners. Candidates are introduced to the teaching of literacy across the content areas. It also provides an overview of Common Core State Standards, and academic language development. Cross-listed with EDE 541B.
- EDE 441C Literacy Practicum** 1
- The course places candidates in a culturally, ethnically, linguistically and/or academically diverse elementary or self-contained middle school classroom to observe and assist with reading and language-arts lessons modeled by classroom teachers. Candidates assess reading abilities of selected students. Cross-listed with EDE 351A.
- EDE 446 Diagnosis and Treatment of Reading Disabilities** 3
- Study and use of instruments to assess reading abilities and the diagnosis and treatment of specific reading disabilities. Candidates assess elementary students, identify reading problems, and design and implement a plan of remediation. Includes a field experience. Prerequisites: EDE 340/540. Cross-listed with EDE-546.
- EDE 470 Teacher Cert Program Capstone Seminar** 3
- This seminar explores issues in student teaching related to classroom management, instructional planning, professional habits, and formal observations while assisting candidates as they prepare for certification and job placement. This seminar also supports Teacher Certification Program (TCP) candidates in meeting end-of-program requirements put forth by the Professional Educator Standards Board (PESB).

EDE 471 Assessment and Classroom Management	3
This course examines assessment practices and issues in education, with an emphasis on best-practice research, performance-based assessment, Washington and Common Core State Standards, school-based data systems and assessment as an integral component of classroom instruction. It addresses theoretical and practical models of classroom management. Candidates develop classroom management plans designed to create a respectful and culturally positive learning climate that assures maximum learning. Cross-listed with EDE 571.	
EDE 474 Clinical Practicum Seminar	1
This seminar explores issues in student teaching, professional development, documentation of positive impact on student learning, and preparation of the TCP instructional plan as it relates to the completion. This seminar also prepares candidates for certification and job placement. Cross-listed with EDE 574.	
EDE 480 Field Study	1-4
To be approved by TCP director and arranged by placement coordinator.	
EDE 493 Clinical Practicum, Middle School and Special Education	1-11
See descriptor for EDE 496.	
EDE 494 Clinical Practicum, High School and Special Education	1-11
See descriptor for EDE 496. This is a full-time internship in a high school classroom.	
EDE 495 Teaching Assistantship	1-4
EDE 496 Clinical Practicum	1-9
This full-time experience is in an elementary or self-contained middle school classroom. Candidates plan, instruct, and assess for student learning under the guidance of an experienced mentor teacher and a university supervisor. This experience also emphasizes socialization, classroom management and professional activities within a diverse school culture. Cross-listed with EDE 493 Clinical Practicum, Middle School and Special Education 1-9 -EDE 494 Clinical Practicum, High School and Special Education 1-9 -EDE 496/596 Clinical Practicum, K-8 Level 1-9 -EDE 497/597 Clinical Practicum, Middle-School Level 1-9 -EDE 498/598 Clinical Practicum, High School Level 1-9.	
EDE 497 Clinical Practicum, Middle School Level	1-9
See descriptor for EDE 496.	
EDE 498 Clinical Practicum, High School Level	1-9
See descriptor for EDE 496. This is a full-time internship in a high school classroom.	
SS Courses	
SS 101 Concepts in Social Science I	3
Content is geared toward a clear understanding of the major ideas, eras, themes, developments, turning points, chronology and cause and effect relationships in U.S. History. The social studies concepts of economics and civics are presented within this historical context. Guiding the content are the essential "knowledge and skills" for elementary teacher candidates as stated in the elementary endorsement competencies published by OSPI.	
SS 102 Concepts in Social Science II	3
Content is geared toward a clear understanding of the major ideas, eras, themes, developments, turning points, chronology and cause and effect relationships in Pacific Northwest History. The social studies concepts of economics and civics are presented within this historical context. Guiding the content are the essential "knowledge and skills" for elementary teacher candidates as stated in the elementary endorsement competencies published by OSPI. Teacher candidates will engage with the Since Time Immemorial Curriculum as prescribed in WAC 181-78A-300(3).	

Human Services

In collaboration with Whitworth's College of Arts & Sciences, the School of Continuing Studies offers a B.A. in human services. This interdisciplinary degree builds on the strength of a liberal arts core curriculum, providing the adult student with a balanced and coherent study of the arts, the humanities, and the natural and social sciences. Whitworth is dedicated to providing an academically excellent liberal arts education that will equip each student with the skills necessary to respond creatively to the personal and professional challenges of life.

Learning outcomes of this major are as follows:

- With regard to knowledge, human services graduates will articulate the various needs of diverse populations and the systems that meet those needs, understand the broader context in which human services are provided, and identify the boundaries of their own role as a professional helper.
- With regard to skills, human services graduates will demonstrate competence in professional writing and public speaking, articulate a style of contributing positively to teams, and develop critical thinking required to maintain self-awareness in human-service practice.
- With regard to faith and values, human services graduates will appreciate service to humanity and respect for the dignity of every individual, identify and analyze ethical issues specific to the human service field, and explore their own vocation as it pertains to a career in human services.

Requirements for Human Services, B.A. (36)

COM 351	Group Dynamics	3
PO 320	American Political Process	3
PO 371	Introduction to Public Administration	3
SO 311W	Families and Society	3
SO 368	The Helping Process in Social Services	3
SO 425	Making Change: Social Intervention Strategies	3
SO 466W	Ethics in Public Service	3
Take one of the following courses in Human Diversity:		3
COM 461	Applied Cross-Cultural Communication	
SO 220	Race and Ethnicity	
SO 252	Sociology of Gender	
Take one of the following courses in career preparation:		3
SO 316	Career Exploration in Human Services	
SO 390	Internship (Human Services Internship)	
Take one sequence:		9
Concentration: Human Service Leadership		
LS 305 & PO 360 & SO 315	Introduction to Public Service Leadership and Leading Sustainable Organizations and Funding and Grant Writing	
OR		
Concentration: Counseling		
PY 101 & PY 227 & PY 358	Introductory Psychology and Personality and Individual Differences and Psychopathology	
OR		
Concentration: Child and Family Services		
COM 352 & PY 210 & SO 370	Conflict Management and Developmental Psychology and Delinquency and Juvenile Justice	

Humanities

In collaboration with Whitworth's College of Arts & Sciences, the School of Continuing Studies offers a B.A. in humanities. This interdisciplinary degree builds on the strength of a liberal arts core curriculum, providing the adult student with a balanced and coherent study of the arts, the humanities, and the natural and social sciences. Whitworth is dedicated to providing an academically excellent liberal arts education that will equip each student with the skills necessary to respond creatively to the personal and professional challenges of life.

Learning outcomes of this major prepare the student to:

- understand human experience, thought and values through exposure to texts and varying academic disciplines; and
- explore various options for study and/or professional engagement.

Students have the opportunity to design their own academic program in consultation with an advisor. A minimum of 45 semester credits is required for the completion of the humanities major.

Requirements for Humanities, B.A. (45)

At least 30 credits of the 45 semester credit total must be from the following areas: 30
art, communication studies, English, history, music, philosophy, theology, theatre, and worldview studies

Up to 15 credits of the 45 semester credit total may also be from the social 15
sciences: economics, political science, psychology, sociology

One of the above courses must be a writing-intensive course, designated by a "W" after the course number.

Business Management

Debra Jackson (Director)

Business Management Major (p. 372) **Management & Accounting Major**

Business Management Major, B.A.

The Whitworth Business Management Program blends current organizational theory with practice, providing a one-of-a-kind educational experience for the adult who seeks to complete a bachelor's degree while working. This major is included in one of the three divisions of Whitworth's AACSB-accredited School of Business; it meets all requirements for a business degree granted by Whitworth University.

Business Management Program Admission Requirements

Admission to the School of Continuing Studies does not guarantee admission to the Whitworth Business Management Degree Program. In addition to being admitted to the School of Continuing Studies, prior to beginning the business management major, students must:

- complete a minimum of 60 semester credits, either by transfer or at Whitworth, with a grade-point average of 2.0 or above;
- provide a current résumé; and
- complete an admission interview with the director of the business management program.

Admission Evaluation for Business Management Program

Final determination of admission into the business management program is made by the director of the program in consultation with continuing studies advisors and staff. This decision may be based on prior coursework, recommendations from prior instructors, a personal interview, business aptitude, ability to work well in a cohort-based program, and grade-point average. Applicants will receive notification of their admission status from the School of Continuing Studies.

Business Management Curriculum

Each course is a prerequisite for the course that follows. A passing grade must be achieved in each course in order for a student to continue on to the next. A failing grade (F) may necessitate withdrawal from the program.

The learning outcomes for the business management degree are consistent with those articulated by the Whitworth School of Business for all business degrees. Learning outcomes of this major include graduates who are able to:

1. engage in successful problem-solving and decision-making activities that require critical reasoning and creativity to develop sound, integrated solutions;
2. identify internal and external economic and financial conditions facing the organization;
3. demonstrate clear and persuasive verbal and written communications skills; and
4. articulate a personal code of professional ethics and formulate effective, ethical strategies to address relevant organizational issues.

Requirements for Business Management, B.A. (36)

COM 351	Group Dynamics	3
BU 352	Human Behavior in Organizations	3
BU 354	Management of Human Resources	3
BU 457	Employment Laws and Regulations	3
BU 356	Managerial Marketing	3
EC 356	Applied Economic Principles	3
BU 355	Managerial Accounting and Finance	3
CS 459	Managing Technology	3
COM 461	Applied Cross-Cultural Communication	3
BU 461	Ethics in Management	3
BU 458	Strategic Management	3
BU 353W	Organizational Development and Change	3

Management & Accounting Major, B.A.

The Whitworth Management & Accounting Degree Program blends a traditional accounting curriculum with a business-management core to equip the adult student with competencies in both accounting and management. This degree prepares students for careers as controllers and directors of finance in industry.

Admission into continuing studies does not guarantee admission into the management & accounting degree program. Final determination of admission into this cohort program is made by the director of the program in consultation with continuing studies advisors and staff. This decision is based on factors that include prior coursework, recommendations from prior instructors, a personal interview, business aptitude, ability to work well in a cohort-based program, and grade-point average. Applicants will receive notification of their admission status from the School of Continuing Studies.

As part of the AACSB-accredited Whitworth School of Business, the management & accounting degree is differentiated from the traditional undergraduate accounting degree by several features, including the 150 credits required for completion. Those who hold this undergraduate degree will have met the academic requirement to take the CPA exam and will be equipped for positions in senior management. The accounting courses are offered in a 15-month series designed to maximize student retention and learning.

The learning outcomes for the management and accounting degree are consistent with those articulated by the School of Business for all business degrees. Learning outcomes of this major prepare the student to:

1. engage in successful problem-solving and decision-making activities that require critical thinking, reasoning and creativity to develop sound, integrated solutions;
2. identify internal and external economic and financial conditions facing the organization;
3. demonstrate clear and persuasive verbal and written communications skills; and
4. articulate a code of professional ethics that conforms to the code of ethics for professional accountants.

Requirements for Management & Accounting Major, BA (60)

Prerequisites:

BU 230	Financial Accounting	
BU 231	Managerial Accounting	
BU 357	Financial Management	3
BU 334	Intermediate Accounting I	4
BU 335	Intermediate Accounting II	4
BU 466	Principles of Auditing	3
BU 336	Introduction to Taxation	4
BU 332	Cost Accounting	3
BU 240	Business Law	3
COM 351	Group Dynamics	3
BU 352	Human Behavior in Organizations	3
BU 354	Management of Human Resources	3
BU 457	Employment Laws and Regulations	3
BU 356	Managerial Marketing	3
EC 356	Applied Economic Principles	3
BU 355	Managerial Accounting and Finance	3
CS 459	Managing Technology	3
COM 461	Applied Cross-Cultural Communication	3
BU 461	Ethics in Management	3
BU 458	Strategic Management	3
BU 353W	Organizational Development and Change	3

Public Service Administration

In collaboration with Whitworth's College of Arts & Sciences, the School of Continuing Studies offers a B.A. in public service administration. This interdisciplinary degree builds on the strength of a liberal arts core curriculum, providing the adult student with a balanced and coherent study of the arts, humanities, and natural and social sciences. Whitworth is dedicated to providing an academically excellent liberal arts education that will equip each student with the skills necessary to respond creatively to the personal and professional challenges of life.

Learning outcomes of this major are as follows:

- With regard to knowledge, public service administration graduates will articulate the various functions of public service organizations; understand the broader context in which those organizations operate; and identify the role of public service in society as a whole.
- With regard to skills, public service administration graduates will demonstrate competence in professional writing and public speaking; articulate a style of leading and contributing positively to teams; and develop critical thinking skills required to maintain a sustainable organization.
- With regard to faith and values, public service administration graduates will appreciate civil and global responsibility and respect for the common good; identify and analyze ethical issues specific to the field of public service; and explore their own vocation as it pertains to a career in public service administration.

Requirements for Public Service Administration, B.A. (39)

BU 330	Fund Accounting and Budget Management	3
BU 373	Human Resource Management	3
COM 311	Public Relations and Communication	3
COM 352	Conflict Management	3
EC 345	Economics of Social Issues	3

LS 305	Introduction to Public Service Leadership	3
LS 470W	Strategic Leadership in Public Service Organizations	3
PO 302	Legal Issues in Social & Behavioral Studies	3
PO 360	Leading Sustainable Organizations	3
PO 371	Introduction to Public Administration	3
SO 303	Globalization and Social Change And Wealth	3
SO 315	Funding and Grant Writing	3
SO 466W	Ethics in Public Service	3

Certificate Programs

Certificate Programs

School of Continuing Studies certificate programs consist of a short series of courses that allow students to develop a specialized skill set or gain a deeper understanding of a unique facet in a field of study. For degree-seeking students, courses within a certificate program may be taken for credit and applied toward a degree either as elective credits or as part of a major if applicable. For non-degree-seeking students, courses must be taken for credit in order to appear on a transcript. Non-credit-bearing courses will not appear on a transcript and are not eligible for federal financial aid. Certificates are awarded upon successful completion of the entire series of courses.

Certificate in Accounting

Whitworth's Certificate in Accounting is designed to help you learn the accounting principles you need to take the CPA exam. You can complete the accounting certificate on its own in just 16 months if you've already taken the prerequisite courses, or earn it as part of a bachelor's degree program (<https://www.whitworth.edu/cms/academics/school-of-continuing-studies/degrees-and-certificates/bachelor-of-arts-in-management-and-accounting/#den11202>). The 24-credit series begins in January each even-numbered year; prerequisite courses begin in August on odd-numbered years.

The learning outcomes of the accounting certificate prepare the student to:

1. communicate complex financial results;
2. be conversant with ethical foundations in the field of accounting;
3. use financial results to make financial recommendations in business situations;
4. participate in corporate level decision making.

Requirements for a Certificate in Accounting (24)

Prerequisites:

BU 230 Financial Accounting

BU 231 Managerial Accounting

Certificate Requirements

BU 334	Intermediate Accounting I	4
BU 335	Intermediate Accounting II	4
BU 332	Cost Accounting	3
BU 466	Principles of Auditing	3
BU 336	Introduction to Taxation	4
BU 357	Financial Management	3
BU 240	Business Law	3

In order to take the CPA exam (<https://cpaboard.wa.gov/individual-licensing/education-requirements/>) in the state of Washington, candidates must meet the following education requirements: At least 150 credits of college education, including...

- A baccalaureate degree or higher;
- 24 credits in accounting subjects (15 at the upper level or graduate level); and
- 24 credits in business administration subjects

Certificate in Operations Management

The Certificate in Operations Management is designed to develop valuable professional skills that will help students add value to any organization; across all industries, from human resources to purchasing to administration.

The learning outcomes of the operations management certificate prepare the student to:

1. Demonstrate understanding of the difference between production and service operations planning.

2. Use appropriate industry standard tools to answer complex strategic planning questions.
3. Clearly communicate to others the issue, the proposed solutions and the outcome of real-world cases

Certificate in Operations Management (12)

BU 361	Lean Management	3
MA 256	Elementary Probability and Statistics	3
BU 314	Introduction to Operations Management	3
BU 331	Project Management	3

Certificate in Brewing Science & Operations

The Brewing Science & Operations Certificate is designed as a 14-credit, one-year program, offered through the School of Continuing Studies, that requires four courses and internship hours (for credit). In general, these courses will meet one weekday evening per week in addition to two full Saturdays to facilitate a balance between knowledge acquisition and practical use of the brewing equipment. We have designed the program to begin once per year, in August, with cohorts moving through the program together, finishing the following May. We believe that keeping these cohorts capped to 12 students per year will maximize student time on the brewing equipment, optimize community between those student cohorts, and increase networking capabilities of students with regional craft brewers.

The learning outcomes of the brewing science & operations certificate prepare students to:

1. Show proficiency and creativity in craft brewing by being able to articulate the important knowledge as well as demonstrate the relevant skills necessary for successful brewing.
2. Understand general concepts surrounding best practices in running a small brewing business in an efficient and ethical manner.
3. Be able to articulate the cultural and social implications of being successful in an industry that, in addition to product success, must acknowledge the mindful behaviors between responsible consumption and addiction.

Requirements for a Certificate in Brewing Science & Operations (14)

BR 110	Introduction to Brewing - Science, History and Ethics Behind Beer	3
BR 210	Intermediate Brewing: Practical/Applied Techniques in Professional Brewing	3
BR 310	Advanced Brewing Techniques – Creating Your Own Beer	3
BU 321	Business of Brewing	3
BR 490	Professional Craft Brewing Internship	2

Graduate Programs

Whitworth offers the following master's degrees:

Graduate Studies in Business (GSB)

School of Business: Sinead Voorhees, Director, gradadmissions@whitworth.edu

- Master of Business Administration (MBA)
- Master of Business Leadership (MBL)

Graduate Studies in Education (GSE)

School of Education: gradadmissions@whitworth.edu

- Master of Arts in Teaching, Gifted & Talented
- Master of Arts in Teaching, Special Education
- Master of Arts in Applied Behavior Analysis
- Master of Arts in Marriage & Family Therapy
- Master of Arts in Administrative Leadership
- Master of Arts or Master of Education in Social & Behavioral Health
- Master of Education in Teaching & Learning
- Master of Education in Montessori
- Master of Education in School Counseling
- Master of Education in Educational Administration

Master in Teaching Program (MIT)

School of Education: gradadmissions@whitworth.edu

Graduate Studies in Theology

Department of Theology: Jeremy Wynne, Director, theologyma@whitworth.edu

- Master of Arts in Theology
- Master of Arts in Christian Ministry
- Master of Arts in Mission & Culture

Master of Science in Athletic Training

Department of Athletic Training: Cynthia Wright, Director, cwright@whitworth.edu

Academic Policies for Graduate Programs

The following policies are in effect for all graduate programs. Please note that each program may have additional policies listed under the specific program descriptions located in other sections of this catalog.

Academic Standards

1. Completion of all semester credits in approved courses, following a degree plan, is required for all master's degrees. This is in addition to any required prerequisites.
2. Whitworth graduate programs may allow students, upon admission, to transfer in up to 25 percent of the total credits required for their degree. Graduate programs may also choose to waive credits up to 25 percent of a program as long as the total required credits is at least 30 semester credits for a master's degree and 90 semester credits for a doctoral degree. For details as to whether a specific program accepts any alternative, waived or transfer credits, please refer to that program's webpage. Confirm which graduate courses will transfer with the program advisor.
3. Master's degree and certification candidates must achieve a cumulative grade-point average of at least 3.0 on a 4.0 scale for all courses taken as part of an approved graduate degree.
4. No credit toward a master's degree or certification program will be allowed for a course in which the student receives a grade of "C-" or lower. Note: Programs may require higher than a "C-"; please see specific program descriptions. Courses in which a grade of "C-" or lower is earned, if required for the degree or certification program, must be repeated. Following any term/module in which a student's cumulative grade-point average is below 3.0, the student may be placed on academic probation. The student may be dismissed from the graduate

- program if three grades of “C” or lower are accumulated, or if it is necessary for the student to be placed on academic probation more than twice.
5. Grades of P/NC are not allowed in any graduate-level course.
 6. A grade of incomplete (“I”) is approved for regular courses in emergency situations only. The incomplete must be made up by six weeks into the following long semester. If satisfactory progress is not made on completing the required work, an appropriate final grade will be awarded.
 7. Incomplete (“I”) grades are given for practicums, internships, research projects and thesis projects that extend beyond the term in which they are scheduled. Incomplete grades for practicums, internships and research projects must be completed within six months of issuance. If not, the student must re-enroll and pay tuition.
 8. Credits toward a graduate degree must have been completed within six years of matriculation.
 9. A six-semester-credit course load qualifies a student as full time during each term (fall semester, spring semester, summer terms). A four-semester-credit course load qualifies a student as being enrolled at three-quarter-time status. A three-semester-credit course load qualifies a student for half-time status.

Class Attendance

Class attendance is expected and may be included in the calculation of the grade for the class. Students who register for courses that they do not attend are responsible for dropping the courses officially through the registrar’s office. The consequence of not officially dropping a course is a “WW” (withdrew without permission) grade, which calculates as an “F” in the GPA. Students should contact the professor or teaching department if they plan to be absent any day/night during the first week of the semester/term. No person, other than a faculty member attending informally with the approval of the professor, may attend a Whitworth course in which that person has not been officially registered. Professors may allow students to attend their classes only if the students’ names appear on the official class rosters. Students are prohibited from bringing children, other family members or guests to their classes except in an emergency and with the permission of the instructor.

Active Status and Suspension

1. Students who take no courses leading to the completion of their master’s degree within a one-year period will be placed on inactive status. Should their status change from inactive to active, they are responsible for any new university or program requirements.
2. Students may be suspended, expelled or placed on academic probation for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of respective program requirements and university behavior expectations. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.

Appeals

1. The right of appeal, through instructors/professors/deans in the following order, is available for students who feel they have received an unfair grade:
 - a. the instructor of the course
 - b. the program director
 - c. the dean or dean's designee of the school
2. Appeals in cases of suspension or expulsion:

Discuss the issue first with the program director; the right of appeal is available to all students if the appeal is presented in writing within three weeks of the incident, to the following people in the following order:

 - a. the program director
 - b. a committee composed of the dean of the school, the director/chair of the program, and representatives of the program
 - c. the Educational Review Board

Commencement Procedures

The commencement ceremony takes place each year in May. In order to ensure that his or her name will appear in the commencement program, a student must apply for graduation by the specified deadline of the academic year during which s/he will complete the degree. All coursework and program requirements must be completed by the end of the term prior to the

degree-posting date. Program evaluations are available through Self-Service. Check with program directors for program-specific requirements. Detailed commencement information is available on the commencement website, www.whitworth.edu/commencement (<https://www.whitworth.edu/cms/news-and-events/commencement/>).

Whitworth University reserves the right to withhold transcripts and diplomas until all campus debts are cleared and all holds on student records are removed.

Master of Science in Athletic Training

Mission Statement

The mission of the Whitworth University Athletic Training Program is to equip graduates with the knowledge and skills necessary to become highly proficient and professional entry-level athletic trainers. The program utilizes a multifaceted approach including quality instruction and clinical education, relational mentoring, and diverse professional experiences to develop holistic healthcare professionals and servant-leaders within the context of Christian higher education.

Program and Student Learning Outcomes

1. Whitworth University athletic training students will demonstrate entry-level proficiency through classroom, laboratory and clinical learning experiences in the five domains of athletic training: (1) injury/illness prevention and wellness protection, (2) clinical evaluation and diagnosis, (3) immediate and emergency care, (4) treatment and rehabilitation, and (5) organizational and professional health and well-being.
2. Students will develop as a holistic healthcare professional in the context of Christian higher education.
3. Students will demonstrate progression in professional behaviors consistent with the athletic training profession and healthcare.
4. Students will appreciate the value of participation, service and/or leadership within the athletic training profession.
5. Students will benefit from rigorous, hands-on, quality instruction from instructors with content expertise.
6. Students will learn clinical skills under the supervision of high-quality preceptors at high-quality clinical sites.
7. Students will gain clinical experience as part of a healthcare team with a variety of patient/client populations and health conditions commonly seen in AT practice.
8. Students will successfully complete the program and be well prepared to meet the challenges of entry-level employment positions.

Admissions

All prospective students (accelerated track or two-year master's track) must complete the following admissions materials, which will be submitted to the Athletic Training Centralized Application Service (ATCAS):

- Official transcripts: Arrange for ATCAS to receive an official transcript from each college and university attended.
- CV/résumé: Upload your detailed résumé or curriculum vitae to the “documents” section of your ATCAS application.
- Personal statement: Use the following ATCAS prompt to write your personal statement and upload it as part of your application. *Describe your professional goals including why you have chosen athletic training as a career.*
- References: Applicants must arrange for two (2) references to be submitted electronically through ATCAS. Each evaluator will be contacted using an email address provided to ATCAS by the applicant.
- Observation hours: A minimum of 60 observation hours with an athletic trainer must be documented. Observation hours at two different clinical location/practice settings preferred.

Students applying to the professional phase of Whitworth's MSAT program must first complete the following admission requirements.

- Students applying directly to the two-year professional phase of the athletic training program must have a bachelor's degree from a regionally accredited institution. Current Whitworth students and transfer students applying for the five-year accelerated track must demonstrate successful completion of all undergraduate major and shared curriculum requirements prior to beginning the professional phase of the MSAT program. Completion of the pre-athletic-training track does not guarantee entry in the MSAT program.

- A successful interview with the AT program admissions committee (if needed).
- An overall grade-point average (GPA) of 3.0 or higher (if your cumulative GPA is lower than 3.0 due to first- or second-year grades, we will consider the last 90 quarter/60 semester credits as your calculated GPA).
- Completion of the prerequisite courses listed below with a grade "C" or better. Equivalent Whitworth courses are suggested in parentheses. It is the student's responsibility to check for course equivalency. Refer to the Whitworth Transfer Equivalency Guide (<http://www.whitworth.edu/cms/administration/registrar/transfer-info/transfer-equivalency-guides/>) or contact the Whitworth University Registrar's Office (registrar@whitworth.edu) for more information. Course title, credits and numbers vary by school. *Prerequisite courses must be completed prior to starting the MSAT cohort in July but do not need to be completed at the time of application.*
 1. **Anatomy & Physiology:** Two courses in a combined anatomy & physiology sequence (i.e., Anatomy & Physiology I & II), or one course in each anatomy and physiology; must include laboratory experience (HS 220, HS 221).
 2. **Exercise Physiology:** One course covering human physiology during exercise; must include a laboratory experience (HS 326 AND HS 326L).
 3. **Introduction to Psychology:** One course covering introductory human psychology and behavior (PY 101).
 4. **General/Introductory Biology:** One course emphasizing the role of cells in living systems and foundational biology principles. Lab recommended (BI 140 & BI 140L).
 5. **General/Introductory Chemistry:** One course covering foundations of chemistry. Lab recommended (CH 101 & CH 101L; CH 161 & CH 161L).
 6. **General/Introductory Physics:** One course covering basic principles of mechanics. A biomechanics course with physics principles may be accepted. Lab optional. Either algebra or calculus based is acceptable (PS 151, PS 131).

General Policies

- Students should be familiar with graduate school policies (p. 376), including specific academic standards, class attendance, suspension, appeals and graduation procedures.
- No credit toward a master's degree will be allowed for a course in which the student receives a grade of "C" or lower. A student will be required to retake (at additional expense) any required course in which s/he earns a "C" or lower. **Note:** This is a higher standard than the Whitworth graduate studies policy of "C-" or higher.
- The MSAT program does not accept any transfer courses to apply toward the completion of graduate course requirements. Exceptions may be granted on appeal for certain courses.
- Students must maintain full-time status and follow the required course sequence each term. This is an intensive, full-time program with day and evening requirements. As such, outside employment is discouraged and may not be possible while a student is completing this degree.
- The athletic training student handbook, updated annually, includes additional policies and procedures related to the MSAT program.
- For students paying graduate tuition, there are no fees associated with the MSAT program.
- For students paying undergraduate tuition (typically in the five-year accelerated program), there is an MSAT program fee of \$1,000 per year.
- Transportation, immunizations and personal expenses vary from student to student depending on individual circumstances and are described in the AT Program Handbook: <https://www.whitworth.edu/cms/media/whitworth/documents/academics/athletic-training/athletic-training-manual.pdf>

Requirements for Athletic Training, M.S. (67)

AT 520	Emergency Response and Acute Care	3
AT 521	Techniques in Athletic Training	1

AT 532	Pathophysiology and Therapeutic Modalities	3
AT 534	Examination of Lower Extremity Pathology	4
AT 537	Clinical Anatomy	3
AT 544	Techniques in Manual Therapy	2
AT 545	Examination of Spine and Upper Extremity Pathology	4
AT 546	General Medical Conditions	3
AT 549	Research Methods for Evidence Based Practice	3
AT 552	Therapeutic Exercise	3
AT 559	Statistics in Health Professions Research	3
AT 561A	Exam Preparation A	0.5
AT 561B	Exam Preparation B	0.5
AT 562	Advanced Clinical Practice	3
AT 563	Administration and Business in Athletic Training	3
AT 571	Clinical Experience I	2
AT 572	Clinical Experience II	2
AT 573	Clinical Experience III	1
AT 574	Clinical Experience IV	1
AT 575	Clinical Experience V	3
AT 576	Clinical Experience VI	2
AT 577	Clinical Experience VII	1
AT 538	Seminar I	1
AT 548	Seminar II	1
AT 558	Seminar III	1
AT 568	Seminar IV	1
AT 583	Pharmacology for Athletic Trainers	2
AT 584	Psychology for Athletic Trainers	2
AT 585	Sports Nutrition	3
AT 586	Strength and Conditioning Programming	3
AT 598A	Capstone in Athletic Training	1
AT 598B	Capstone in Athletic Training (B)	1

Courses

AT 520 Emergency Response and Acute Care 3

This course provides a comprehensive survey of emergency management of sudden injury and illness, including appropriate recognition and evaluation strategies, acute care considerations (e.g. splinting, CPR), and referral. The intention is to provide the knowledge and skills necessary for the trained healthcare professional to manage an emergency situation and provide care which sustains life, reduces pain, and minimizes the consequences of injury or sudden illness until more advanced medical help arrive or the situation is resolved.

AT 521 Techniques in Athletic Training 1

Survey of techniques utilized in clinical athletic training practice which are essential before the first clinical rotation. Techniques will include taping, bandaging, protective equipment & device application, and therapeutic interventions

AT 532 Pathophysiology and Therapeutic Modalities 3

This course will address the effective application of therapeutic modalities in order to facilitate the healing and rehabilitation of athletic injuries. Content includes the pathology of injury to various body tissues, the healing response, and the physiological effect of therapeutic modalities commonly used in sports medicine.

AT 534 Examination of Lower Extremity Pathology	4
In-depth study of primarily orthopaedic conditions affecting the lower extremities including physical examination, injury recognition, treatment, prevention and emergency management. Laboratory experiences emphasize the methods and techniques in evaluating lower extremity injuries/conditions, as well as preventative taping/bracing.	
AT 537 Clinical Anatomy	3
Course will include lecture and dissection of the human cadaver, emphasizing the musculoskeletal, articular, nervous and vascular systems. Emphasis will be placed on the role of anatomical structures as they relate to common pathologies in physically active populations.	
AT 538 Seminar I	1
The first in a series of interprofessional seminar courses, this course introduces interprofessional education collaborative (IPEC) core competencies and develops student's core competency through lecture, small group discussion, activities, presentations, and readings. Additionally, the course focuses on application of the international classification of disease framework.	
AT 544 Techniques in Manual Therapy	2
This course is an introduction to the principles and application of common manual therapy techniques in athletic training. Topics will include joint mobilizations, proprioceptive neuromuscular facilitation, strain-counterstrain, trigger point, and other soft-tissue techniques.	
AT 545 Examination of Spine and Upper Extremity Pathology	4
In-depth study of primarily orthopaedic conditions affecting the spine and upper extremities including physical examination, injury recognition, treatment, prevention and emergency management. Laboratory experiences emphasize the methods and techniques in evaluating spine and upper extremity injuries/conditions, as well as preventative taping/bracing.	
AT 546 General Medical Conditions	3
This course prepares the athletic training student to be able to appropriately identify, evaluate, treat, refer and counsel patients who present with non-orthopedic medical conditions. Topics include (but are not limited to) medical conditions of the nervous system, urinary/reproductive system, cardiovascular/respiratory systems, endocrine system, renal system and integumentary system.	
AT 548 Seminar II	1
The second in a series of interprofessional seminar courses, this course introduces interprofessional education collaborative (IPEC) core competencies and develops student's core competency through lecture, small group discussion, activities, presentations, and readings. Additionally, the course focuses on leadership, cultural bias, and ethical practice.	
AT 549 Research Methods for Evidence Based Practice	3
This course focuses on the design of clinically-relevant original research as well as utilizing the current literature to answer a clinical question. Topics include critical review of literature, experimental methods, interpretation of basic statistics in clinical research, and writing a manuscript.	
AT 552 Therapeutic Exercise	3
Instruction on the effective application of therapeutic exercise in order to reduce disabilities, functional limitations, and impairments in a variety of athletic/patient populations. Content includes principles of therapeutic intervention design, implementation and progression for a variety of orthopedic pathologies including post-surgical care.	
AT 557 Biomechanics of Human Movement	3
This course introduces students to advanced analysis of human movement using biomechanical principles. Course will cover the fundamental principles of biomechanics, with application to human movement analysis using biomechanical software, laboratory and clinical instrumentation.	

AT 558 Seminar III	1
The second in a series of interprofessional seminar courses, this course introduces interprofessional education collaborative (IPEC) core competencies and develops student's core competency through lecture, small group discussion, activities, presentations, and readings. Additionally, the course focuses on athletic training professional structure, documents, history and future.	
AT 559 Statistics in Health Professions Research	3
This course introduces statistical concepts common in health professions research (including t-tests, ANOVA, repeated-measures ANOVA, correlation, and regression). Emphasis will be placed on selecting appropriate statistical tests, analyzing data using statistical software, interpreting results, and effectively communicating results through text, tables and figures.	
AT 561A Exam Preparation A	0
This course is a guided review aimed at improving student success on the Board of Certification (BOC) national licensure examination. Instruction will include BOC exam registration, exam formatting, as well as didactic and practical practice examinations.	
AT 561B Exam Preparation B	0
This course is a guided review aimed at improving student success on the Board of Certification (BOC) national licensure examination. Instruction will include BOC exam policies and procedures, as well as didactic and practical practice examinations.	
AT 562 Advanced Clinical Practice	3
This course focuses on integration and synthesis of athletic training knowledge into the evaluation and care of complex clinical pathologies and patients. Utilizing a case-based approach, students will acquire knowledge and skills (such as casting, suturing, interpretation of diagnostic imaging, etc.) used in advanced clinical practice.	
AT 563 Administration and Business in Athletic Training	3
This course is focuses on healthcare administration and business skills necessary for success within the athletic training profession, especially how to create and comply with administrative policies and regulations that guide and govern safe and effective healthcare practice. Content includes themes of management, leadership, legal concerns, and business modeling.	
AT 568 Seminar IV	1
The second in a series of interprofessional seminar courses, this course introduces interprofessional education collaborative (IPEC) core competencies and develops student's core competency through lecture, small group discussion, activities, presentations, and readings. Additionally, the course focuses on U.S. health care systems with special emphasis on the role of the athletic trainer within the system, as well as systemic opportunities and barriers affecting athletic training practice.	
AT 571 Clinical Experience I	2
Clinical experience in athletic training I. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating traditional academic coursework with clinical practice.	
AT 572 Clinical Experience II	2
Clinical experience in athletic training II. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating traditional academic coursework with clinical practice. Students will develop professional characteristics, attitudes, and communication skills. Students will have opportunities to incorporate holistic, compassionate patient care and demonstrate servant-leadership within the athletic training profession	

- AT 573 Clinical Experience III** 1
Clinical experience in athletic training, emphasis on general medical pathologies and skills. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating academic coursework with clinical practice.
- AT 574 Clinical Experience IV** 1
Clinical experience in athletic training IV, emphasis in clinical practice settings. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating traditional academic coursework with clinical practice in rehabilitation.
- AT 575 Clinical Experience V** 3
Clinical experience in athletic training V. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating traditional academic coursework with clinical practice.
- AT 576 Clinical Experience VI** 2,1-3
Clinical experience in athletic training VI. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating traditional academic coursework with clinical practice.
- AT 576 Clinical Experience VI** 2,1-3
Clinical experience in athletic training VI. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating traditional academic coursework with clinical practice.
- AT 577 Clinical Experience VII** 1
This immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students participate in the day-to-day and week-to-week role of an athletic trainer for a minimum of one continuous four-week period. This course primarily involves the completion of clinical hours under the direct supervision of a licensed athletic trainer, fulfillment of clinical competencies and assignments integrating traditional academic coursework with clinical practice.
- AT 583 Pharmacology for Athletic Trainers** 2
This course prepares the athletic trainer to safely and effectively recommend over the counter medications, recognize common prescription medications and their implications for physical activity, understand basic pharmacological principles, and act appropriately when the abuse of legal or illegal substances is suspected.
- AT 584 Psychology for Athletic Trainers** 2
This course equips athletic training students with the knowledge and skills to respond appropriately to psychosocial disorders and mental health emergencies, as well as address psychological factors in injury response and rehabilitation in order to facilitate return to optimal function. Emphasis is placed on developing clinician skills in communication.
- AT 585 Sports Nutrition** 3
This course will focus on the role of evidence-based nutrition in optimizing physical performance in active individuals. An emphasis will be placed on evaluating recent research in the field and translating this information to lay audiences.

AT 586 Strength and Conditioning Programming**3**

This course is designed to be a practically-based and administrator-focused strength and conditioning experience for athletic training students. In the course of this class, students will learn basic strength and conditioning program design principles and how to perform, teach, and supervise relevant weightlifting skills and athletic assessments. Students will also learn various concepts related to the administrative aspects of strength and conditioning, such as facility design, risk management, and industry best practices. Competence with the content covered in this course, combined with pre-requisite content knowledge, should allow students to successfully sit for the Certified Strength and Conditioning Specialist exam.

AT 598A Capstone in Athletic Training A**1**

This capstone experience is designed to prepare athletic training students for successful transition to entry-level employment in athletic training or further graduate education. The course will include engagement with current professional issues and reflection on professional philosophy, as well as completion of a capstone graduate project.

AT 598B Capstone in Athletic Training B**1**

This capstone experience is designed to prepare athletic training students for successful transition to entry-level employment in athletic training or further graduate education. The course will include engagement with current professional issues and reflection on professional philosophy, as well as completion of a capstone graduate project.

Graduate Studies in Business

The Whitworth School of Business is comprised of the following programs: the undergraduate department of business & economics; the business management and management & accounting programs for the adult learner seeking a baccalaureate degree offered in conjunction with the Whitworth School of Continuing Studies; and the master of business administration (MBA) and master of business leadership (MBL) graduate programs.

The School of Business provides an education of mind and heart in the liberal arts tradition based on Christian principles. We develop adept and moral professionals engaged with their communities and world through an integrated curriculum that emphasizes technical expertise, practical application and experiential learning.

Vision in Action: As part of our vision, School of Business students will have done the following by the time they obtain their graduate degree:

- received comprehensive training and education in global business management
- developed an understanding of the nature and complexities of business decision-making in times of change and uncertainty
- participated in an academic culture in which students learn through relational interaction with outstanding faculty who are highly qualified as scholars and practitioners, from each other, and from other stakeholders (alums and other business professionals) of the university through challenging, relevant and diverse teaching methods
- joined top-quality students who are interested not only in becoming competent in traditional business disciplines, but in living lives of distinction and meaning as world citizens in an ever-changing, competitive environment
- gained practical business experience through application, while developing essential communication, interpersonal and leadership, and critical-thinking skills
- further developed character, integrity, and a capacity for ethical analysis and judgment, traits that are important to an increasingly complex, diverse and globalizing world
- enhanced their value in the employment marketplace
- connected to a worldwide alumni network

Programs and Curricular Focus

The Whitworth School of Business is recognized as an academic leader in preparing graduate students to compete successfully in today's international marketplace. Our goal is to provide comprehensive training and education for the business leaders of tomorrow, based on the dynamic globalizing environment of business in the 21st century. Courses in finance, operations and project management, marketing, human resources and leadership are designed to give students the business skill sets to be competitive in the job market while developing their intercultural intelligence and expanding their knowledge of world markets. Evening seminar-style courses offer students the choice of full- or part-time study. Full-time enrollment in two courses per six-week module provides students the opportunity to earn an MBA degree in nine months. Part-time enrollment allows students to take only one course in each module and still complete their degrees in 22 months.

Faculty

Faculty members are active in the fields of business and management studies. They bring practical business and cross-cultural experience to the classroom and engage in research and consulting for governments and corporations locally and throughout the world. Qualified business practitioners from the community bring added expertise and experience to the classroom through special courses, guest lectures, and supervision of internships, special projects and business plan development.

Application Procedures and Admission Criteria

Due to the graduate programs' unique six-module design, students may apply for admission throughout the year.

Admission decisions are based on an applicant's undergraduate academic record, recommendations, prior experience, graduate examination (GMAT or GRE) score, or alternate

exam option, and approved English-language exam (TOEFL) score for students whose native language is not English. Applicants will be invited to interview with the director.

The following guidelines apply:

- Transfer courses from other graduate programs will be assessed; typically, only nine semester credits, or 14 quarter credits, will be considered for transfer as a student enters the MBA, MBA in Executive Leadership, MBA in Comprehensive Leadership or MBL program.
- Whitworth requires the TOEFL or IELTS exam for all international applicants unless the applicant has acquired her/his bachelor's degree from the U.S. or from a country where the official language is English. A score of 88 on the Test of English as a Foreign Language (TOEFL) OR an overall score of 7.0 on the International English Language Testing System (IELTS) is considered the minimum for admission to Whitworth University. Test scores must be sent directly to Whitworth.
- A minimum GMAT score of 500 or a combined minimum GRE score of 300 is generally required for admission to the MBA and MBL programs. However, the committee takes a holistic perspective in its review. Appropriate consideration is given to all components of the application packet.
 - An entrance exam alternative may be requested.
- Each applicant must hold a bachelor's degree from a regionally accredited college or university. Students holding bachelor's degrees, or their equivalent, from a college or university outside of the United States may be asked to submit their transcripts to an independent transcript-evaluation agency for review.

Prerequisites

Undergraduate introductory courses in the following disciplines are generally required for admission to the MBA, MBA in Executive Leadership, MBA in Comprehensive Leadership and MBL programs. Applicable work experience can be applied after review:

- financial accounting
- managerial accounting
- microeconomics
- marketing
- statistics
- finance

Application Procedures

Online Application and \$50 Fee:

The online application has several components and gives you the opportunity to upload your résumé and essay, to send recommendation requests to your references, and to pay your \$50 application fee.

You also have the option of emailing your résumé and essay to us at a later time (gradadmissions@whitworth.edu). In addition to submitting your application materials, you will meet with the program director to talk about your particular goals in obtaining an MBA or MBL.

GMAT/GRE/Entrance-Exam Alternative:

Whitworth will waive the entrance-exam requirement for applicants with an undergraduate GPA of 3.25 or higher. (If your cumulative GPA is lower than 3.25 due to first- or second-year grades, we will consider the last 90 quarter/60 semester credits for your calculated GPA.) If your undergraduate GPA is below 3.25, please follow these instructions:

Exam Options:

- Submit an official GMAT score report (exam must have been taken in the last five years).
- Submit an official GRE score report (exam must have been taken in the last five years).
- Exam alternative: You may submit a 1,500-word analytical essay in lieu of GMAT or GRE scores. The essay should demonstrate your ability to analyze, synthesize and critically reflect upon information. Applicants must request this option through the admissions office and will be sent a case study to analyze in order to prepare a response.

When you complete your essay, submit it directly to the Whitworth Graduate Admissions Office at gradadmissions@whitworth.edu.

Please note: Applicants may be granted admission into Whitworth's MBA or MBL program, but they are not eligible for departmental academic scholarships awarded by the university unless a GMAT or GRE score report is submitted.

Résumé:

On your résumé, please include both work experience and, where applicable, service activities and recognitions.

We strongly recommend that MBA and MBL applicants have full-time work experience. The admissions committee is especially interested in the quality of applicants' professional skills as evidenced by their level of responsibility, leadership, supervision and teamwork. The committee also considers the relevance of these skills both to applicants' intended course of study at Whitworth and to the career goals stated in their essays.

Service, activities and recognition, such as public, community or military service, travel experiences, extracurricular activities, and any honors or recognitions received, are all important indicators of an applicant's motivation and character. The most appropriate place to include this information is on your résumé. The accompanying essay may also be an appropriate place to discuss your personal background.

Recommendations:

Recommendations should come from individuals who have a superior working knowledge of the applicant, should be professional in nature, and should speak to the applicant's professional work, qualities, career potential and likelihood of success in the classroom.

Recommendations are completed via an online recommendation request sent directly to each reference once the applicant begins the application process.

Transcripts:

Though a student's GPA is reviewed for probability of academic success, we understand that undergraduate GPAs, particularly those from several years ago, may not reflect an applicant's current ability or commitment to academic success.

Order official transcripts from ALL colleges or universities previously attended; have them sent directly to us at the following address:

Whitworth University
 Graduate Admissions
 300 W. Hawthorne Rd.
 Spokane, WA 99251

Prerequisites:

Whitworth's MBA and MBL programs require prior coursework or equivalent work experience in key functional areas of business: financial and managerial accounting, microeconomics, finance, marketing, and statistics. If applicants do not have the necessary background, Whitworth offers several online and self-paced completion methods to satisfy these requirements.

Personal Essay:

The essay is a critical component for assessing applicants' motivation for attending Whitworth's evening MBA or MBL programs; it sums up the applicants' background and goals, as well as their communication and presentation skills. In your essay, you are asked to respond to three particular questions: Why Whitworth? Why an MBA/MBL? Why now? Your essay should be no longer than one single-spaced page, or approximately 600 words. A strong essay will convey careful research on Whitworth and enthusiasm for the program.

Non-U.S. Citizens must also include the following:

- TOEFL and/or IELTS Tests

Whitworth requires the TOEFL or IELTS exam for all international applicants unless the applicant has acquired a bachelor's degree from the U.S. or a country where the official language is English. A score of 88 on the Test of English as a Foreign Language (TOEFL) OR an overall score of 7.0 on the International English Language Testing System (IELTS) is considered the minimum for admission to Whitworth University. Test scores must be sent directly to Whitworth.

For the TOEFL, an official score report must be sent directly to the Graduate Admissions office at Whitworth University (300 W. Hawthorne Rd., Spokane, WA 99251), from the Educational Testing Service (ETS). Whitworth's institution code is 4593. To learn more about TOEFL or to request your score, contact ETS at its website. (<http://www.ets.org>)

- Student Financial Statement

A detailed International Student Financial Statement form with supporting verification documents must be provided to the Whitworth Office of International Admissions. Submit documents to gradadmissions@whitworth.edu. In compliance with U.S. Immigration Service requirements, your documents must show evidence of adequate available financial resources to attend Whitworth and the MBA or MBL program.

An affidavit of financial support is required from students whose financial resources are supplemented to **any degree** by someone other than themselves. Use INS Form I-134 for sponsors from the U.S.

- University transcript and degree requirements

All applicants must hold a bachelor's degree from an accredited college or university. Requirements for admission include an undergraduate GPA of 3.0. International applicants with diplomas from non-English-speaking universities may be required to provide a professional credential evaluation of their university transcripts. To obtain a professional credential evaluation, submit official transcripts and/or documentation of degree earned to the following site:

World Education Services

wes.org/application/apply_now.asp (http://www.wes.org/application/apply_now.asp)

If you have any questions, contact WES:

U.S.A. Telephone/FAX 212.966.6311; email online: [wes.org/contact](https://www.wes.org/contact) (<https://www.wes.org/contact-us/>)

Please choose the "Document by Document" service. All transcripts and evaluations should be forwarded to Whitworth University.

Non-degree-seeking students may be asked to meet the requirements expected of degree candidates. Class enrollment is on a space-available basis, giving priority to degree-seeking students. Non-matriculating students are generally limited to six credits in the MBA and MBL programs before they are expected to apply for admission.

International Students: In some cases, additional English-language study may be recommended, although such coursework does not apply toward the MBA, MBA in Executive Leadership, MBA in Comprehensive Leadership or the MBL degree.

Academic Policies

Academic Standards:

1. Documentation of experience will be required of anyone petitioning to substitute experience for prerequisites. A four-semester-credit course load qualifies a student as being enrolled at three-quarter-time status. A three-semester-credit course load qualifies a student for part-time status.
2. To be considered a full-time student in the MBA, MBA in Executive Leadership, MBA in Comprehensive Leadership and MBL programs, a student must complete at least six credits within the academic semester at the university. International students are required to be enrolled for each module to maintain full-time status in compliance with immigration guidelines.
3. A student may apply six semester credits of MBA, MBA in Executive Leadership, MBA in Comprehensive Leadership or MBL coursework taken as a non-degree enrollee for completion of the degree. After completion of at least two courses with non-degree status, the student is encouraged to submit a formal application for degree standing.

Registration:

1. Registration every semester is based on a program plan that all students will pursue following admission into their program.
2. A student who officially drops or withdraws from classes during the course of the term is eligible for an adjustment of charges as follows:

- First week: 100 percent
- Second week: 80 percent

3. No refunds are given after the third week of class.

Features of the GSB Programs:

- Unique one- or two-year program.
- Courses taught by Whitworth faculty and area business professionals.
- Prepares students with a range of managerial and financial competencies required by today's employers.
- Small, evening seminar-style classes.

MBA Degree Requirements (36)

MB 501	Organizational Behavior and Leadership	3
MB 505	Managerial Accounting	3
MB 510	Corporate Finance	3
MB 513	Operations and Project Management	3
MB 515	Advanced Financial Statement Analysis	3
MB 517	Business Statistics and Decision Analysis	3
MB 522	Economics of the Firm	3
MB 525	U.S. Business Transactions Law	3
MB 526	Integrated Marketing Strategies	3
MB 529	Strategic Management	3
MB 530	Entrepreneurship and New Venture Creation	3
MB 535	Optimizing Human Resources	3

MBA with a Concentration in Executive Leadership (45)

MBA Core Requirements		36
Concentration Requirements:		
MB 550	Executive Leadership	3
MB 551	Transferable Team Performance	2
MB 552	Design Thinking	1
MB 553	Leadership in Society	3

MBA with a Concentration in Comprehensive Leadership (45)

MBA Core Requirements		36
Concentration Requirements:		
MB 560	Dynamics of Self-Analysis & Actualization	3
MB 561	Dynamics of Human Capital and Group Culture	3
MB 562	Dynamics of Organizational Effectiveness	3

The Master of Business Leadership degree combines new course offerings in business leadership (MB 560, MB 561 and MB 562) with preexisting courses offered in the Master of Business Administration program.

MBL Degree Requirements (30)

Business Courses		15
MB 505	Managerial Accounting	
MB 510	Corporate Finance	
MB 513	Operations and Project Management	
MB 515	Advanced Financial Statement Analysis	
MB 517	Business Statistics and Decision Analysis	
MB 522	Economics of the Firm	

MB 525	U.S. Business Transactions Law	
MB 526	Integrated Marketing Strategies	
MB 529	Strategic Management	
MB 530	Entrepreneurship and New Venture Creation	
MB 535	Optimizing Human Resources	
MB 540	Risk Management	
MB 545	Change Management	
Leadership Courses		15
MB 501	Organizational Behavior and Leadership	
MB 550	Executive Leadership	
MB 551	Transferable Team Performance	
MB 552	Design Thinking	
MB 553	Leadership in Society	
MB 560	Dynamics of Self-Analysis & Actualization	
MB 561	Dynamics of Human Capital and Group Culture	
MB 562	Dynamics of Organizational Effectiveness	
MB 591	Leadership Independent Study	

Courses

MB 501 Organizational Behavior and Leadership

3

This course addresses the critical challenges of leading organizations in today's dynamic global environments. Practical issues of leadership and management in the context of different cultures will be covered. Topics include leadership dynamics, group motivation, architecture of organizations, and comparative management techniques based on the patterns of organizational behavior in the U.S. and other countries.

MB 505 Managerial Accounting

3

This course focuses on managerial accounting and its key role in supporting the operational and strategic needs of an enterprise. Topics will include managerial decision-making and internal reporting using accounting information and various analytical tools. Current issues in managerial accounting as well as case analysis will be integral components of this course.

MB 510 Corporate Finance

3

The objective of this course is to further develop the students' ability to use quantitative methods in financial decision-making. This course will discuss capital budgeting, valuation, capital structure, and payout policy. The course's objective is to provide a theoretical framework for considering corporate finance problems and issues and to apply these concepts in practice.

MB 513 Operations and Project Management

3

This course covers the tools used for managing projects in organizations, and provides the opportunity for a real-world application of the concepts comprising project management. Topics covered in this course range from operations strategy, process planning and analysis, quality management, supply chain management, service profit chain, forecasting, and logistics management. Students will develop an understanding of the strategic importance of operations and how operations can provide a competitive advantage in the marketplace.

MB 515 Advanced Financial Statement Analysis

3

This course will provide students with tools to analyze information in corporate financial statements. The course will teach students how to use financial statement information for firm valuation and other economic decisions. The course will also help students understand and analyze the issues that corporate managers face as they design and implement financial reporting strategies, increasing students' ability to assess accounting quality, and detect and undo earnings management.

MB 517 Business Statistics and Decision Analysis 3

The course is designed to address two major issues: statistics and research as applied to workplace decisions, problems, and opportunities. By the time the student completes the course, they will have a solid foundation in statistical thinking and will know how to design, conduct, and interpret organizational research. Topics include regression analysis, confidence intervals, and hypothesis testing.

MB 522 Economics of the Firm 3

This course explores the role of the firm within the broad economic environment, incorporating global, national, regional and local issues. Beginning with a brief history of the origin of the firm by studying the basic theories of Adam Smith, and other influential economic thinkers, this course studies the scope of the firm and its organization, as well as existing economic theories of the firm. This course applies the critical theories of economics to real-world and fundamental business issues using economic concepts and applying the theory of the firm to practical and current issues.

MB 525 U.S Business Transactions Law 3

This course addresses laws affecting business transactions and includes an introduction to law, court systems, torts, criminal law, contracts, and business organizations. We will explore the framework of US laws by examining the issues affecting the rights and responsibilities of individuals, as well as corporate citizens.

MB 526 Integrated Marketing Strategies 3

This course covers managerial marketing concepts applied in industrialized countries. We will analyze global marketing activities related to both strategic and tactical solutions. Consideration of initial entry phase to expansion and global rationalization for both large and small entities will be addressed. Class interaction will occur through market/product analysis projects and case studies.

MB 529 Strategic Management 3

This capstone course focuses on case studies, simulations, and lecture/presentations to help understand the changing dynamics of strategy. Implementation for large and small business entities will be examined. The balance of global scale efficiency, target market responsiveness, and worldwide innovation will be analyzed.

MB 530 Entrepreneurship and New Venture Creation 3

A critical function of this course is for students to analyze, synthesize, and apply theory to their personal experience in the marketplace. To help achieve this objective, there is an experiential component where entrepreneurs will visit the class and share the realities of starting and running a business. A key business plan project will be completed.

MB 535 Optimizing Human Resources 3

This course provides an extensive understanding of the factors underlying human resource management as applied in domestic and global organizations. Emphasis is placed on the impact of international changes and trends that will affect human resource practices. Topic areas include multi-national organization considerations for planning, recruitment, selection, training, performance appraisal, compensation, benefits administration and union/management relations. The course also develops a working knowledge of legal issues that include relevant ethical, moral, social and political concerns.

MB 540 Risk Management 3

This course addresses the operational and financial risks faced by firms and the study of various methods of handling these risks, including loss prevention, risk retention, self-insurance, corporate insurance programs, and capital markets. Corporate risk will be analyzed through the lens of enterprise risk management, and we will approach the conversation through four units: essentials, governance, theory, applications and measurement issues. By the end of the course, students will have a solid understanding of Risk Management as it applies to corporations and other organizations.

- MB 545 Change Management** 3
 Change Management is the practice of applying a structured approach to the transition of an organization from a current state to a future state to achieve expected outcome(s). Change Management works in collaboration with Project Management to minimize the disruptive effects of change and to increase the likelihood of achieving the future state. In this course we will approach the topic through four frameworks: lived experience, theory, research, theory in practice (application).
- MB 550 Executive Leadership** 3
 This course provides an in-depth examination of prominent organizational leadership theory from the classic thinkers such as Drucker, Burns, Covey to modern day experts such as Simon Sinek by overlaying these foundation and fundamental approaches with students' current leadership positions. This course is designed for self-examination and self-reflection for purposes of further developing students' executive leadership capacity while teaching them how to handle common organizational struggles and challenges.
- MB 551 Transferable Team Performance** 2
 Using the Outdoors as a platform for perceived risk, task, and organization we will explore concepts of organizational performance, team dysfunction, and small group development. Utilizing current theories and comparing them to translatable effect in a unique environment, students will synthesize previous experience and experience in this course into effective building of teams and mission success for their organizations in future pursuits.
- MB 552 Design Thinking** 1
 The Design Thinking course is a two-day practicum intended to immerse students in the theory of design thinking, an innovative problem-solving methodology rapidly gaining momentum in the academic and business communities. In addition to immersion in the theoretical aspects of design thinking, this practicum will illustrate the theory through the analysis of real-world business and non-profit case studies, and it will expose students to a wide range of ethnographic tools developed to optimize each phase of the design thinking process. This practicum is a prerequisite for the Leadership in Society Class.
- MB 553 Leadership in Society** 3
 This course provides a comprehensive and final review of essential leadership theories, tools, and applications. Students will implement the concepts of Design Think Methodology in a capstone project through intensive experiential learning where students are charged with crafting a creative solution to an identified societal problem. This project will underscore that leadership is not about you but rather the impact you can have on others.
- MB 560 Dynamics of Self-Analysis & Actualization** 3
 This course provides a comprehensive review of essential leadership concepts, tools, and applications, focusing on the theory and fundamental concepts of Adaptive Leadership. We will examine the theory of Adaptive Leadership, explore leadership from a faith-based perspective, and study the life and leadership of historically prominent thinkers and activists to discover the motivations, psychological development, and pathways to actualization among leaders.
- MB 561 Dynamics of Human Capital and Group Culture** 3
 This course provides a comprehensive review of essential leadership concepts, tools, and applications and will focus on the theory and fundamental concepts of Servant Leadership. We will examine the theory of Servant Leadership. We will examine the theory of Servant Leadership, explore leadership from a faith-based perspective, and study the life and leadership of pivotal past presidents, classical thinkers and human rights activists. This course will examine organizational theory surround teams, highlight effective tools, and study some of the great teams of business through both a theoretical as well as philosophical perspective.

This course provides a comprehensive review of essential leadership concepts, tools, and applications and will focus on the theory and fundamental concepts of Adaptive Leadership. We will examine the theory of Adaptive Leadership, examine leadership from a faith-based perspective, and study the life and leadership of Nelson Mandela. Ambitious efforts to improve organizations are commonplace, so the problem does not lie in a failure to try. The problem lies in the repeated misapplication of prescriptions that have failed or been marginally successful in the past. This lack of imagination in approaching organizational challenges is the difference between the noble aspirations of organizational leaders and the disappointing outcomes so often observed.

Graduate Studies in Education

Special Education Endorsement (0-12)

Completion of the prerequisite courses and the M.A.T.'s required special education courses and field experiences will prepare a candidate for an endorsement in special education (P-12). Please see the special education director for advising.

Early Childhood Special Education Endorsement (P-3)

Completion of the endorsement in special education, combined with two additional courses – EDS 534 Early Speech, Language and Literacy and EDS 538 Early Intervention Interdisciplinary Method (or equivalent coursework) – and an advanced practicum in an early intervention or preschool special education setting will prepare a candidate for an endorsement in early childhood special education (P-3). Please see the special education director for advising.

Gifted Education Specialty Endorsement

The gifted education specialty endorsement can be obtained while a student is earning the master of arts in teaching degree, emphasis in gifted & talented (M.A.T./GT), or the master of education in teaching & learning degree. It can also be earned separately in an 11-credit program that includes a field study and a culminating portfolio. For advising, please contact the Whitworth Center for Gifted Education in the graduate studies in education department at 509.777.3226.

English Language Learner Endorsement

The English language learner (ELL) endorsement provides in-depth training in English-as-a-second-language methods, ELL strategies and English language development pedagogy. This program also explores the ways in which issues of cultural diversity, such as poverty, affect instructional and assessment practices. Courses from the ELL endorsement may be applied to elective credits in various master's programs throughout the School of Education.

Certification

- While every attempt is made to ensure that certification programs are compatible with degree study, certification requirements may go beyond degree requirements.
- Whitworth University certification programs lead to Washington state certification. For certification in another state, the applicant will need to contact the appropriate state's certification agency to determine requirements.
- Whitworth University certification programs must meet requirements instituted by the Washington Office of the Superintendent of Public Instruction and the Professional Educator Standards Board. Hence, certification requirements are subject to change upon notification by the OSPI and PESB and must be incorporated into all appropriate certification plans.
- Certification study without the pursuit of a degree is possible where appropriate.
- Only candidates in good standing will be certified. Contact the Educational Certification & Career Services Office, located in Dixon Hall, at 509.777.4403 or 509.777.4405 for further details.

Services Provided by Educational Certification & Career Services

- Administrative certification (principal)
- Educational staff associate certification (school counselor)
- Fingerprinting
- Clock hour provider
- Career service information:
 - Career fairs
 - Résumé and cover letter building
 - Current job listings

Advising

Call the Whitworth Office of Graduate Studies in Education, 509.777.4360, for an appointment to discuss our various programs. An advisor will be assigned to assist you.

Admission Policies

1. No more than nine semester credits should be taken prior to admission to GSE, as there is no guarantee those credits will count toward a graduate degree.

2. Applicants must hold a bachelor's degree from a regionally accredited college or university.
3. Complete an application packet by the following dates:
 - a. MIT: April 1
 - b. M.A./M.Ed. School Counseling and M.A. in Marriage & Family Therapy programs: Feb. 1
 - c. All other programs for fall semester: Aug. 1; for spring semester: Jan. 1; for summer semester: May 1
4. There are two levels of admission, as follows:
 - a. Full admission: cumulative grade-point average of 3.0 or higher, satisfaction of all prerequisites and acceptable recommendations.
 - b. Restricted admission: cumulative grade-point average of 2.7 or higher, acceptable recommendations, and conditions identified by the admissions committee.
5. The entrance-exam requirement is waived for applicants with an undergraduate GPA of 3.0 or higher. Applicants with an undergraduate GPA below 3.0 must submit official GRE or MAT scores or complete an analytical essay in lieu of GRE or MAT scores. Please see the application for the essay prompt.
6. Completion/concurrent enrollment in a teacher-education program is required for all School of Education master's degree and certification programs except MIT, M.Ed. Social Emotional Learning, M.Ed. Montessori, M.A./M.Ed. School Counseling, M.A.T in Gifted Education & Equitable Instruction (considered case by case), M.A. in Marriage & Family Therapy, M.A. Behavior Analysis, and M.A. in Administrative & Nonprofit Leadership. Photocopies of all Washington teacher, administrator and/or ESA certificates, as well as certificates from other states, must be submitted with the application for admission.
7. Prerequisites or corequisites prior to graduate study may be required where applicants lack appropriate preparation. Students whose first language is not English may be required to complete prerequisites prior to consideration for admission to GSE. These courses are determined with an advisor to improve expertise in English, math, education methods and study skills.
8. Part of the application process to GSE is completion of the character-and-fitness supplement. Based upon a review and documentation of items disclosed in this supplement, Whitworth may deny admission to any individual applying to GSE. Applicants with suspended or revoked educational certificates (teachers, counselors, principals, psychologists or others) for a program leading to state certification will not be processed for admission to GSE until such certificates have been reinstated. This includes certificates from other states as well as those from Washington.
9. For international students, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) **and** the GRE are required prior to admission. The minimum score accepted is 88 on the TOEFL or an overall score of 7.0 on the IELTS. Testing is also done in English and in math prior to the student's graduate coursework, to determine any prerequisites that need to be written into the degree plan. International applicants with diplomas from non-English-speaking universities may be required to provide a professional credential evaluation of their university transcripts from World Education Services. International students must also provide a current passport copy and proof of adequate financial resources for graduate study prior to admission.
10. Social emotional learning, marriage & family therapy, master in teaching, educational administration, administrative & nonprofit leadership, and school counseling applicants will be interviewed.
11. Graduates of the graduate studies in education and master in teaching programs at Whitworth seeking an additional master's degree may have the core classes waived if they have been completed within the previous six years. These classes include Educational Research, Milestones in Education, Curriculum Development and Psychology of Learning or course equivalents.

Note: At any given time, one or more of our programs may be undergoing revision to stay current with changing Washington State Board of Education requirements. Please consult your advisor to ensure that you have the most current information on your program.

Academic Policies for Graduate Education Programs

Academic Standards

1. Whitworth GSE offers independent studies (EDA/EDU/EDC/EDG/EDS-591) that may be taken on a tutorial basis. GSE approval is based upon the following criteria: No regular course covers the project materials, and a designated faculty member agrees to supervise the study (with a limit of two such studies during a student's entire program). Students are to submit proposals with the signatures of the faculty supervisor and the director/department chair to the GSE office by the registration deadline of the term during which the study will be taken.

Admission and Expulsion

1. Students who take no courses toward the completion of their master's degree within a one-year period will be placed on inactive status. Should these students return to active status, they may be responsible for any new university or program requirements.
2. Students may be suspended or expelled for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
3. Whitworth reserves the right to withhold transcripts and diplomas until all campus debts are settled.
4. Students are prohibited from bringing children, other family members and/or guests to their classes except in an emergency and with the permission of the instructor.

General Guidelines

1. Whitworth Graduate Studies in Education students may register online. Tuition is paid through student financial services, in McEachran Hall. If a student enrolls in a course that is not approved for a specific program, that class will be considered an enrichment course only; it will not count toward a graduate degree or certification program.
2. Check with your advisor each term for pre-registration advising and for exit requirements.
3. Online registration is available, with advisor clearance, each term.

Student Learning Outcomes

Mission: The Whitworth University School of Education prepares socially-just and inclusive teachers, counselors, therapists and administrators to be educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders and advocates.

Vision: The Whitworth University School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge.

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

1. **Scholars** possess current knowledge of the content areas in which they work, understand the connections between disciplines, use tools of inquiry, and pursue ongoing learning as existing fields of knowledge evolve and grow. Scholars are innovative and strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, study of their own practice, analysis of data collected, and application of data to solve problems in their respective fields of study.
2. **Community members** develop and sustain intentionally collaborative relationships among colleagues, students and their families, clients, administrators, and community partners. Community members understand their roles as professional colleagues in schools, communities and professional organizations. They actively help to shape the culture of classrooms, schools and agencies to reflect the values of our democratic society. They model respectful, caring and professional behaviors that foster trusting and inclusive environments.
3. **Effective practitioners** are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision making using formative and summative data. They are committed to culturally responsive and relevant practices that are engaging and shape purposeful, continuous growth. Effective practitioners demonstrate proficiency in the selection and differentiation of materials, strategies and assessment practices that are appropriate for the diversity of the individuals they serve.
4. **Visionary leaders** articulate a vision and philosophy for their professional practice inclusive of a belief in the worth and ability of each human being. They build a framework to guide personal and professional decision making and development for the benefit of

their professional and learning communities. Visionary leaders contribute to society by modeling transformational and servant leadership that emerges from their personal beliefs and worldview perspective.

- Advocates** demonstrate a sincere and equitable commitment to the social-emotional well-being and physical safety of those they serve. They pay attention to the role diversity, including gender, sexual orientation, ability, ethnicity, race, culture, religion and socioeconomic status, brings to learning and the community. Advocates understand and respect the interconnected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, advocates seek opportunities to assist, encourage and support all those under their care in a manner that leads to transformation in the lives of those they serve.

Douglas Jones (Program Director)

M.A. in Marriage & Family Therapy (65)

Prerequisites:

Abnormal Psychology

Statistics

EDF 501	Intro to Marriage and Family Therapy	2
EDF 502	Counseling Theories	3
EDF 503	Therapy Process	3
EDF 504	Psychopathology & Assessment	3
EDF 521	Family Systems Theory	3
EDF 522	Theories of Couple and Marriage Therapy	3
EDF 523	Theories of Family Therapy	3
EDF 524	Human Sexuality and Sex Therapy	3
EDF 525	Therapy With Children & Their Families	2
EDF 526	Therapy with Adolescents & Their Families	2
EDF 531	Introduction to Group Therapy	3
EDF 531L	Lab: Introduction to Group Therapy	0
EDF 532	Introduction to Substance Use Disorders	2
EDF 533	Psychopharmacology	2
EDF 534	Development Across the Lifespan	3
EDF 541	Advanced Systems Theory: Critical Issues in MFT	3
EDF 542	The Therapist As an Ethical Professional Therapy	3
EDF 543	Social and Cultural Considerations in Therapy	3
EDF 551	Research Evaluation & Writing	2
EDF 552	Research for Marriage and Family Therapists	3
EDF 581	Practicum in Marriage and Family Therapy	5
Advisory Board Interview		
Washington State Background Check		
Complete two internships, four credits each:		8
EDF 582	Marriage and Family Therapy Internship I	
EDF 583	Marriage & Family Therapy Internship II	
Optional: Thesis (6 credits)		
EDF 554	Graduate Thesis in MFT	
EDF 553	Graduate Thesis Proposal in MFT	
EDF 597	Exit Exam in MFT	0
EDF 505	Introduction to Telehealth Psychotherapy Services	1

M.A. in Administrative & Nonprofit Leadership

Micki Abercrombie-Donahue (Program Director)

This program is for potential leaders and administrators in nonprofits and other organizations. (Examples: Nonprofit organizations, higher education settings, community agencies, educational service districts, and private schools.)

M.A. in Administrative & Nonprofit Leadership (36)

Corequisite:

Statistics

Required Courses:

EDL 501	Leadership Theory and Practice	2
EDL 502	Team Building and Leadership Skills	3
EDL 503	Strategic Planning and Decision Making	2
EDL 504	Creating and Running a Nonprofit Organization	3
EDL 505	Public Policy and Advocacy	3
EDL 506	Communication, Marketing and Public Relations	3
EDL 507	Legal & Ethical Practices of Moral Leadership	3
EDL 508	Financial Resource Development and Management	3
EDL 509	Diversity, Equity and Inclusion	3
EDL 510	Human Organizational Resources and Conflict Resolution	2
EDL 512	Professional Grant Writing	2
EDU 515	Educational Research	4
Complete the following capstone courses:		
EDL 588	Administrative and Nonprofit Leadership Internship	3

The courses in the Administrative and Nonprofit Leadership program are subject to change due to program updates. Please check with your advisor for current course offerings.

M.A. Behavior Analysis

Flint Simonsen (Program Director)

Requirements for Master's in Behavior Analysis & Board Certified Behavior Analysts (BCBA) Track 1 (32)

EDB 521	Intervention for Behavior and Motivation	3
EDB 526	Designing Instruction & Supports for Individuals w/ Low-Incidence Disabilities	3
EDB 536	Intensive Interventions for Behavioral Challenges	3
EDB 595	Exit Project	1
EDB 510	Foundations in Applied Behavior Analysis	1
EDB 550	Assessment in Applied Behavior Analysis Method	3
EDB 560	Single Case Research Methods	3
EDB 562	Ethical Research and Treatment	3
EDB 564	Concepts and Principles in Applied Behavior Analysis	3
EDB 570	Supervision of Behavioral Interventions in Schools & Other Settings	3
Take 6 credits from:		
EDB 586	Behavior Analysis Supervised Independent Fieldwork	6

Requirements for Master's in Behavior Analysis & Board Certified Behavior Analysts (BCBA) Track 2 (46 credits)

EDB 510	Foundations in Applied Behavior Analysis	1
EDB 521	Intervention for Behavior and Motivation	3
EDB 526	Designing Instruction & Supports for Individuals w/ Low-Incidence Disabilities	3
EDB 536	Intensive Interventions for Behavioral Challenges	3
EDB 550	Assessment in Applied Behavior Analysis Method	3
EDB 560	Single Case Research Methods	3
EDB 564	Concepts and Principles in Applied Behavior Analysis	3
EDB 562	Ethical Research and Treatment	3
EDB 570	Supervision of Behavioral Interventions in Schools & Other Settings	3
EDB 586	Behavior Analysis Supervised Independent Fieldwork	20
EDB 595	Exit Project	1

Master of Arts in Teaching, Gifted Education & Equitable Instruction (M.A.T.)

Rebecca O'Brien (Program Director)

This program provides educators with in-depth knowledge about identifying and serving students through a continuum of services to develop their gifts and talents; evaluating and utilizing appropriate current trends and research ideas in developing talent in youth; and designing differentiated instruction for the cognitive, and social and emotional differences of exceptional students.

The Washington State Gifted Education Specialty Endorsement is available at Whitworth University. Washington state requires a teaching certificate to receive the Highly Capable Endorsement. Contact the Center for Gifted Education for a transcript evaluation and advising.

Teaching certification is preferred, but applicants without teacher certification will be considered on case-by-case basis as courses are taught on the assumption that teaching pedagogy is understood.

M.A.T. in Gifted Education & Equitable Instruction (34)

Prerequisites:

Statistics

Required core courses:

EDU 501	The Psychology of Learning	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3
Required gifted and talented courses:		
EDG 550A	Introduction to Gifted Education and Talent Development, Part I	1
EDG 550B	Introduction to Gifted Education and Talent Development, Part II	2
EDG 551	Social and Emotional Components of Giftedness	2
EDG 553	Creativity and Analytical Thinking	3
EDG 554	Curricular Strategies and Instructional Models for High Ability Learners	3
EDG 555	Designing High Quality Gifted Education Programs and Services	3
EDG 556	Curriculum Design and Instructional Planning for Advancing Student Potential	3

EDG 581	Field Study and Action Research	3
Complete 4 elective credits of approved Whitworth gifted and talented courses.		4
Other electives must be approved by academic advisor.		

Gifted Education Specialty Endorsement

The Gifted Education Specialty Endorsement can be obtained while earning the Master of Arts in Teaching Gifted Education & Equitable Instruction degree or the Master of Education in Teaching & Learning degree. It can also be earned separately in an 11-credit program that includes a field study and a culminating portfolio. Please contact the Center for Gifted Education for advising.

Master of Arts in Teaching Special Education (M.A.T.)

Flint Simonsen (Program Director)

This program is designed to extend the skills and knowledge of teachers who wish to work with children and adults with disabilities in school and community settings. It emphasizes academic, functional, and social-behavioral needs of the individual rather than disability categories. The program accommodates teachers seeking to complete their endorsement in special education under Washington State requirements. The program prepares teachers to work in inclusive classroom settings, resource rooms, life-skills classrooms, and community settings. An option for an endorsement in Early Childhood Special Education is also available.

Prerequisite competencies are required. Transfer classes (graduate or undergraduate) may be accepted in place of the following courses, but any substitutions must be individually evaluated. The following courses, with the exception of field experiences, may be taken at Whitworth as part of the graduate electives required:

Possible Special Education Prerequisites:

EDU 514	Educational Statistics	2
EDS 520	Exceptional Learners & Inclusion	3
EDS 521	Intervention for Behavior and Motivation	3
EDS 522	Assessment and Individualized Education Program (IEP) Planning	3
EDS 523	Intervention for Academic Learning Problems	3

M.A.T. in Special Education (30)

Prerequisites:

Statistics

Required courses:

EDU 515	Educational Research	4
EDS 524	Early Intervention for Special Education	3
EDS 526	Intervention for Severe Communication, Sensory and Physical Problems	3
EDS 536	Intensive Interventions through Positive Behavioral Support	3

Required field experience (up to 5 credits could be completed as prerequisite experience) 10

EDS 581 & EDS 583 Practicum: Special Education, Early Childhood/K-8 and Advanced Practicum: Special Education, Early Childhood/K-8

EDS 582 & EDS 584 Practicum: Special Education, Middle/High School and Advanced Practicum: Special Education, Middle/High School

Complete six credits from the following: 6

EDS 530 Intervention for Autism Spectrum Disorder

EDS 534 Early Speech, Language and Literacy

EDS 538 Early Intervention Interdisciplinary Method

EDG 551 Social and Emotional Components of Giftedness

EDS 501 Introduction to Sign Language and the Deaf

EDU 546	Diagnosis and Treatment of Reading Diff. Disabilities	
EDS 562	Ethical Research and Treatment	
EDS 564	Advanced Readings in Applied Behavior Analysis ,Concepts and Principles in Applied Behavior Analysis	
Complete the following exit requirement:		1
EDS 595	Exit Project	

Note: Special education endorsement is also possible without completion of the master's degree. Students must pass the WEST-E to receive an endorsement. Check with the special education coordinator for information.

Requirements for MAT in Special Education & Board Certified Behavior Analysts (BCBA) Track (64)

EDU 501	The Psychology of Learning	3
EDU 502	Curriculum Design, Development and Implementation	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3
EDS 520	Exceptional Learners & Inclusion	3
EDS 521	Intervention for Behavior and Motivation	3
EDS 522	Assessment and Individualized Education Program (IEP) Planning	3
EDS 523	Intervention for Academic Learning Problems	3
EDS 524	Early Intervention for Special Education	3
EDS 526	Intervention for Severe Communication, Sensory and Physical Problems	3
EDS 530	Intervention for Autism Spectrum Disorder	3
EDS 536	Intensive Interventions through Positive Behavioral Support	3
EDS 595	Exit Project	1
EDS 582	Practicum: Special Education, Middle/High School	1
EDS 584	Advanced Practicum: Special Education, Middle/High School	4
EDS 562	Ethical Research and Treatment	3
EDS 564	Advanced Readings in Applied Behavior Analysis ,Concepts and Principles in Applied Behavior Analysis	3
Take 15 credits from:		
EDB 586	Behavior Analysis Supervised Independent Fieldwork	15
or EDS 586	Behavior Analysis Supervised Independent Fieldwork	

M.Ed. Educational Administration

Goldy Brown, III (Program Director)

This program is for potential principals/program directors in public or private (P-12) schools. Each candidate must have appropriate evaluations/references on file in the GSE office before admission is approved and must schedule a conference with the coordinator of the educational administration program. The program carries with it competency-based certification with recommendations from the Administrative Professional Education Advisory Board. This board is composed of representatives of the Association of Washington School Principals, Washington Association of School Administrators, Washington Education Association and Whitworth University.

Experience Requirement: Candidates must hold or have held a valid teacher's certificate or a valid educational staff associate certificate and must have demonstrated successful school-based experience in an instructional role with students, for a minimum of three years by completion of program.

Certification at the Residency Level: Generally achieved together with the completion of the M.Ed. degree in administration. Certification is available for P-12 administration. The certification program is also available for teachers or counselors who have already completed a master's degree program.

M.Ed. in Educational Administration (36-40)

Corequisite:

Statistics

Core courses:

EDU 501	The Psychology of Learning	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3
Required administration courses:		
EDA 520	Legal & Policy Foundations	2
EDA 521	Public School Finance	2
EDA 540	Effective Leadership and Organization	4
EDA 541	Instructional Leadership for School Improvement	4
EDA 542	Building Community	4
EDA 543	Visionary and Moral Leadership	4

Completion of the following:

EDA 581	Internship I: Administration, P-12	3 or 5
EDA 582	Internship II: Administration, P-12	3 or 5

Internships cannot begin until recommendation by the Professional Education Advisory Board.

Note: All internships begin in the fall of the school year. The internship competencies will be based on the Washington State Standards. A notebook that details required competencies is provided. The internship includes 540 hours and the opening and closing of the school for the year. It also includes an observation at an alternate level from the primary internship placement.

Certification: School Administration (26-30)

Residency Administrator Certificate (P-12 Principal)

Required administration courses:

EDA 540	Effective Leadership and Organization	4
EDA 541	Instructional Leadership for School Improvement	4
EDA 542	Building Community	4
EDA 543	Visionary and Moral Leadership	4
EDA 520	Legal & Policy Foundations	2
EDA 521	Public School Finance	2

Completion of the following:

EDA 581	Internship I: Administration, P-12	3 or 5
EDA 582	Internship II: Administration, P-12	3 or 5

Observation at alternate level will be included during internships.

M.Ed. in Teaching & Learning

Debbie Tully (Program Director)

The Master of Education in Teaching & Learning degree extends and deepens an educator's understanding of the key concepts and skills that are foundational to an effective instructional environment. In addition, students choose a 12-credit area of concentration to specialize in, most of which result in the earning of an add-on endorsement. Tracks include gifted education, social and emotional learning, cultural and linguistic diversity, administrative leadership, environmental education, working with special needs populations, reading, TCP, and Montessori.

M.Ed. in Teaching & Learning (34)

Prerequisites:

Statistics

Required Core Courses:

EDU 501	The Psychology of Learning	3
EDU 502	Curriculum Design, Development and Implementation	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3

Required Courses:

EDU 542	Advanced Instruction and Integrated Technology	3
EDU 543	Assessment and Data Analysis	3

Thematic Electives:

Students enrolled in the M.Ed. in Teaching & Learning chose elective courses 12

according to tracks designed to meet professional interests and goals. The tracks for this degree include: Administrative Leadership, Cultural and Linguistic Diversity, Environmental Sustainability Education, Gifted Education, Montessori*, Reading, Social Emotional Learning and Special Needs. For TCP student, electives will be selected from the TCP elementary or secondary programs. Elective credit may include up to six credits of Step Up coursework. Academic advisors should be consulted for assistance with course selection.

Capstone Project or Thesis Option

The completion of one of the following: 3

EDU 598A & EDU 598B	Thesis and Thesis	
EDU 596	Graduate Research Project, Behavior Analysis Supervised Independent Fieldwork	

(Take three semester credits fewer in elective courses if EDU 598A and B is completed.)

* Whitworth recognizes the Association Montessori International (AMI) Elementary Diploma for 12 credits of graduate coursework that can be used toward the completion of a Master of Education in Teaching and Learning degree with an area of concentration in Montessori.

Students selecting this option will need to take the remaining 22 credits of coursework for the degree.

** For students certified via the TCP program, the 12 credits of thematic electives will be selected from the TCP elementary or secondary program coursework.

Endorsements

Graduate-level courses required for any of the following endorsements may be applied toward the 12 elective credits required for the M.Ed. in Teaching & Learning: English Language Learners (ELL), English to Speakers of Other Languages (ESOL), Environmental Sustainability Education, Gifted Education, Reading and Special Education. Consult your academic advisor for additional information.

Transfer and Alternative Credits

Combined transfer and alternative credits will be evaluated by program faculty. Approved credits can meet up to 25 percent of the required credits for the M.Ed. in Teaching & Learning degree.

M.Ed in Teaching & Learning, Track II-Educational Studies

Pre-requisite:

Statistics

CORE Coursework:

EDU 501	The Psychology of Learning	3
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EDU 502	Curriculum Design, Development and Implementation	3
EDU 515	Educational Research	4
EDU 550	Milestones in Education	3
EDU 596	Graduate Research Project, Behavior Analysis Supervised Independent Fieldwork	3

Required Courses:

EDU 542	Advanced Instruction and Integrated Technology	3
EDU 543	Assessment and Data Analysis	3

Thematic Credits: 12 semester credits

Thematic Credits will be drawn from graduate level academic and classroom-based courses in the Whitworth Teacher Certification Program or equivalent teacher preparation sequence. These courses will be selected and approved with the assistance of the program advisor.

Teacher Certification Program

Teacher Certification Program courses taken at the graduate level may be applied to the M.Ed. in Teaching & Learning and the M.Ed. in Teaching & Learning, Track II: Educational Studies. Consult an academic advisor for additional information.

Master of Education School Counseling (M.Ed.)

Wendy Bleecker (Program Director)

This program is designed for the preparation of residency ESA certification for school counselors at both the elementary and secondary school levels. Students living beyond 50 miles of Spokane will be responsible for paying mileage fee for supervision.

M. Ed. School Counseling (60 credits)

*Additional hours required for Thesis

M.Ed. School Counseling (60)

Corequisites:

Statistics	
EDC 515	Orientation to Schools
EDS 520	Exceptional Learners & Inclusion (For non-teachers)

Required Courses:

EDC 501	Orientation to Professional Counseling	3
EDC 502	Development Across the Lifespan	3
EDC 503	Social and Cultural Considerations in Counseling (Prerequisite before taking EDC 506)	3
EDC 504	Counseling Theories	3
EDC 505	Career Development and Counseling	3
EDC 506	Consultation in the Helping Professions	3
EDC 507	Psychoeducational Assessment and Evaluation	2
EDC 509	Research for Counselors	3
EDC 511	The Counseling Process	3
EDC 512	Introduction to Group Counseling (to be taken concurrently with EDC 512L; prerequisite: full admission)	3
EDC 522A	Role and Function of the School Counselor	2
EDC 522B	Role and Function of the School Counselor	1
EDC 523	Legal and Ethical Considerations in School Counseling (to be taken concurrently with EDC 581)	1
EDC 535A	Introduction to Substance Use Disorders	2
EDU 550	Milestones in Education	3
EDC 564	Critical Issues in Social and Emotional Learning	2
EDC 576	Behavioral Interventions and Community Collaboration for School Counselors	3

Completion of the following clinical experiences:		
EDC 581	School Counseling Practicum	5
Prerequisites: (1) Successful completion of all coursework with the following exceptions: EDC 502, EDC 503, EDC 505, or EDC 506 (2) Recommendation of the Counselor Professional Education Advisory Board and FBI clearance for non-teachers		
EDC 583	Counseling Internship I: School	6
EDC 584	Counseling Internship II: School	6
Completion of the following:		
(To be taken during EDC 583 and EDC 584)		
EDC 596A	Graduate Action Research Project	0
EDC 596B	Graduate Action Research Project	0
EDC 597	Exit Exam	0
EDC 599	Master's Oral Examination	0
*M.A. candidates must complete the following thesis:		
EDC 598A	Graduate Thesis	
EDC 598B	Graduate Thesis	

Master of Education Counseling Studies

This program includes 37 credits focused on counseling strategies and techniques for school-aged children. The courses include content supporting legal and ethical issues, social and cultural issues, and action research. The M.Ed. in Counseling Studies is designed for individuals who are interested in the field of working with school aged children, but who do not complete the requirements to become a certified school counselor.

M.Ed. in Counseling Studies (37)

Prerequisite:

EDU 514	Educational Statistics *	
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Required Courses:

EDC 502	Development Across the Lifespan	3
EDC 501	Orientation to Professional Counseling	3
EDC 504	Counseling Theories	3
EDC 507	Psychoeducational Assessment and Evaluation	2
EDC 511	The Counseling Process	3
EDC 535A	Introduction to Substance Use Disorders	2
EDC 503	Social and Cultural Considerations in Counseling	3
EDU 550	Milestones in Education	3
EDC 506	Consultation in the Helping Professions	3
EDS 520	Exceptional Learners & Inclusion	3
EDC 564	Critical Issues in Social and Emotional Learning	2
EDC 512	Introduction to Group Counseling	3
EDC 512L	Lab: Intro Group Counseling	0
EDC 523	Legal and Ethical Considerations in School Counseling	1
EDC 509	Research for Counselors	3

*Prerequisite courses are not required for all students. Please contact your academic advisor for more information.

M.Ed. Montessori

Kathryn Picanco (Program Director)

In partnership with Montessori Northwest and in affiliation with the Association Montessori Internationale (AMI), the Master of Education, in Montessori can be earned simultaneously with an AMI diploma. The AMI diploma coursework is completed at a Montessori Northwest training site in California, Oregon or Spokane. The remaining education courses to complete the master's degree can be taken online or on campus.

Student Learning Outcomes for M.Ed. in Montessori, Elementary and Early Learning Programs:

1. Students demonstrate a foundational knowledge of skills and concepts in education.
2. Students demonstrate mastery of Montessori instructional strategies.
3. Students demonstrate an understanding of the School of Education Conceptual Framework and the mission of the university, including faith integration.
4. Program of study is completed successfully.
5. The capstone project reflects depth of understanding of program concepts.
6. Students demonstrate understanding student diversity and inclusive practices for the classroom community.

M.Ed. Montessori, Elementary (36)

Requirements:

EDT 501	Montessori Foundations	3
EDT 502A	The Philosophy and Psychology of the Montessori Method	1
EDT 502B	The Philosophy and Psychology of the Montessori Method B	1
EDT 507	Elementary Music, Drama and Art Methods	2
EDT 503A	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction A	1
EDT 503B	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction B	3
EDT 503C	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction C	1
EDT 504A	Elementary Social Studies Methods A	1
EDT 504B	Elementary Social Studies Methods B	1
EDT 505A	Elementary Language Arts Curriculum and Instruction A	2
EDT 505B	Elementary Language Arts Curriculum and Instruction B	1
EDT 506A	Elementary Mathematics Curriculum and Instruction A	2
EDT 506B	Elementary Mathematics Curriculum and Instruction B	2
EDT 506C	Elementary Mathematics Curriculum and Instruction C	2
EDT 510	Neurobiological Perspectives on Developmental Education	3
EDT 511	Early Intervention, Special Education and Family Engagement (requirement can be fulfilled by taking EDT-511 A/B/C)	3
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 524	Graduate Capstone Course	4

Student Learning Outcomes for M.Ed. in Montessori, Teacher Certification Program:

1. Instruction and Assessment: Plan for instruction and assessment using research proven strategies.
2. Instruction and Engagement: Effectively engage in self-reflection to support continued improvement in instructional practices.
3. Assessment Strategies: Employ effective assessment strategies throughout planning, instruction and reflection cycle.
4. Academic and Reflective Discourse: Engage K-12 learners in academic and reflective discourse for the purposes of eliciting student voice and providing opportunity for student self-assessment/progress monitoring.

5. Faith and Learning: Articulate one's own faith tradition or principles of one's worldview and alignment to professional practices.

6. Sociocultural Linguistic Context: Candidate will identify and describe the role that human development and social, cultural, linguistic, physical and community context plays as related to the learner; apply theories and concepts/strategies for culturally responsive pedagogy to promote inclusive communities.

Master of Education in Montessori. Elementary, Teacher Certification Track (51)

EDT 501	Montessori Foundations	3
EDT 502A	The Philosophy and Psychology of the Montessori Method	1
EDT 503A	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction A	1
EDT 505A	Elementary Language Arts Curriculum and Instruction A	2
EDT 506A	Elementary Mathematics Curriculum and Instruction A	2
EDT 502B	The Philosophy and Psychology of the Montessori Method B	1
EDT 510	Neurobiological Perspectives on Developmental Education	3
EDT 504A	Elementary Social Studies Methods A	1
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 503B	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction B	3
EDT 506B	Elementary Mathematics Curriculum and Instruction B	2
EDT 504B	Elementary Social Studies Methods B	1
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 505B	Elementary Language Arts Curriculum and Instruction B	1
EDT 503C	Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction C	1
EDT 524	Graduate Capstone Course	4
EDT 507	Elementary Music, Drama and Art Methods	2
EDT 570	Pedagogy Assessment Seminar	1
EDT 567	Introduction to Intercultural Education	1
EDT 568	Intercultural Immersion Field Experience	2
EDT 506C	Elementary Mathematics Curriculum and Instruction C	2
EDM 545E	Elementary PE and Health Education Methods	1
EDT 509	Student Teaching Internship	9
EDT 574	Clinical Practicum Seminar	1

Requirements for Master of Education in Montessori, Teacher Certification, Early Childhood Education Track (50)

EDT 501	Montessori Foundations	3
EDT 508	Observation of the Montessori Classroom	3
EDT 509	Student Teaching Internship	9
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 513	The Autonomous Child: Child, Family and Community	3
EDT 514A	Creative Critical Thinking A	2
EDT 514B	Sensorial:Creat. & Crit. Thinking in Young Children B	1

EDT 515	Effective Learning Environments	2
EDT 516	Early Childhood Instructional Methods for the Arts	3
EDT 517A	Emergent Literacy Instructional Methods A	2
EDT 517B	Emergent Literacy Methods B	1
EDT 518	Mathematics and Science Instructional Methods for Early Childhood	3
EDT 567	Introduction to Intercultural Education	1
EDT 568	Intercultural Immersion Field Experience	2
EDT 570	Pedagogy Assessment Seminar	1
EDT 574	Clinical Practicum Seminar	1
EDT 524	Graduate Capstone Course	4
EDT 510	Neurobiological Perspectives on Developmental Education	3

Requirements for Montessori Teacher Certification (30)

EDT 501	Montessori Foundations	3
EDT 509	Student Teaching Internship	9
EDT 510	Neurobiological Perspectives on Developmental Education	3
EDT 511	Early Intervention, Special Education and Family Engagement	3
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 524	Graduate Capstone Course	4
EDT 567	Introduction to Intercultural Education	1
EDT 568	Intercultural Immersion Field Experience	2
EDT 570	Pedagogy Assessment Seminar	1
EDT 574	Clinical Practicum Seminar	1

Montessori Core Requirements, Early Learning (24)

EDT 501	Montessori Foundations	3
EDT 508	Observation of the Montessori Classroom	3
EDT 510	Neurobiological Perspectives on Developmental Education	3
EDT 511	Early Intervention, Special Education and Family Engagement (requirement can be fulfilled by taking EDT-511 A/B/C)	3
EDT 512	Advanced Seminar on Language and Literacy	3
EDT 513	The Autonomous Child: Child, Family and Community	3
EDT 515	Effective Learning Environments	2
EDT 524	Graduate Capstone Course	4

Requirements for Assistants to Infancy Track, M.Ed. (36)

Montessori Core Requirements, Early Learning		24
EDT 519	Human Growth and Development: Infancy	3
EDT 520	Human Growth and Development: Toddlers	3
EDT 521	Integrated Teaching Methods for Infancy	3
EDT 522	Integrated Teaching Methods for Toddlers	3

Requirements for Primary Track, M.Ed. (36)

Montessori Core Requirements, Early Learning		24
EDT 514A	Creative Critical Thinking A	2

EDT 514B	Sensorial:Creat. & Crit. Thinking in Young Children B	1
EDT 516	Early Childhood Instructional Methods for the Arts	3
EDT 517A	Emergent Literacy Instructional Methods A	2
EDT 517B	Emergent Literacy Methods B	1
EDT 518	Mathematics and Science Instructional Methods for Early Childhood	3

M.Ed. Social Emotional Learning

Wendy Bleecker (Program Director)

This program is designed for teachers and community members interested in enhancing children and adolescent learning and reducing behavioral concerns using social and emotional learning. Students will attain a unique knowledge in the area of youth development, complex trauma, neurobiology, social and cultural considerations, the uniqueness of giftedness, and behavioral intervention. Students will engage in an action research project in order to evaluate effectiveness of their social and emotional strategies and practice.

M.Ed Social Emotional Learning (33)

Corequisite:

Statistics

EDC 501	Orientation to Professional Counseling	3
EDC 502	Development Across the Lifespan	3
EDC 503	Social and Cultural Considerations in Counseling	3
EDC 504	Counseling Theories	3
EDC 509	Research for Counselors	3
EDC 535A	Introduction to Substance Use Disorders	2
EDC 564	Critical Issues in Social and Emotional Learning	2
EDC 565	Response to Complex Trauma	2
EDC 566	Strategies: SEL for School & Life	3
EDG 551	Social and Emotional Components of Giftedness	2
EDS 521	Intervention for Behavior and Motivation	3

One of the following:

EDC 581A Practicum

Electives (4 CR)

People without relevant background must complete a four-credit practicum. Others take four credits of electives.

Master in Teaching Program

www.whitworth.edu/mit (<http://www.whitworth.edu/mit/>)

The Whitworth Master in Teaching (MIT) Program was initiated in 1989 as a result of the Washington State Legislature calling for alternative teacher-education programs. It was the first such program in the state. Part of a nationwide movement to strengthen America's corps of teachers by putting successful members of society's workforce into teaching positions, MIT programs provide schools with mature teachers who understand the demands of the real world and whose teaching reflects these realities.

Those pursuing this option include professionals who are changing careers, those who are reentering the workforce, and recent graduates of undergraduate institutions. The professors teaching in the program are from both the higher-education level and K-12 public schools. Coursework and assignments are integrated and are both theoretical and practical. Upon successful completion of the program, candidates earn a Residency Teacher Certificate and a master in teaching degree.

This progressive, performance-based, cohort teacher certification and master's degree program extends over 13 months of full-time coursework and a yearlong school practicum. This rigorous program is characterized by 1) integration of academic work with an ongoing field experience; 2) programmatic coherence both from course to course and from on-campus to field work; 3) systematic study of classroom practice; and 4) individual self-reflection and renewal. All teacher

candidates design a teacher work sample (TWS). Through this performance assessment, MIT candidates provide credible evidence of their ability to facilitate and improve student learning. Because of the significance of the TWS, most of the courses in the program address specific standards of the TWS.

The student learning outcomes of this program prepare students to:

1. Plan for effective instruction and assessment using research-based methods that include differentiation for all learners.
2. Employ effective assessment strategies (formal and informal) throughout the learning cycle to support analysis of student learning and provide informed feedback to students on their progress.
3. Engage K-12 learners in academic and reflective discourse for the purposes of eliciting student voice regarding content understanding and to provide opportunities for student self-reflection.
4. Effectively engage in self-reflection to support continued improvement in instructional practices.
5. Integrate faith and learning by articulating one's personal faith tradition or principals of one's personal worldview; examining how professional practices are aligned to or challenge one's own faith or worldview perspectives; and evaluating one's own positions and choices using faith/worldview perspectives as a framework.
6. The teacher candidate will identify and describe the role that human development and social, cultural, linguistic, physical and community context play as related to the learner and the learning enterprise; and apply theories, concepts and strategies for culturally responsive pedagogy to promote inclusive communities for learning that foster the values and gifts of each member.

Admission Requirements

- Evidence of successful work with children or youth.
- Bachelor's degree in an approved teaching endorsement area from a regionally accredited college or university.
- Grade-point average of 3.0 for the last half of college. Graduate coursework and/or work history will be considered.
- Completion of online application available at www.whitworth.edu/mit (<http://www.whitworth.edu/mit/>), where applicants will complete the following:
 - \$35 application fee.
 - A written two- to three-page statement on why the candidates have chosen teaching as a profession and why they have selected the MIT program at Whitworth University for professional preparation.
 - A current resume.
 - Submission of three recommendations, requested via online forms once the application process is initiated.
 - Submission of the character-and-fitness supplement.
- Official transcripts from all colleges attended.
- An interview with the MIT faculty, which will be scheduled after all application documents are submitted.
- Basic-skills test: WEST-B (<http://www.west.nesinc.com/>) (click to register online). There are three sections to this test. The test must be taken prior to the start of the program. SAT and ACT scores can be accepted in lieu of the WEST-B.
- NES/WEST-E subject-matter test (click here (<http://www.west.nesinc.com/>) to register online). The NES/WEST-E must be taken prior to the start of the program for provisional admission. All sections of the NES/WEST-E must be passed by the end of Fall Term (December) for full admission.

All admissions to the MIT program are conditional. Full admittance is granted upon successful completion of summer and fall coursework and passage of all NES/WEST-E and WEST-B tests.

Applications for the program will be accepted through April 1 or until program capacity is reached. It is advisable to apply as early as possible.

Please note: 530 series courses are taken by all MIT students. 540 series are taken by elementary track students, and 550 series courses are taken by secondary track students.

Master in Teaching - Elementary Level Requirements (60)

First Summer Term

EDM 530A	Educational Foundations and Critical Issues	1
EDM 531A	Exceptional Learner and Differentiated Instruction (A)	1
EDM 532	Child and Adolescent Development and Learning Theory	2
EDM 535	Technology in Education	1
EDM 540	Math for M.I.T.	4
EDM 544A	Elementary General Methods, Assessment, Management	1
EDM 545C	Elementary Science Methods	2
EDM 542D	Elementary Social Studies: Pacific Northwest History	1
EDM 545F	Elementary Social Studies Methods	1

Fall Term

EDM 530B	Educational Foundations and Critical Issues	2
EDM 531B	Exceptional Learner and Differential Instruction (B)	2
EDM 533A	Action Research (A)	1
EDM 536A	Culturally Responsive Teaching	2
EDM 539A	Teacher Work Sample	1
EDM 544B	Elementary General Methods, Assessment, Management	3
EDM 543	Language Literacy in Elementary School	4
EDM 547A	Elementary Teacher-Scholar Practicum	2
EDM 545E	Elementary PE and Health Education Methods	1

Spring Term

EDM 533B	Action Research (B)	2
EDM 534	Teaching English Language Learners	1
EDM 536B	Field Experience: Multicultural/Intercultural Education	3
EDM 538	Teacher-Scholar Seminar	1
EDM 539B	Teacher Work Sample	1
EDM 547B	Elementary Teacher-Scholar Practicum	5
EDM 547C	Elementary Teacher-Scholar Practicum	5
EDM 548	MIT Capstone Seminar	2

Second Summer Term

EDM 530C	Educational Foundations and Critical Issues	1
EDM 533C	Action Research (C)	1
EDM 539C	Teacher Work Sample	1
EDM 545A	Elementary Art Methods	1
EDM 545D	Elementary Music Methods	1
EDM 547D	Elementary Teacher Scholar Practicum	2
EDM 545G	Elementary Theater Methods	1

Master in Teaching - Secondary Level Requirements (50-52)

Summer Term I

EDM 530A	Educational Foundations and Critical Issues	1
EDM 531A	Exceptional Learner and Differentiated Instruction (A)	1
EDM 532	Child and Adolescent Development and Learning Theory	2
EDM 535	Technology in Education	1
EDM 554A	Secondary General Methods, Assessment, Management	1
EDM 553	Literacy Across the Disciplines	3

Fall Term

EDM 530B	Educational Foundations and Critical Issues	2
EDM 531B	Exceptional Learner and Differential Instruction (B)	2
EDM 533A	Action Research (A)	1
EDM 536A	Culturally Responsive Teaching	2
EDM 539A	Teacher Work Sample	1
EDM 554B	Secondary General Methods, Assessment, Management	3
Secondary Education Methods		2-4
EDM 555A	Secondary Art Methods	
EDM 555B	Sec English/Lang Arts Methods	
EDM 555C	Sec Foreign Language Methods	
EDM 555D	Sec Mathematics Methods	
EDM 555E	Secondary Music Methods	
EDM 555F	Sec PE/Health Methods	
EDM 555G	Secondary Science Methods	
EDM 555H	Sec Social Studies Methods	
EDM 555S	Sec Social Studies Methods,STEM Methods: Project-Based Instruction and Learning	
EDM 557A	Secondary Teacher-Scholar Practicum	2
Spring Term		
EDM 533B	Action Research (B)	2
EDM 534	Teaching English Language Learners	1
EDM 538	Teacher-Scholar Seminar	1
EDM 539B	Teacher Work Sample	1
EDM 557B	Secondary Teacher-Scholar Practicum	5
EDM 557C	Secondary Teacher-Scholar Practicum	5
EDM 558	Teaching English Language Learners in Secondary Schools,MIT Capstone Seminar	2
Field Experience		
EDM 536B	Field Experience: Multicultural/Intercultural Education	3
Summer Term II		
EDM 530C	Educational Foundations and Critical Issues	1
EDM 533C	Action Research (C)	1
EDM 539C	Teacher Work Sample	1
EDM 557D	Secondary Teacher-Scholar Practicum	2
EDM 552	Seminar in Secondary Topics,Since Time Immemorial	1

Master of Education in Educational Studies

The Master of Education in Educational Studies Program is designed for individuals who are interested in the field of education, but who do not complete the requirements to become a certified teacher.

This program of 38-40 credits is housed within the Master in Teaching (MIT) program. Students will complete all required academic and classroom-based courses, associated teacher work samples, one semester of part-time student teaching during the Fall Term, and one half of the full-time student teaching in the Spring Term along with the intercultural field experience. This degree does not meet the requirements for teacher licensure in Washington state. Students will only be accepted into this program from the MIT cohort upon recommendation from the MIT faculty and director.

Requirements for Elementary Cohort (39)

Summer I		
EDM 530A	Educational Foundations and Critical Issues	1
EDM 531A	Exceptional Learner and Differentiated Instruction (A)	1
EDM 532	Child and Adolescent Development and Learning Theory	2

EDM 535	Technology in Education	1
EDM 544A	Elementary General Methods, Assessment, Management	1
Fall		
EDM 530B	Educational Foundations and Critical Issues	2
EDM 531B	Exceptional Learner and Differential Instruction (B)	2
EDM 533A	Action Research (A)	1
EDM 536A	Culturally Responsive Teaching	2
EDM 547A	Elementary Teacher-Scholar Practicum	2
EDM 539A	Teacher Work Sample	1
EDM 543	Language Literacy in Elementary School	4
EDM 544B	Elementary General Methods, Assessment, Management	3
EDM 545E	Elementary PE and Health Education Methods	1
EDM 545F	Elementary Social Studies Methods	1
Spring		
EDM 539B	Teacher Work Sample	1
EDM 547B	Elementary Teacher-Scholar Practicum	5
EDM 536B	Field Experience: Multicultural/Intercultural Education	3
EDM 533B	Action Research (B)	2
Summer II		
EDM 530C	Educational Foundations and Critical Issues	1
EDM 533C	Action Research (C)	1
EDM 539C	Teacher Work Sample	1

Requirements for Secondary Cohort (38-40)

Summer I		
EDM 530A	Educational Foundations and Critical Issues	1
EDM 531A	Exceptional Learner and Differentiated Instruction (A)	1
EDM 532	Child and Adolescent Development and Learning Theory	2
EDM 535	Technology in Education	1
EDM 554A	Secondary General Methods, Assessment, Management	1
EDM 553	Literacy Across the Disciplines	3
Fall		
EDM 530B	Educational Foundations and Critical Issues	2
EDM 531B	Exceptional Learner and Differential Instruction (B)	2
EDM 533A	Action Research (A)	1
EDM 536A	Culturally Responsive Teaching	2
EDM 557A	Secondary Teacher-Scholar Practicum	2
EDM 539A	Teacher Work Sample	1
EDM 554B	Secondary General Methods, Assessment, Management	3
At least one of the following:		2-4
EDM 555A	Secondary Art Methods	
EDM 555B	Sec English/Lang Arts Methods	
EDM 555C	Sec Foreign Language Methods	
EDM 555D	Sec Mathematics Methods	
EDM 555E	Secondary Music Methods	
EDM 555F	Sec PE/Health Methods	
EDM 555G	Secondary Science Methods	
EDM 555H	Sec Social Studies Methods	
EDM 555S	Sec Social Studies Methods,STEM Methods: Project-Based Instruction and Learning	

Spring

EDM 539B	Teacher Work Sample	1
EDM 557B	Secondary Teacher-Scholar Practicum	5
EDM 536B	Field Experience: Multicultural/Intercultural Education	3
EDM 533B	Action Research (B)	2
Summer II		
EDM 530C	Educational Foundations and Critical Issues	1
EDM 533C	Action Research (C)	1
EDM 539C	Teacher Work Sample	1

EDA Courses

EDA 520 Legal & Policy Foundations 2

Students will develop a heightened sensitivity and awareness of the important role legal requirements play in administering today's school programs successfully. Emphasis will be placed on realistic situations that have direct relevance to educational leaders in Washington and Idaho.

EDA 521 Public School Finance 2

Survey of the financial dimensions of public school administration including: budget development and management; the role of state, local, and federal agencies in school finance issues; collective bargaining; personnel; accountability; the special levy system; accounting procedures; purchasing; and risk management. Summer term.

EDA 540 Effective Leadership and Organization 4

Includes the understanding of leadership and the importance of the interpersonal relationship aspects of effective leadership. Includes the skills for efficient and effective management systems in educational settings. Other topics include resource allocation, safety and security issues and use of technology to enhance the learning environment.

EDA 541 Instructional Leadership for School Improvement 4

Includes skills in the areas of teacher and staff supervision with the goal of improved student learning. Includes instructional coaching, principles of adult learning, development of a positive school culture, and management of student behavior to enhance the learning environment.

EDA 542 Building Community 4

Understanding the importance of context in order to serve all stakeholders in a learning community. Meeting the needs of special and diverse populations and mobilizing community resources.

EDA 543 Visionary and Moral Leadership 4

Covers the theoretical base that informs management and leadership in organizational contexts including leadership theory, development and implementation of a vision and transformational leadership. Also includes legal, policy, and ethical aspects of school leadership as related to current issues and political components of being an educational advocate for students and schools.

EDA 581 Internship I: Administration, P-12 3-5

Participation in a wide range of activities that constitute the normal responsibilities of the elementary- or secondary-school principal; done under the direct supervision of a public school administrator and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Internship includes 540 hours and the opening and closing activities of the school year and is required for residency administrator P-12 principal certification and program administrator. Grade is Satisfactory/Non-Satisfactory.

EDA 582 Internship II: Administration, P-12 3-5

Participation in a wide range of activities that constitute the normal responsibilities of the elementary or secondary school principal under the direct supervision of a public school administrator and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Internship includes 540 hours and the opening and closing activities of the school year. Required for residency administrator P-12 principal certification and program administrator. Grade is Satisfactory/Non-Satisfactory.

EDB Courses

- EDB 510 Foundations in Applied Behavior Analysis** 1
This course is designed to provide students with an overview of the philosophical foundations and broad scope of the field of behavior analysis. The course covers the foundational principles that underlie the development of behavior analytic interventions, and introduces students to the application of behavioral principles both within and outside the field of special education and intervention with individuals with developmental disabilities.
- EDB 521 Intervention for Behavior and Motivation** 3
Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Students plan, collect data, implement and evaluate an intervention. They learn to collect data and do functional assessments and document learning. Field experience included. Also listed as EDU 321. (Students must register for a graduate-level course and complete an extra project if in a graduate program).
- EDB 526 Designing Instruction & Supports for Individuals w/ Low-Incidence Disabilities** 3
Methods and strategies for working with students who have low incidence and multiple disabilities, with emphasis on functional skills, augmentative communication, positioning and handling techniques, mobility, social-skill development and adaptive behaviors. Program planning and implementation. Also listed as EDU 426. (Students must register for a graduate-level course and complete an extra project if in a graduate program).
- EDB 536 Intensive Interventions for Behavioral Challenges** 3
An overview of theory, research and methods related to identifying community values and establishing school-wide Positive Behavior Support. Includes functional behavior assessment, data collection methods, interventions and behavior management strategies to respond effectively to students who exhibit severe challenging behavior.
- EDB 550 Assessment in Applied Behavior Analysis Method** 3
This course is designed to provide a comprehensive overview of the theoretical background and practical application of behavioral assessment for individuals with significant behavioral support needs. Students will learn about the need for behavioral assessment, as well as varied approaches to meet this need.
- EDB 560 Single Case Research Methods** 3
This course will address the foundations, logic, and rationale of single case research, in the context of the fields of applied behavior analysis (ABA) and special education. Students will learn the uses, advantages, and limitations of various single case research designs, and quality indicators for single case research studies.
- EDB 562 Ethical Research and Treatment** 3
Ethical considerations for professional practice and research in behavioral assessment, treatment, and systems.
- EDB 564 Concepts and Principles in Applied Behavior Analysis** 3
The conceptual underpinnings of applied behavior analysis (ABA) will be covered and examples of application of the principles will be discussed. This course is designed to provide students with an opportunity to enrich their understanding of foundational and advanced concepts and principles. The course will include a focus on Verbal Behavior.
- EDB 570 Supervision of Behavioral Interventions in Schools & Other Settings** 3
This course presents evidence-based procedures for the training and supervision of future behavior analysts as well as strategies for effective consultation with the many others who may employ behavior analysis techniques including parents, school personnel, and other related service providers. School settings and processes are emphasized because much consultation and service delivery occurs within this context.

EDB 586 Behavior Analysis Supervised Independent Fieldwork	1-5
Clinical or classroom behavioral intervention with individuals who have developmental delays, severe disabilities, or autism spectrum disorder. Must be supervised by a BCBA professional. (Can be taken for variable credits between 1 and 5 per term). This field experience will be combined across terms to meet the supervision hours and requirements from the international Behavior Analyst Certification Board.	
EDB 595 Exit Project	1
Students submit research papers in formal presentations and for publication. A one-hour-per-week peer-group and advisor feedback meeting is required prior to the official presentation. Fee.	
EDC Courses	
EDC 501 Orientation to Professional Counseling	3
Review of the history, ethics, roles and functions, organizational structures, licensing and credential standards of helping professions. Fee.	
EDC 502 Development Across the Lifespan	3
Overview of human development, life stages, normal and abnormal behaviors, personality theories, and therapeutic interventions.	
EDC 503 Social and Cultural Considerations in Counseling	3
Assists students in the development of effective multicultural counseling skills with diverse populations. The course will include exploration of ethnicity, culture, gender, socioeconomic status, disability, religious beliefs, and the impact of stereotyping. Prerequisite: EDC 501 or permission of instructor. Fee.	
EDC 504 Counseling Theories	3
Introduction to ethical standards and major models of therapeutic change in the counseling profession. The basic tenets of each model including assumptions concerning personality development and functioning and therapeutic process. Techniques and procedures will be emphasized.	
EDC 505 Career Development and Counseling	3
Overview and application in various settings and populations of career-development theories, decision-making models, career assessment and planning, aspects of career education, and sources of occupational information and career-education materials.	
EDC 506 Consultation in the Helping Professions	3
Theories and techniques necessary to collaborate effectively with administration, staff, faculty and parents within and across schools, community agencies, and family settings. Non-counseling majors in the helping professions must have graduate standing or instructor's permission. Also listed as EDU 436. (Students must register for graduate-level course and complete extra project if in a graduate program). Prerequisite: EDC 511.	
EDC 507 Psychoeducational Assessment and Evaluation	2
Basic principles of psychoeducational measurement and evaluation; exploration of theoretical and statistical foundations and legal, ethical and diversity issues pertaining to appraisal of various target populations in education and counseling.	
EDC 509 Research for Counselors	3
Development of knowledge and skills to be effective consumers of published research findings as well as conductors of research including needs assessment and program evaluation in the helping professions. Review of potential research-related legal and ethical issues.	
EDC 511 The Counseling Process	3
Application of various theories of counseling and interviewing with emphasis on development of skills and techniques. Prerequisite: EDC 504 and EDC 501.	

EDC 512 Introduction to Group Counseling	3
Introduction to various group counseling models with an emphasis on leadership types, communication skills, ethical and legal issues, application of current research, group techniques, composition and size. Concurrent lab required. Prerequisite: EDC 504 & EDC 511.	
EDC 512L Lab: Intro Group Counseling	0
Required lab to be taken with EDC 512. Fee.	
EDC 515 Orientation to Schools	2
This is a course for non-teaching school counselor candidates. The content includes human growth and development, learning theory, classroom management and instructional theory. It will also help candidates understand how to function effectively as counselors in the school culture. A field component is included. This course must be completed prior to the School Counselor Practicum (EDC 581).	
EDC 522A Role and Function of the School Counselor	2
Integration of research, theory and practice in preparation for service to students that is consistent with the university goals and conceptual models within helping professions.	
EDC 522B Role and Function of the School Counselor	1
Integration of research, theory and practice in preparation for service to students that is consistent with the university goals and conceptual models within helping professions.	
EDC 523 Legal and Ethical Considerations in School Counseling	1
Comprehensive overview of ethical issues, legal statutes, and litigation that affects counseling services and informs counselor behaviors in school settings, with emphasis on ethical standards and legal parameters for individual practitioners.	
EDC 535A Introduction to Substance Use Disorders	2
Provides a basic understanding of substance use disorders and a framework for understanding the fundamental elements of addiction. This course is designed to assist helping professionals and teachers understand individuals who are suffering from use, abuse, or dependency on drugs. For School Counseling, Social and Behavioral Health students only.	
EDC 564 Critical Issues in Social and Emotional Learning	2
This course examines issues related to social emotional learning and development. It will explore contributing factors and how teachers and caring professionals can help children overcome problems that impact their motivation to learn as well as their interpersonal skills.	
EDC 565 Response to Complex Trauma	2
Students will learn critical supportive and therapeutic skills to effectively help children, adolescents and their families deal with the impact of trauma. Topics include: sources and effects of complex trauma, as well as the different types of trauma and how these experiences are manifested. Graduate level course. This is a step up course by permission of instructor. Prerequisite is full admission.	
EDC 566 Strategies: SEL for School & Life	3
This course provides teachers and other professionals with strategies to promote social emotional learning in children that will enable them to be successful in school and in life. Graduate level course. This is a step up course by permission of instructor.	
EDC 576 Behavioral Interventions and Community Collaboration for School Counselors	3
This course is designed to equip students within the school counseling program with the knowledge and understanding of effective behavioral interventions and strategies to support classroom and school wide behavior management in the K-12 setting. In addition, this class will expand the student's knowledge of community organizations and supports and learn how to effectively collaborate with them in order to better support students and their families.	

EDC 581 School Counseling Practicum	5
Preliminary field experience offering intensive skill development necessary to function in the role of professional counselor in the school settings. Prerequisite: concurrent enrollment in EDC 523; permission of program faculty; recommendation by PEAB (professional Education Advisory Board). Optional concurrent enrollment permitted in EDC 506. The student will meet for small group lab (2-3 students) with their university supervisor for tape critiques a minimum of one hour per week in addition to the practicum seminar. Spring semester.	
EDC 581A Practicum	4
Preliminary field experience offering intensive skill development necessary to function in the role of professional counselor in school settings. Prerequisite: permission of program faculty. The student will meet for individual supervision with their university supervisor a minimum of one hour per week in addition to the practicum seminar.	
EDC 583 Counseling Internship I: School	1-6
Field experience in a school setting under direct individual and group supervision. Students will register for EDC 583 in the fall for 5 credits and 1 credit in Jan Term. Students will register for 6 credits of EDC 584 in the spring. EDC 583 for May term will be absorbed into EDC 583 - Spring Term. The absorption is due to federal regulations that will not allow students to apply for financial aid for 1 credit during May Term. Due to Federal requirements, financial aid will not cover 1 credit for May term. Thus, students will be given an "I" for Spring Term until completion of their internship and the "I" will be converted to their grade at completion. Prerequisite: completion of all coursework; grade of "B" or better in EDC 581 and EDC 523; permission of program faculty.	
EDC 584 Counseling Internship II: School	1-6
Field experience in a school setting under direct individual and group supervision. Students will register for EDC 583 in the fall for 5 credits and 1 credit in Jan Term. Students will register for 6 credits of EDC 584 in the Spring with an "I" grade until field experience is completed mid June. Prerequisite: completion of all coursework; grade of "B" or better in EDC 581 and EDC 523.	
EDC 596A Graduate Action Research Project	0
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy. Fall semester.	
EDC 596B Graduate Action Research Project	0
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy. Spring semester.	
EDC 597 Exit Exam	0
Students should register during the semester they anticipate completion of all coursework. Fee.	
EDC 598A Graduate Thesis	3
A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education Office one week before the end of the term in which the degree is anticipated. Prerequisite: advanced approval required from the academic advisor to enroll in the thesis option. Fall semester.	
EDC 598B Graduate Thesis	3
A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education Office one week before the end of the term in which the degree is anticipated. Prerequisite: advanced approval required from the academic advisor to enroll in the thesis option. Spring semester. Fee.	
EDC 599 Master's Oral Examination	0
Oral defense of the students Internship experience or thesis project. Exam is directed by the Program Director and Review Board Members. Fee.	

EDG Courses

EDG 508 Differentiating Instruction for Highly Capable Students 1

Approaches to design differentiated curriculum and instructional strategies in all content areas to meet the needs of gifted students in today's classrooms. Differentiation by content, process, product and assessment using the parallel curriculum model and other current research-based practices. Summer semester, online.

EDG 517 Identifying and Developing the Talents of ELL Gifted Students 1

English-language learners (ELLs) are often unrepresented in programs that serve gifted and talented students due to a myriad of reasons, including teacher perceptions/biases, lack of staff training, lack of communication, inappropriate assessments, and inadequate opportunities for talent development. This course examines the causes of under representation of gifted ELL students in gifted programs and explores recommendations for developing the talents and potential of these students.

EDG 520 Challenging Students Through Cluster Grouping 1

Cluster grouping of students for instructional purposes is a programming strategy that can be used to meet the needs of high achieving and gifted students in the regular classroom. When teachers try to meet the diverse learning needs of all students, it becomes extremely difficult to provide adequately for everyone. Cluster grouping provides full time services to high-achieving, high-ability students while assisting all students in improving their academic achievement and educational self-efficacy. It also leads to improved classroom behavior and raises the performance of all students. This course will focus on the theoretical rationale and research supporting this model as well as practical methods for organizing the cluster groups, providing staff development, and differentiating lessons by injecting challenge, interest, and student ideas into class assignments.

EDG 521 Teaching for Creativity in the Common Core Classroom 1

This course focuses on strategies for adapting existing lessons and mandated curricula to encourage the development of student creativity and critical thinking alongside more academic skills.

EDG 529 Teaching the Gifted Underachiever 1

In this course, students will address the identification of underachieving students and examine the most current research and strategies to work with these students. This course will provide proven techniques to diagnose, prescribe, and communicate student concerns and needs to families. Gifted underachievers will be a specific focus of this class. Students will leave with a process to diagnose and reverse underachievement in gifted students.

EDG 541 Equit. Instruct. for High Pot. Learners 1

This course is designed to engage students in an exploration of the populations that have been under-represented in gifted and highly capable programs. Students will address the identification and programming needs of learners with high potential from diverse and under-represented populations.

EDG 542 Best Pract. & Applic. for Develop Talent 1

In this course, students will explore talent development as a framework for viewing giftedness and serving the instructional and psychosocial needs of highly capable and high potential learners. Students will leave the course with an understanding of the distinguishing characteristics of talent development and how those compare to traditional gifted education models.

EDG 550A Introduction to Gifted Education and Talent Development, Part I 1

This course is designed to explore the current research, trends, and practices within the field of gifted and talented education. This course is an introduction to the historical and philosophical context of gifted education and theories of intelligence; characteristics of gifted behaviors across cultures; an overview of curricular options for enhancing and accelerating instruction; and identification techniques.

EDG 550B Introduction to Gifted Education and Talent Development, Part II 2

This course is designed to explore the current research, trends, and practices within the field of gifted and talented education. This course is an introduction to program and curriculum models; creative development, traits, and processes; underachievement, cultural diversity and economic disadvantage; affective and counseling needs; advocacy; and program evaluation.

EDG 551 Social and Emotional Components of Giftedness 2

This course will explore current research and material relevant to the social and emotional issues that may arise for gifted and talented students, specifically their effective growth and potential adjustment concerns. This course is designed for teachers and counselors of the gifted to help them understand the cognitive complexity and emotional intensity of high ability students while also acquiring strategies to help them serve this special population.

EDG 553 Creativity and Analytical Thinking 3

The major purpose of this course is to study the theoretical and practical aspects of creativity and analytical thinking. Exploring the question of what creativity is and how we develop it in ourselves and in our students will be the focus of the course. The course is an overview of major definitions, theories, and research related to the study of creativity and the creative individual. Strategies for adapting existing curricula to develop creative and analytical thinking abilities, the assessment of creative thinking, methods for enhancing personal creative abilities, and techniques for examining the creative process will be presented.

EDG 554 Curricular Strategies and Instructional Models for High Ability Learners 3

The focus of this course is on the application of instructional and curricular models and strategies for designing appropriate learning experiences for the gifted and talented. Additionally the course will explore how the characteristics of gifted students, identification of student profiles, and unique educational challenges must be considered when designing instructional learning experiences for these students. This course is designed for teachers, coordinators, administrators, and others responsible for the education of highly capable students.

EDG 555 Designing High Quality Gifted Education Programs and Services 3

"High quality" gifted programs are based on sound theoretical, philosophical, and empirical support, but what are the characteristics of exemplary programs? What should we do to ensure that these elements are present in our gifted education programs? This course provides an overview of program models used in the field of gifted education; how to design comprehensive services; maintain ongoing support for services; identify and assess students; establish productive relationships with faculty and administration; and provide professional development. Participants will be given the opportunity to assess their current practices or design new practices to improve the quality of their gifted education programs and practices.

EDG 556 Curriculum Design and Instructional Planning for Advancing Student Potential 3

The major purpose of this course is to study the theoretical and practical aspects of designing and planning high-quality curriculum that intentionally aligns with student readiness and ensures engagement at the appropriate level of optimal challenge and depth. This course offers an in-depth exploration of curriculum development for students who demonstrate or show potential for more enhanced or accelerated instruction. Included are the general foundations of good curriculum design, a survey of curriculum models appropriate for gifted learners, an examination of design considerations across content areas, a detailed analysis of the role assessment has in the curriculum development process, and an exploration of trends and future directions of curriculum development for students identified for gifted education services. The Parallel Curriculum Model will be used as a framework for redesigning or developing instructional units.

EDG 581 Field Study and Action Research

1-3

This course requires students to conduct action research in an educational setting related to highly capable students or programs. The field study and action research project is designed to be the culminating experience for students who are pursuing the Master of Arts in Teaching: Gifted and Talented degree.

EDG 596 Graduate Research Project

3

In lieu of a practicum, if necessary. The graduate research project proposal requires approval from the director of the Center for Gifted Education, the director of Graduate Studies, and the Institutional Review Board (IRB). The director of the Center for Gifted Education will supervise the 120-hour project. Prerequisite: satisfactory completion of EDU 515.

EDG 598 Portfolio: Specialty Endorsement

0

Final assessment to show evidence of knowledge and skill to meet Washington state standards and competencies in the Gifted Education Specialty Endorsement.

EDL Courses

EDL 501 Leadership Theory and Practice

2

A central part of the M.A. Administrative and Nonprofit Leadership program is the theory and practice of leadership as it pertains to nonprofit organizations and other contexts. This course is designed to introduce leadership theory and the program at Whitworth. The course helps students understand their own leadership styles and focuses on building effective interpersonal relationships as a leader. The course is taught in a seminar, interactive style.

EDL 502 Team Building and Leadership Skills

3

The overarching objective of this course is for students to possess a sophisticated perspective on the importance of leadership on human behavior in organizations. This course is designed to help students understand the group processes that build teams and influence team performance; and to build leader, team member and facilitator skills that effectively influence teams to meet team goals.

EDL 503 Strategic Planning and Decision Making

2

The course will introduce students to strategic planning, its production, and importance in today's nonprofit sector. This course will address strategic thinking, change management and leadership, how to create a mission, vision, and core value statements; the importance of planning and decision making, the different types of planning, situational analysis and asset mapping, as well as the development and management of a complete strategic plan.

EDL 504 Creating and Running a Nonprofit Organization

3

Students will learn how to write business plans for nonprofits in this course. The course will focus on generating ideas that may lead to the creation of new nonprofits. Students will understand how nonprofits differ from businesses. The course will also cover topics such as: effective leadership practices for nonprofits, community partnerships, board formation and governance, staff hiring, filing for 501(C)(3) Tax-Exempt Status, Washington state and federal compliance, bylaws and volunteer recruitment and retention.

EDL 505 Public Policy and Advocacy

3

The goal of nonprofit and other service oriented organizations is to respond to the needs of society. They are often created to act as binding forces that allow individuals to pool their resources together in response to various types of needs. This course will address how public policy affects nonprofit and other service oriented organizations and how leaders can help shape public policy. Students will learn about legislative lobbying and gain a deeper understanding of how laws are passed in the United States. Students will have the opportunity to articulate their thoughts on various current and future policies related to the nonprofit sector.

EDL 506 Communication, Marketing and Public Relations

3

This course will introduce students to the elements of communication marketing and public relations. Topics that will be explored include: interpersonal and organizational communication, social media marketing, marketing plan development, evaluation, monitoring and control.

EDL 507 Legal & Ethical Practices of Moral Leadership 3

Twenty first century, pluralistic society cries out for ethical, wise, and moral leadership. Balancing current research and theory on ethical and leadership studies, as well as practical ideas for increasing ethical behavior in organizational settings, students will gain insight into leadership theories, practical approaches to applied ethics and moral leadership. Students will also explore their own leadership as it relates to their decision making processes as a leader and develop a personal philosophy of moral leadership to enhance the healing power of such leadership approaches in organizations.

EDL 508 Financial Resource Development and Management 3

This course will introduce students to basic quantitative analysis. The ability to work with numbers in setting prices for service or preparing an annual budget is a critical skill for almost every administrator and especially those who work for nonprofits. Unfortunately, many managers lack the training and/or confidence to deal with financial data.

EDL 509 Diversity, Equity and Inclusion 3

The purpose of this course is to increase knowledge, skills and attitudes needed to create environments that are inclusive and enriched by diverse views and people. Increased levels of cultural sensitivity and responsiveness will be developed through didactic and experiential learning. Also listed as EDU 326. Undergraduate students may elect to take this as a step up course for graduate credit. Graduate students must register for the graduate level course. This is approved as a part of the US Cultural Studies Minor.

EDL 510 Human Organizational Resources and Conflict Resolution 2

The purpose of this course is to learn the skills to set up efficient and effective management systems in organizational settings. Topics include finance and human resource management and allocation, safety and security issues, the use of technology to streamline management functions and systems analysis.

EDL 512 Professional Grant Writing 1-3

This project-based course will teach skills for identifying funding sources, writing a proposal narrative, conducting research, developing a budget and creating strong reports and monitoring systems.

EDL 588 Administrative and Nonprofit Leadership Internship 3

The internship course is designed to allow students to explore topics and ideas that lead to tangible contributions to the nonprofit sector. Students will be required to work with existing organizations or to start projects of their own. All students must complete an exit portfolio and a presentation. Students must complete the course under the direct supervision of an on-site supervisor and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks and in-class assessments. Grade is Satisfactory/Non-Satisfactory

EDF Courses

EDF 501 Intro to Marriage and Family Therapy 2

This course provides an introduction to therapy with individuals, groups, couples, and families. Students will become familiarized with roles and functions, standards of care, ethical guidelines and legal considerations, racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, equity issues, and an understanding of the historical, philosophical, and social roots of the MFT profession. Additional contextual dimensions (community needs assessment, intervention, consultation, education, outreach, and program implementation) and knowledge and skill base is increased via an exploration and project development regarding the current community base.

EDF 502 Counseling Theories 3

Introduction to ethical standards and major models of therapeutic change in the counseling profession. The basic tenets of each model including assumptions concerning personality development and functioning and therapeutic process. Techniques and procedures will be emphasized.

- EDF 503 Therapy Process** 3
Application of various theories of counseling and interviewing with emphasis on development of skills and techniques.
- EDF 504 Psychopathology & Assessment** 3
Course focuses on conducting individualized comprehensive assessments, utilizing diagnostic criteria found in DSM-V, crafting intervention goals and objectives, creating an action plan, and evaluating client progress.
- EDF 505 Introduction to Telehealth Psychotherapy** 1
Practical and theory-based education on the use of telehealth to provide psychotherapy to individuals, groups, couples, and families. Includes best clinical practices, systemic therapeutic application, and ethical and legal considerations. Introduces the electronic health record (EHR) service utilized at Whitworth University's Marriage and Family Therapy Center (MFTC).
- EDF 521 Family Systems Theory** 3
The objective of this course is to acquaint the beginning student of marriage and the family with the framework commonly known as "systems theory." Both the lecture material and the readings are directed toward helping the student to "think systems," i.e. to conceptualize the dynamics of family relationships in systemic terms in a manner consistent with a recovery-oriented understanding of care. The course examines a variety of issues related to social processes within the family and without, including developmental/family life cycle concerns examined from an ecological perspective of family stress and resilience. Different theories of family interaction will be surveyed, with the family conceptualized as an integrated behavioral, emotional, and linguistic system.
- EDF 522 Theories of Couple and Marriage Therapy** 3
This course is designed to provide an in depth overview of marital/couple therapy. The course will address theories of marital interaction and two approaches to clinical treatment with couples. Assessment and treatment issues regarding domestic violence will be discussed.
- EDF 523 Theories of Family Therapy** 3
This course examines the issues of family therapy, stressing the application of general systems theory to therapy with families. The focus is on the major constructs in family therapy, identification of family structures and communication patterns, and the formulation of treatment goals.
- EDF 524 Human Sexuality and Sex Therapy** 3
The study of the biological and psychological aspects of human sexuality and the treatment of sexual dysfunction in couples.
- EDF 525 Therapy With Children & Their Families** 2
This course is designed to provide an overview of therapeutic theories and strategies for working with children and their families. A review of diagnoses unique to children, as well as disorders that manifest differently in children than in adults is provided. Therapeutic issues unique to children will be discussed. Effective interventions for children will be demonstrated and practiced. Prerequisite: EDC 501 or EDC 553 and EDC 556 for MFT students.
- EDF 526 Therapy with Adolescents & Their Families** 2
This course is designed to provide an overview of therapeutic theories and strategies for working with adolescents and their families. Therapeutic issues unique to adolescents and their families will be discussed including substance abuse and its impact on psychosocial development. Effective interventions for adolescents will be demonstrated and practiced.
- EDF 531 Introduction to Group Therapy** 3
Introduction to various group counseling models with an emphasis on leadership types, communication skills, ethical and legal issues, application of current research, group techniques, composition and size. Concurrent lab required. Prerequisite: EDC 504 & 511.

EDF 531L Lab: Introduction to Group Therapy	0
Required lab to be taken with EDF 531. Fee.	
EDF 532 Introduction to Substance Use Disorders	2
Provides a basic understanding of substance use disorders and a framework for understanding the fundamental elements of addiction. This course is designed to assist helping professionals and teachers understand individuals who are suffering from use, abuse, or dependency on drugs. For MFT students only. Prerequisite: EDC 553.	
EDF 533 Psychopharmacology	2
This course examines the pharmacological impact of drugs on the brain with a particular emphasis on clinically-diseased states. Review of mental illness and the medications used to treat various disorders. Classes of medications will be discussed. Side effects, monitoring and efficacy will be explored. The role of the non prescriber in encouraging and enhancing medication compliance in persons with mental illness will be explored.	
EDF 534 Development Across the Lifespan	3
Overview of human development, life stages, normal and abnormal behaviors, personality theories, and therapeutic interventions. Prerequisite: EDC-501.	
EDF 541 Advanced Systems Theory: Critical Issues in MFT	3
The course prepares students for the potential ethical and legal dilemmas that arise in the marriage and family therapy profession. This course teaches students ethical standards associated with the profession, along with core values essential to personal and professional development. Students will develop an ethical decision making model and apply it to contemporary issues facing the marriage and family professional.	
EDF 542 The Therapist As an Ethical Professional Therapy	3
Comprehensive study of ethical issues, legal statutes, and litigation that have had an impact upon the therapeutic environment and that inform MFT behavior.	
EDF 543 Social and Cultural Considerations in Therapy	3
Development of effective multicultural counseling skills with diverse populations. Exploration of ethnicity, culture, gender, socioeconomic status, disability, religious beliefs, and the impact of stereotyping. Prerequisite: EDC 501 or EDC 553, and EDC 511. Fee.	
EDF 551 Research Evaluation & Writing	2
This course provides the opportunity to research areas related to the student's major field of study, develop investigative research skills, and improve academic writing.	
EDF 552 Research for Marriage and Family Therapists	3
Development of knowledge and skills to be effective consumers of published research findings as well as conductors of research including needs assessment and program evaluation in the helping professions. Review of potential research-related legal and ethical issues.	
EDF 553 Graduate Thesis Proposal in MFT	3
A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education Office one week before the end of the term in which the degree is anticipated. Prerequisite: advanced approval required from the academic advisor to enroll in the thesis option. Fall semester.	
EDF 554 Graduate Thesis in MFT	3
A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education Office one week before the end of the term in which the degree is anticipated. Prerequisite: advanced approval required from the academic advisor to enroll in the thesis option. Spring semester. Fee.	

EDF 581 Practicum in Marriage and Family Therapy 5

Preliminary field experience offering intensive skill development necessary to function in the role of marriage and family therapist in community agencies or church settings. Spring semester. Prerequisites: EDC-532 with a grade of B, permission of program faculty and concurrent enrollment in EDC 533. This course is graded satisfactory/non-satisfactory.

EDF 582 Marriage and Family Therapy Internship I 1-4

Field experience focused on preparing students for employment as marriage and family therapists within community agencies or church settings. Students will register for EDC 585 in the fall and EDC 586 in the spring. Prerequisite: permission of program faculty and grades of "B" or better in EDC 582 and EDC 533. This course is graded satisfactory/non-satisfactory.

EDF 583 Marriage & Family Therapy Internship II 1-4

Field experience focused on preparing students for employment as marriage and family therapists within community agencies or church settings. Students will register for EDC 585 in the fall and EDC 586 in the spring. This course is graded satisfactory/non-satisfactory.

EDF 597 Exit Exam in MFT 0

Students should register during the semester they anticipate completion of all coursework. Fee.

EDM Courses

EDM 530A Educational Foundations and Critical Issues 1

Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. Elementary and secondary.

EDM 530B Educational Foundations and Critical Issues 2

Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. Elementary and secondary.

EDM 530C Educational Foundations and Critical Issues 1

This course presses teacher candidates to reflect upon their professional development and plans for continued growth. Candidates also recognize potential indicators across various categories of child abuse and neglect. A review of legal responsibilities pertaining to the reporting of abuse will also be learned.

EDM 531A Exceptional Learner and Differentiated Instruction (A) 1

This course provides an overview of the exceptional learner and introduces differentiated instructional strategies that address different learners' needs in a regular classroom.

EDM 531B Exceptional Learner and Differential Instruction (B) 2

A continuation of EDM 531A based on the professional development over the year.

EDM 532 Child and Adolescent Development and Learning Theory 2

Improvement of learning and teaching effectiveness, including recent developments in human development (cognitive, social, emotional, moral), child growth and development, human learning (behavioral and cognitive) and teaching/instruction. Elementary and secondary.

EDM 533A Action Research (A) 1

This course provides an overview of educational research and analysis of the current educational research literature. Students are also introduced to action research and effective classroom assessment strategies.

EDM 533B Action Research (B) 2

Students in this course develop and conduct an action research project that is carried out during their internships in K-12 public school classrooms. The topics selected are associated with the curricular standards and practices in public school districts throughout Washington State.

EDM 533C Action Research (C)	1
Analysis of classroom based assessment data gathered from the action research project to determine impact on student learning.	
EDM 534 Teaching English Language Learners	1
An introduction to the strategies, policies, and standards for teaching English Language Learners. Provides an overview of current programs, standards integration, and laws regarding the teaching of English Learners.	
EDM 535 Technology in Education	1
The goal of this course is to prepare participants to teach with the technology found in today's schools. They will learn how to gain access to information and how to communicate using current technology, including the Internet and multimedia. They will also begin developing technological strategies that will be applied to other education courses in the field. Elementary and secondary.	
EDM 536A Culturally Responsive Teaching	2
Examination of how attitudes, behaviors and values are shaped; the nature and use of power in society, one's own values, principles of effective multicultural education, cultural influences on learning, and intercultural communication skill training. Elementary and secondary.	
EDM 536B Field Experience: Multicultural/Intercultural Education	3
A field experience teaching students from a culture other than one's own. To increase one's teaching skills across difference. (Full time in a school classroom for approximately a three week block). Fee.	
EDM 538 Teacher-Scholar Seminar	1
This seminar provides the MIT teacher candidates with the opportunity to complete the application process for teacher certification and prepare the job seeking portfolio.	
EDM 539A Teacher Work Sample	1
The MIT teacher candidates begin meeting the standards of the TWS. Through this performance assessment, teacher candidates provide credible evidence of their ability to plan for and facilitate learning by meeting the nine TWS standards.	
EDM 539B Teacher Work Sample	1
The MIT teacher candidate implements the TWS during full-time student teaching. Candidates gather data regarding the extent to which their plan and their teaching had a positive impact on student learning. Based on reality, modifications to the initially developed TWS are made.	
EDM 539C Teacher Work Sample	1
The MIT teacher candidate edits and completes all nine components of the TWS. Each candidate shares the contents of their TWS with peers and faculty.	
EDM 540 Math for M.I.T.	4
This theory/methods course prepares elementary teacher candidates to teach mathematics in K-8 through using the constructivist approach. Inquiry, contextual problems, use of manipulatives and models, and strategies for problem solving/application approaches to math will be used.	
EDM 542D Elementary Social Studies: Pacific Northwest History	1
This WA state-mandated course equips teacher candidates with the background knowledge and skills they need to effectively integrate the teaching of Washington State Tribal Sovereignty and History into their teachings. Using the Spokane Tribal LifeWays Curriculum and OSPI's Since Time Immemorial Curriculum, which contains Washington State standards as a guide, students will practice how to adapt lesson plans and assessments to incorporate Spokane tribal history, or the Tribe closest to them, across multiple content areas at the elementary level.	
EDM 543 Language Literacy in Elementary School	4
This course examines processes, methods, approaches and materials for teaching reading and language skill.	

EDM 544A Elementary General Methods, Assessment, Management	1
This course introduces basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms.	
EDM 544B Elementary General Methods, Assessment, Management	3
This course introduces basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms.	
EDM 545A Elementary Art Methods	1
This course places an emphasis on the art experience. Students will become aware of their own judgment and bias relating to art. The use of different media, integration of art into other content areas, and process/product will be studied. The student will become familiar with terminology and knowledge in various art programs. The student will learn how to teach art skills and concepts to elementary school children.	
EDM 545C Elementary Science Methods	2
This science methods course involves students in science instruction, focusing on four instructional methods utilized in the elementary classroom: inquiry, integrated, thematic, and problem-based/applied. The goal of this course is twofold: 1) to provide students with an overview of current methods and 2) to begin a resource collection of grade-level specific science content, activities, assessments, resources and references for use during the teacher-scholar practicum.	
EDM 545D Elementary Music Methods	1
Curriculum and methods for teaching music in the elementary school. Procedures and materials for teaching music in the self-contained elementary classroom. Elementary.	
EDM 545E Elementary PE and Health Education Methods	1
Methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level.	
EDM 545F Elementary Social Studies Methods	1
Elementary teacher candidates will learn social studies classroom techniques and strategies including: social skills instruction, storytelling, project design and implementation, multicultural appreciation, curriculum integration, creative expression, observation and reflection, and integrating global citizenship.	
EDM 545G Elementary Theater Methods	1
This course teaches theatre techniques useful across the curriculum in any elementary classroom. Candidates learn how to integrate theatre concepts into literacy, character education and social studies curriculum. Candidates develop and teach lessons that use theatre methods, as well as apply and differentiate for diverse learners in K-8 classrooms.	
EDM 547A Elementary Teacher-Scholar Practicum	2
This teaching experience in an elementary school classroom begins when the MIT student reports in late summer and then moves to half-time after MIT classes begin. Grade is Satisfactory/Not Satisfactory.	
EDM 547B Elementary Teacher-Scholar Practicum	5
Full-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/Not Satisfactory.	
EDM 547C Elementary Teacher-Scholar Practicum	5
Full-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/Not Satisfactory.	
EDM 547D Elementary Teacher Scholar Practicum	2
Half-time student teaching in the assigned public school classroom from mid-May until the last week; full time during the last week. Grade is Satisfactory/Not Satisfactory. Elementary.	

EDM 548 MIT Capstone Seminar	2
<p>This seminar explores issues in student teaching related to classroom management, instructional planning, professional habits, and formal observations while assisting candidates as they prepare for certification and job placement. This seminar also supports Master in Teaching (MIT) candidates in meeting end-of-program requirements put forth by the Professional Educator Standards Board (PESB).</p>	
EDM 552 Since Time Immemorial	1
<p>This WA state-mandated course equips teacher candidates with the background knowledge and skills they need to effectively integrate the teaching of Washington State Tribal Sovereignty and History into their teachings. Using the Spokane Tribal LifeWays Curriculum and OSPI's Since Time Immemorial Standards as a guide, students will practice how to prepare lesson plans and assessments that share Spokane tribal history with students across multiple content areas at a secondary level.</p>	
EDM 553 Literacy Across the Disciplines	3
<p>Practical approaches and effective teaching techniques for presenting reading assignments in the content areas will be presented and implemented. The focus of this course is to develop the abilities of teachers to enhance the secondary student's ability to "read to learn" rather than to "learn to read". Secondary.</p>	
EDM 554 Secondary General Methods/Curriculum Development and Assessment	4
<p>Principles of planning; daily lesson planning; unit development; different instructional techniques; providing for individual differences; and classroom management.</p>	
EDM 554A Secondary General Methods, Assessment, Management	1
<p>This course examines basic theory and strategies needed to plan, develop, teach, and assess effective culturally relevant lesson plans and units of study. Strategies supported by research needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be learned.</p>	
EDM 554B Secondary General Methods, Assessment, Management	3
<p>This course examines basic theory and strategies needed to plan, develop, teach, and assess effective culturally relevant lesson plans and units of study. Strategies supported by research needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be learned.</p>	
EDM 555A Secondary Art Methods	2
EDM 555B Sec English/Lang Arts Methods	2
EDM 555C Sec Foreign Language Methods	2
EDM 555D Sec Mathematics Methods	2
EDM 555E Secondary Music Methods	2
EDM 555F Sec PE/Health Methods	1
EDM 555G Secondary Science Methods	2
EDM 555H Sec Social Studies Methods	2

EDM 555S STEM Methods: Project-Based Instruction and Learning 1

This course provides a theory-driven rationale and methods on project-based instruction in secondary schools. It is part of a cluster of courses which consist of content-specific STEM methods courses and practicum in middle, high school math, science, or computer science classrooms. STEM teacher candidates will observe well-implemented project-based instruction in local schools. They will develop a project-based unit grounded in the common core curriculum and/or next generation science standards. Finally, they will incorporate project-based instruction as one strategy during their internship in secondary classrooms.

EDM 557A Secondary Teacher-Scholar Practicum 2

A teaching experience that begins when the MIT student reports in late summer and then moves to half time after MIT classes begin. Grade is Satisfactory/Not Satisfactory.

EDM 557B Secondary Teacher-Scholar Practicum 5

Full-time student teaching in an assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.

EDM 557C Secondary Teacher-Scholar Practicum 5

Full-time student teaching in an assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.

EDM 557D Secondary Teacher-Scholar Practicum 2

Half-time student teaching in the assigned public school classroom from mid-May until the last week; full time during the last week. Grade is Satisfactory/Not Satisfactory. Secondary.

EDM 558 MIT Capstone Seminar 2

This seminar explores issues in student teaching related to classroom management, instructional planning, professional habits, and formal observations while assisting candidates as they prepare for certification and job placement. This seminar also supports Master in Teaching (MIT) candidates in meeting end-of-program requirements put forth by the Professional Educator Standards Board (PESB).

EDM 596 Elementary Teacher-Scholar Practicum 1-10

Full-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/Not Satisfactory.

EDT Courses

EDT 501 Montessori Foundations 3

This course examines developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) of early childhood.

EDT 502A The Philosophy and Psychology of the Montessori Method 1

This course provides a study of child psychology and development from age six through early adolescence. The course includes how the Montessori pedagogy was developed based on observation of children in different stages of development.

EDT 502B The Philosophy and Psychology of the Montessori Method B 1

This course examines the study of child psychology and development from age six through early adolescence and implications for the classroom. The course focuses on how Montessori pedagogy is fostered in the classroom setting based on observation of children in different stages of development.

EDT 503A Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction A 1

This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. The integration of science concepts in other disciplines is emphasized. It includes theories, teaching, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, standards, and conducting field trips and safety considerations. In Part A of the course, an overview of physics, chemistry, geology, biology and astronomy are provided. A particular focus will be on the interdependencies of life on earth. The great lessons in each content area will be taught.

EDT 503B Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction B 3

This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. The integration of science concepts in other disciplines is emphasized. It includes theories, teaching, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, standards, and conducting field trips and safety considerations. In Part B of the course, students will begin to go in-depth into each of the methods and content presentations in physics, chemistry, geology, biology and astronomy. Students will develop the materials and lessons to teach each of the courses.

EDT 503C Elem. Science Methods: Earth, Biological, and Physical Science Curric. & Instruction C 1

This course introduces candidates to curriculum, differentiated instruction and assessment in the diverse K-8 classroom. The integration of science concepts in other disciplines is emphasized. It includes theories, teaching, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, standards, and conducting field trips and safety considerations. In Part C of the course, students will refine their understanding of the interdependence of each of the sciences through practice teaching.

EDT 504A Elementary Social Studies Methods A 1

This course focuses on the understanding of the origins and development of the universe and of the human being's relationships to this development. An introduction to sociology, prehistory, human history and the interconnections of these fields is presented.

EDT 504B Elementary Social Studies Methods B 1

This course focuses on Montessori pedagogy in social studies. Classroom application of sociology, prehistory, human history and the interconnections of these fields is presented. Curricular integration, project-based learning, as well as differentiated instruction and assessment are emphasized.

EDT 505A Elementary Language Arts Curriculum and Instruction A 2

This course focuses on the development of spoken and written language, as well as grammar, appropriate for elementary children through early adolescence. Effective curricular and instructional strategies are included in this course. In Part A, the focus of the course is on the foundational knowledge of the development of spoken and written language and grammar. Basic lesson preparation, materials and methods are introduced.

EDT 505B Elementary Language Arts Curriculum and Instruction B 1

This course focuses on the development of spoken and written language, as well as grammar, appropriate for elementary children through early adolescence. Effective curricular and instructional strategies are included in this course. The focus of the part B of the course is on more sophisticated methods of instruction and material development for the language arts curriculum.

EDT 506A Elementary Mathematics Curriculum and Instruction A 2

This course focuses on the principles and methods of arithmetic, algebra, and geometry that provide a child with the understanding of and proficiency with key ideas in mathematics throughout their elementary experience. It emphasizes the development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. A developmental approach to teaching mathematics is stressed, as well as problem solving. The interconnection of the areas of mathematics is explored. In Part A of the course, the focus is on the development of number systems, vocabulary, and symbolism in the present day use of arithmetic, algebra, geometry and statistics.

EDT 506B Elementary Mathematics Curriculum and Instruction B 2

This course focuses on the principles and methods of arithmetic, algebra, and geometry that provide a child with the understanding of and proficiency with key ideas in mathematics throughout their elementary experience. It emphasizes the development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. A developmental approach to teaching mathematics is stressed, as well as problem solving. The interconnection of the areas of mathematics is explored. In Part B of this course, students will begin to go in-depth into each of the methods and content presentations in number systems, vocabulary, and symbolism in the present day use of arithmetic, algebra, geometry and statistics. Students will develop the lessons to teach each of the courses.

EDT 506C Elementary Mathematics Curriculum and Instruction C 2

This course focuses on the principles and methods of arithmetic, algebra, and geometry that provide a child with the understanding of and proficiency with key ideas in mathematics throughout their elementary experience. It emphasizes the development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. A developmental approach to teaching mathematics is stressed, as well as problem solving. The interconnection of the areas of mathematics is explored. In Part C of this course, students will refine their understanding of mathematics and geometry through practice teaching and lesson development.

EDT 507 Elementary Music, Drama and Art Methods 2

This course emphasizes the music, art and movement experiences in an elementary setting. Candidates study the use of different musical and art concepts, methods and materials, integration of music and art into other content areas, and artistic products. Candidates become familiar with program components of music, art and movement while learning how to differentiate instruction and assess skills and concepts for diverse learners in classrooms.

EDT 508 Observation of the Montessori Classroom 1-3

Students will observe Montessori classrooms to identify and explain the guiding principles of the methodology. Emphasis is also placed on observing how children learn in a Montessori classroom.

EDT 509 Student Teaching Internship 1-9

The purpose of the practicum is to gain experience teaching in a Montessori classroom. Candidates plan, instruct, and assess for student learning under the guidance of an experienced mentor teacher and a supervisor. This experience also emphasizes socialization, classroom management and professional activities within a diverse school culture.

EDT 510 Neurobiological Perspectives on Developmental Education 3

This course explores the theoretical and empirical research base supporting Developmental educational approaches. Beginning with a survey of key theorists - Piaget, Vygotsky, Pestalozzi, Montessori, and Dewey-- students consider the practical implications of key concepts such as critical/sensitive periods, scaffolding, and constructivism. Grounded in classroom-based observation and analysis, students also review recent research on topics including executive functions, social and emotional development, and embodied cognition.

EDT 511 Early Intervention, Special Education and Family Engagement 3

Family engagement is, increasingly, recognized as crucial for student success regardless of class or culture. Likewise, efforts to resolve developmental and learning challenges are enhanced when school and home work together. This course takes a systems view of student support and family engagement, with a strong emphasis on asset-based models of support, community-building, and intervention. Using the Case Method, students will draw from their direct experiences with children and families to explore practice-based problems and solutions designed to address the needs of all children by explicitly linking children's needs with family capacities.

EDT 511A Early Intervention, Special Education, and Family Engagement 1

Family engagement is, increasingly, recognized as crucial for student success regardless of class or culture. Likewise, efforts to resolve developmental and learning challenges are enhanced when school and home work together. This course takes a systems view of student support and family engagement, with a strong emphasis on asset-based models of support, community-building, and intervention. Using the Case Method, students will draw from their direct experiences with children and families to explore practice-based problems and solutions designed to address the needs of all children by explicitly linking children's needs with family capacities. Part A focuses on the special education system and IEPs.

EDT 511B Early Intervention, Special Education, and Family Engagement 1

Family engagement is, increasingly, recognized as crucial for student success regardless of class or culture. Likewise, efforts to resolve developmental and learning challenges are enhanced when school and home work together. This course takes a systems view of student support and family engagement, with a strong emphasis on asset-based models of support, community-building, and intervention. Using the Case Method, students will draw from their direct experiences with children and families to explore practice-based problems and solutions designed to address the needs of all children by explicitly linking children's needs with family capacities. Part A focuses on the special education system and IEPs, Part B focuses on culture, race and privilege.

EDT 511C Early Intervention, Special Education, and Family Engagement 1

Family engagement is, increasingly, recognized as crucial for student success regardless of class or culture. Likewise, efforts to resolve developmental and learning challenges are enhanced when school and home work together. This course takes a systems view of student support and family engagement, with a strong emphasis on asset-based models of support, community-building, and intervention. Using the Case Method, students will draw from their direct experiences with children and families to explore practice-based problems and solutions designed to address the needs of all children by explicitly linking children's needs with family capacities. Part C focuses on engaging families and child study.

EDT 512 Advanced Seminar on Language and Literacy 3

Language and literacy are the foundation for lifelong learning. The early childhood and elementary years constitute a key window of opportunity for optimal development of oral language and deep literacy for children. This course goes beyond methods to help students understand the contexts in which children develop language, obstacles to optimal development, and the inextricable nature of language and culture. Using the Case Method, students will apply their learning to their work with English language learners and children experiencing challenges with oral or written language development to create practice-based solutions to meet the language needs of all children.

EDT 513 The Autonomous Child: Child, Family and Community 2,3

This course focuses on the development of a child's independence, social skills and self-awareness in relation to their family and community. Practical life exercises are emphasized. The development and assessment of the concepts and skills associated with indoor and outdoor safety, health and well-being, coordinated movement, and free choice are included. This course focuses on the development of a child's independence, social skills and self-awareness in relation to their family and community. Practical life exercises are emphasized.

EDT 513 The Autonomous Child: Child, Family and Community 2,3

This course focuses on the development of a child's independence, social skills and self-awareness in relation to their family and community. Practical life exercises are emphasized. The development and assessment of the concepts and skills associated with indoor and outdoor safety, health and well-being, coordinated movement, and free choice are included. This course focuses on the development of a child's independence, social skills and self-awareness in relation to their family and community. Practical life exercises are emphasized.

EDT 514 Sensorial: Creativity & Critical Think. in Young Children 3

The purpose of this course is to study the theoretical and practical aspects of creativity, problem solving and critical thinking in young children. The course emphasizes the Montessori Exercises for the Education for the Senses that guide children in their development and assessment of creative and perceptive exploration of the world.

EDT 514A Sensorial: Creat. & Crit. Thinking In Young Children A 2

The purpose of this course is to study the theoretical and practical aspects of creativity, problem solving and critical thinking in young children to guide them in their exploration of the world.

EDT 514B Sensorial: Creat. & Crit. Thinking in Young Children B 1

Students will deepen their understanding of how the Sensorial materials offer the child the keys to critical thinking and the development of abstractions. Students will develop and create appropriate materials for child development in the Sensorial curriculum.

EDT 515 Effective Learning Environments 2

This course addresses models and practices of early childhood classroom management to create a respectful and positive learning climate that assures maximum learning. The development of interpersonal relationships and culturally responsive practices are emphasized.

EDT 516 Early Childhood Instructional Methods for the Arts 3

This course emphasizes the music, art, drama and movement experiences in primary setting. Candidates study the use of different musical, drama and art concepts, methods and materials, integration of music and art into other content areas, and artistic products. Candidates become familiar with program components of music, art and movement while learning how to differentiate instruction and assess skills and concepts for diverse learners in classrooms.

EDT 517A Emergent Literacy Instructional Methods A 2

This course focuses on the development of spoken and written language as well as important functional aspects of grammar that are appropriate for early childhood. Effective curriculum development, instruction, and assessment strategies are included in this course. Creative expression through arts and curriculum integration are also emphasized.

EDT 517B Emergent Literacy Methods B 1

Students will deepen their understanding of how to support the child on the path to becoming a fluent reader and writer. Students will develop and create appropriate materials for child development in the Language curriculum.

EDT 518 Mathematics and Science Instructional Methods for Early Childhood 3

This course focuses on the foundations of mathematics and science from a developmental perspective. Sensorial based concepts and skills related to number sense, geometry, algebra and fractions are emphasized in mathematics. Inquiry based experiences in biology and physical science are also included in the course.

EDT 519 Human Growth and Development: Infancy 3

This course analyzes human development from conception through the first year of life. Anatomy, physiology and fetal development will be reviewed, as well as maternal care during pregnancy and birth. Appropriate child health, nutrition, safety and hygiene practices will be shared.

- EDT 520 Human Growth and Development: Toddlers** 3
This course analyzes human development from infancy to age three. Child neuropsychiatry and the development of movement and language are the focus of the course.
- EDT 521 Integrated Teaching Methods for Infancy** 3
This course emphasizes curricular design and instructional methods for infants. Developmentally appropriate program components of music, art, language, movement and practical life will be examined while learning how to differentiate instruction and assess growth of diverse learners.
- EDT 522 Integrated Teaching Methods for Toddlers** 3
This course emphasizes curricular design and instructional methods for toddlers. Developmentally appropriate program components of music, art, early literacy, movement and practical life will be examined while learning how to differentiate instruction and assess growth of diverse learners.
- EDT 523 Introduction to Montessori Education** 1
This course provides an overview of the development of Montessori pedagogy, including guiding principles, theory and practices.
- EDT 524 Graduate Capstone Course** 4
The capstone course includes the synthesis and review, discovery, and understanding of the cumulative program's content connections. Additionally, students elevate and refine lesson presentations in preparation for the cumulative oral, written, and performance based exams. Letter grade is assigned.
- EDT 567 Introduction to Intercultural Education** 1
This course introduces candidates to the development of intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. It examines the nature and use of power in society and the impact of one's own cultural values, attitudes and beliefs on K-12 students.
- EDT 568 Intercultural Immersion Field Experience** 2
Participation in an intercultural off-campus experience at local, USA, or international educational site. Involves full school day experiences with culturally and linguistically diverse students. Includes observation, lesson planning, assisting students with special needs, tutoring, teaching, and attending professional meetings at culturally diverse sites. Except for local settings, students live in the community and participate in life of the community. Candidates prepare culturally proficient analysis of their experiences, use levels of cultural insights to interview persons of diversity, and infuse lesson plans with culturally and linguistically diverse strategies and assessments.
- EDT 570 Pedagogy Assessment Seminar** 1
This course provides candidates with the resources and guidance to complete the culminating performance-based pedagogy assessment required by both program and state licensure.
- EDT 574 Clinical Practicum Seminar** 1
This seminar explores issues in student teaching, professional portfolio development, documentation of positive impact on student learning, and the professional rights and responsibilities of educators. This seminar also prepares candidates for certification and job placement.
- EDT 596 Graduate Research Project** 3
The capstone project requires the research and design of specific materials for the teaching albums in each content area appropriate for use in a Montessori classroom. This is developed and finalized under the supervision of a Montessori trained Whitworth University supervisor. The project proposal must be approved by the director of the M.Ed. Montessori program and the supervisor/instructor. Letter grade is assigned.

EDS Courses

- EDS 501 Introduction to Sign Language and the Deaf** 4
Study of American Sign Language, language acquisition, teaching methods, teaching sequences and materials for persons with hearing impairments, communication disorders, and cognitive delays. Overview of the history of sign language as well as receptive and expressive finger-spelling. Also listed as ASL 101 (students must register for graduate-level course and complete extra project if in a graduate program).
- EDS 502 Sign Language and the Deaf II** 4
Advanced study of American Sign Language and the culture of the deaf. Expansion and improvement of manual communication skills, translating or interpreting abilities, and development of mental- processing techniques for comprehending the meaning of unfamiliar signs. Overview of educational aspects of deaf culture and sign language. Also listed as ASL 102. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDS 501.
- EDS 510 Foundations in Applied Behavior Analysis** 1
This course is designed to provide students with an overview of the philosophical foundations and broad scope of the field of behavior analysis. The course covers the foundational principles that underlie the development of behavior analytic interventions, and introduces students to the application of behavioral principles both within and outside the field of special education and intervention with individuals with developmental disabilities.
- EDS 520 Exceptional Learners & Inclusion** 3
Provides an overview of children with disabilities, gifted education, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis placed on accommodations for high incidence conditions. Introduction of Individualized Education Plans and completion of a service-learning experience in a home setting. Also listed as EDU 320 (students must register for a graduate-level course and complete an extra project if in a graduate program).
- EDS 521 Intervention for Behavior and Motivation** 3
Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Students plan, collect data, implement and evaluate an intervention. They learn to collect data and do functional assessments and document learning. Field experience included. Also listed as EDU 321. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDS 520.
- EDS 522 Assessment and Individualized Education Program (IEP) Planning** 3
Practice and study of formal and informal, norm-referenced, criterion-referenced, curriculum-based, and functional assessments, including the Brigance, the Woodcock Johnson, the AAMR Adaptive Behavior Scale, the PIAT and others. Integration and implementation of assessment into the development of Individualized Education Plans (IEP) for children and youth in special education settings. Also listed as EDU 322. Students must register for graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDS 520
- EDS 523 Intervention for Academic Learning Problems** 3
Methods and strategies to address academic learning problems for students with mild disabilities in math, reading, language, writing, and spelling. Includes class-wide peer tutoring, active responding, guided notes, Precision Teaching, Direct Instruction, Success for All, data-based intervention approaches and other relevant curriculum. Service learning project included. Also listed as EDU 323. (Students must register for a graduate-level course and complete an extra project in a graduate program). Prerequisite: EDS 520.

EDS 524 Early Intervention for Special Education	3
Instructional methods, management strategies and interdisciplinary intervention techniques appropriate for working with children with disabilities from birth to age six in integrated settings. Includes strategies for supporting families and developing Individual Family Service Programs (IFSP). Also listed as EDU 424. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Prerequisite: EDS 520.	
EDS 526 Intervention for Severe Communication, Sensory and Physical Problems	3
Methods and strategies for working with students who have low incidence and multiple disabilities, with emphasis on functional skills, augmentative communication, positioning and handling techniques, mobility, social-skill development and adaptive behaviors. Program planning and implementation. Also listed as EDU 426. (Students must register for a graduate-level course and complete an extra project if in a graduate program).	
EDS 530 Intervention for Autism Spectrum Disorder	3
In this course we will discuss the diagnostic criteria and defining characteristics of autism spectrum disorder and related disabilities, as well as effective interventions and the impact of having a child with autism on a family. Prerequisite: EDU 321 or EDS 521.	
EDS 534 Early Speech, Language and Literacy	3
Introduction to components of speech and language; and change involving second language acquisition whether oral or manual, with application to literacy and learning for students with disabilities. Junior/Senior standing or Graduate students. Prerequisite: EDU 320/EDS 520.	
EDS 536 Intensive Interventions Through Positive Behavioral Support	3
An overview of theory, research and methods related to identifying community values and establishing school-wide Positive Behavior Support. Includes functional behavior assessment, data collection methods, interventions and behavior management strategies to respond effectively to students who exhibit severe challenging behavior.	
EDS 538 Early Intervention Interdisciplinary Method	3
Early childhood special education methods using an interdisciplinary and Activity-Based Intervention approach. Requires on-site seminar and fieldwork. Junior/Senior standing or Graduate student. Prerequisite: EDU 424/EDS 524.	
EDS 550 Assessment in Applied Behavior Analysis Method	3
This course is designed to provide a comprehensive overview of the theoretical background and practical application of behavioral assessment for individuals with significant behavioral support needs. Students will learn about the need for behavioral assessment, as well as varied approaches to meet this need.	
EDS 560 Single Case Research Methods	3
This course will address the foundations, logic, and rationale of single case research, in the context of the fields of applied behavior analysis (ABA) and special education. Students will learn the uses, advantages, and limitations of various single case research designs, and quality indicators for single case research studies.	
EDS 562 Ethical Research and Treatment	3
Ethical considerations for professional practice and research in behavioral assessment, treatment, and systems. Prerequisites EDS 521.	
EDS 564 Advanced Readings in Applied Behavior Analysis	3
Classic and current studies in applied behavior analysis concepts, research, and effective intervention in preparation for Behavior Analyst Certification Board Exam and professional practice. Prerequisites EDS 521 and EDS 536.	
EDS 570 Supervision of Behavioral Interventions in Schools & Other Settings	3

This course presents evidence-based procedures for the training and supervision of future behavior analysts as well as strategies for effective consultation with the many others who may employ behavior analysis techniques including parents, school personnel, and other related service providers. School settings and processes are emphasized because much consultation and service delivery occurs within this context.

EDS 581 Practicum: Special Education, Early Childhood/K-8 1

A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDS 583/EDU 483, Advanced Practicum: Special Education, Early Childhood/K-8. Prerequisites: EDS 520/EDU 320 and EDS 521/EDU 321. Also listed as EDU 481. Application is required. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) Grade is Satisfactory/Not Satisfactory

EDS 582 Practicum: Special Education, Middle/High School 1

A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDS 584/EDU 484. Prerequisite: EDS 520/EDU 320 and EDS 521/EDU 321. Also listed as EDU 482. Application is required. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) Grade is Satisfactory/Not Satisfactory.

EDS 583 Advanced Practicum: Special Education, Early Childhood/K-8 4

A practicum of 120 hours in a special-education classroom under teacher supervision. Application and permission required. Also listed as EDU 483. (Students must register for a graduate-level course and complete an extra project if in a graduate program).

EDS 584 Advanced Practicum: Special Education, Middle/High School 4

A practicum of 120 hours in a special education classroom under teacher supervision. Application and permission required. Also listed as EDU 484. Students must register for graduate level course and complete extra project if in a graduate program. Prerequisite: EDS 582/EDU 482 or concurrent enrollment.

EDS 586 Behavior Analysis Supervised Independent Fieldwork 1-5

Clinical or classroom behavioral intervention with individuals who have developmental delays, severe disabilities, or autism spectrum disorder. Must be supervised by a BCBA professional. (Can be taken for variable credits between 1 and 5 per term). This field experience will be combined across terms to meet the supervision hours and requirements from the international Behavior Analyst Certification Board.

EDS 595 Exit Project 1

Students submit research papers in formal presentations and for publication. A one-hour-per-week peer-group and advisor feedback meeting is required prior to the official presentation. Fee.

Overview

Mission

At Whitworth, we seek to produce Christ-centered, well-educated, spiritually disciplined, and visionary leaders for the church and society. Typically, students beginning our programs are already engaged in some form of leadership within a church, school or nonprofit, or they have shown interest and promise to pursue such leadership. Students sometimes use our programs as a foundation for an M.Div. or other advanced degree, or as the first step in becoming a chaplain. The students who benefit most from our programs share our deep commitment to the following:

- *Classical Theology*: Professors teach the traditional theological disciplines of biblical studies, systematic theology and church history.
- *Practical Preparation*: Classes address contemporary challenges that people in ministry face every day; they also explore concrete and creative solutions.
- *Spiritual Formation*: Students learn together in a praying, worshiping community, enjoy many meals together, and practice traditional spiritual disciplines.

While each of our graduate programs in theology comprises a unique set of required courses and differs in the number of elective courses that students may take, *all share the same foundation*. No matter the degree they seek, each one of our students completes a series of six core courses (18 credits) covering the classical disciplines of Bible, doctrine and history. For details, see the page for each individual program.

Design and Schedule

Our graduate programs are designed specifically for individuals who are energized by learning with peers and scholars and are prepared to grow in their Christian vocation. Students have the opportunity to integrate community and spiritual enrichment by sharing meals, worshiping together and networking with colleagues. One of the more unique features of our schedule is that on-campus time for each course is *clustered*. This enables individuals with family commitments and full-time jobs, as well as students living outside the Spokane area, to pursue theological education in community. Students complete assignments before each monthly on-campus meeting; they engage in classroom discussion; and each course requires students to submit a final project oriented toward practice. Between on-campus sessions, students and professors engage online to continue each student's learning.

Academic Values

The Whitworth University Theology Department is solidly rooted in the Trinitarian faith of the church throughout the ages. It is committed to the authority of Holy Scripture as God's word and to the worldwide mission and ministry of Jesus Christ. Its goal is to provide students with an intellectually challenging, academically rigorous and spiritually enriching theological education that will equip them to serve in a wide variety of contexts. Each of our graduate programs is centered upon the classical disciplines of biblical studies, church history and Christian theology. As students move through the curriculum, they are challenged to discern God's call on their lives and to apply what they are learning to the ministries in which they are engaged. For student learning outcomes, see the page for each individual program.

Application and Admission Process

Admission Requirements

Each of our graduate programs seeks students who are currently involved in a church and/or Christian organization, as well as those who desire a deeper knowledge and understanding of Christian theology. Applicants must have completed a bachelor's degree with a 3.0 or higher GPA from a regionally accredited institution. Prior graduate coursework may also be considered if an applicant's GPA is below 3.0.

If the applicant's academic record does not demonstrate graduate-level academic ability, further evidence of academic ability may be required.

A student's application is complete when we have received the following:

- a completed application
- two professional recommendations
- official college/university transcripts
- a personal essay of up to 600 words
- a writing sample of up to 1,000 words
- a current CV

For further details, and to apply online, go to www.whitworth.edu/cms/academics/graduate-studies-in-theology (<https://www.whitworth.edu/cms/academics/graduate-studies-in-theology/>). Information not submitted online should be sent directly to the following address:

Graduate Studies in Theology
Whitworth University
300 W. Hawthorne Road
Spokane, WA 99251

An on-campus interview is required prior to or following submission of all application documents. Call 509.777.3222 to schedule an appointment.

Transfer Credit

Whitworth will accept applicable graduate work transferred from regionally accredited institutions or institutions accredited by the Association of Theological Schools (ATS) in the United States or Canada. For institutions without regional accreditation, transfer credit will be considered if the credibility of the institution can be supported by the "three-letter rule," which states that it is the responsibility of the student to provide letters from three regionally accredited institutions certifying that they will accept credit from the institution from which the student is seeking credit.

Admission Criteria

The following criteria will be considered in the admission-decision process: undergraduate academic record, personal interview, quality of writing samples, professional recommendations, and involvement in churches and/or Christian organizations. Applicants will be notified of their admission status by the graduate studies office once all documents are received and reviewed by the admissions committee.

Description

The MA(T) program prepares Christians for theologically informed service in a wide variety of fields. Students pursuing this degree are often intrinsically motivated lay leaders within their churches or within other, nonprofit organizations. These students desire graduate-level training in the classical disciplines of Bible, theology and church history, as well as the flexibility to take elective courses in a range of subdisciplines.

Learning Outcomes

Students who complete the MA(T) will be able to:

- Analyze the biblical writings in terms of their historical, literary and theological contexts; critically appropriate those interpretations for contemporary life and ministry.
- Analyze the major events, movements and figures in church history; evaluate how this history can influence and form the contemporary church.
- Analyze the fundamental themes of Christian theology in their development and interrelationship; evaluate ways these themes can transform thinking and living.
- Carefully read texts, and clearly and cogently argue a point of view.
- Develop a basic understanding of the content of several subdisciplines in theology; and create a plan for implementing them in everyday life.

Master of Arts in Theology (36)

Core Courses (18 credits)

THG 510	History of Christianity I: Great Tradition	3
THG 515	Christian Theology	3
THG 520	History of Christianity II: Reform and Renewal	3
THG 530	Christian Spirituality	3
THG 545	Theology of C.S. Lewis, New Testament Theology	3
THG 560	Old Testament Theology	3

Electives (choose 18 credits)

18

Note: Additional courses may apply. See advisor for details.

THG 509	New Testament Greek I
THG 512	New Testament Greek II
THG 518	Greek Reading and Exegesis I
THG 519	Greek Reading and Exegesis II
THG 525	Leadership in the Christian Community
THG 532	Worship as a Way of Life
THG 535	Biblical Exegesis for Ministry
THG 541	Biblical Hebrew I
THG 542	Biblical Hebrew II
THG 543	Hebrew Reading & Exegesis I (Narrative)
THG 544	Hebrew Reading & Exegesis II (Poetry)
THG 552	The Messiah
THG 562	The Pentateuch
THG 563	Faith, Tragedy and the Book of Job
THG 564	The Psalms
THG 565	Pastoral Care in a Faith Community
THG 567	The Mission-Shaped Church
THG 568	The Spirit, the Church, and the Mission of God
THG 570	Christianity & Culture
THG 571	C.S. Lewis
THG 572	Reasons for Faith
THG 574	Missional Perspectives of Global Christianity
THG 577	Theology in the Public Square
THG 580	Teaching/Preaching the Bible
THG 580A	Teaching and Preaching the Bible: Theology
THG 580B	Teaching and Preaching the Bible: Spirituality
THG 580C	Teaching and Preaching the Bible: Performance
THG 586	Readings
THG 599A	Master's Thesis
THG 599B	Master's Thesis

Note: THG-596 courses will apply toward this requirement. See advisor for details.

Description

The MA(CM) program combines rigorous academic preparation and vocational training. The students drawn to this degree are often pursuing full-time service in a range of ministries centered both on a traditional, Christian community and chaplaincy. In addition to a classical program of theological study, these students require special preparation in the practical ministries of preaching, leadership, pastoral care and worship.

Learning Outcomes

Students who complete the MA(CM) will be able to:

- Analyze the biblical writings in terms of their historical, literary and theological contexts; critically appropriate those interpretations for contemporary life and ministry.
- Analyze the major events, movements and figures in church history; evaluate how this history can influence and form the contemporary church.
- Analyze the fundamental themes of Christian theology in their development and interrelationship; evaluate ways these themes can transform thinking and living.
- Carefully read texts, and clearly and cogently argue a point of view.
- Develop a basic understanding of the fundamental practices of pastoral ministry; and create a plan for effective implementation in concrete situations.

Master of Arts in Christian Ministry (45)

Core Courses (18 credits)

THG 510	History of Christianity I: Great Tradition	3
THG 515	Christian Theology	3
THG 520	History of Christianity II: Reform and Renewal	3
THG 530	Christian Spirituality	3
THG 545	Theology of C.S. Lewis, New Testament Theology	3
THG 560	Old Testament Theology	3

Required Ministry Courses (12 credits)

THG 525	Leadership in the Christian Community	3
THG 535	Biblical Exegesis for Ministry	3
THG 565	Pastoral Care in a Faith Community	3
THG 580	Teaching/Preaching the Bible	3

OR in the following 3-credit sequence

THG 580A & THG 580B & THG 580C	Teaching and Preaching the Bible: Theology and Teaching and Preaching the Bible: Spirituality and Teaching and Preaching the Bible: Performance	15
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Electives (choose 15 credits)

Note: THG-596 courses will apply towards this requirement. See advisor for details.

THG 509	New Testament Greek I	
THG 512	New Testament Greek II	
THG 518	Greek Reading and Exegesis I	
THG 519	Greek Reading and Exegesis II	
THG 532	Worship as a Way of Life	
THG 541	Biblical Hebrew I	
THG 542	Biblical Hebrew II	
THG 543	Hebrew Reading & Exegesis I (Narrative)	
THG 544	Hebrew Reading & Exegesis II (Poetry)	
THG 552	The Messiah	
THG 562	The Pentateuch	
THG 563	Faith, Tragedy and the Book of Job	
THG 564	The Psalms	
THG 567	The Mission-Shaped Church	
THG 568	The Spirit, the Church, and the Mission of God	
THG 570	Christianity & Culture	
THG 571	C.S. Lewis	
THG 572	Reasons for Faith	
THG 574	Missional Perspectives of Global Christianity	
THG 577	Theology in the Public Square	
THG 580C	Teaching and Preaching the Bible: Performance	
THG 586	Readings	
THG 599A	Master's Thesis	
THG 599B	Master's Thesis	

Description

The MA(MC) program trains Christian leaders to respond with theological depth and cultural understanding to God's mission to the world. Students pursuing this degree are often church-planters, leaders in nonprofit organizations, and pastors working specifically at the boundary line between church and world. In addition to a classical program of theological study, they require special preparation in the particular skills of missional awareness, contextual reflection and public engagement.

Learning Outcomes

Students who complete the MA(MC) will be able to:

- Analyze the biblical writings in terms of their historical, literary and theological contexts; critically appropriate those interpretations for contemporary life and ministry.
- Analyze the major events, movements and figures in church history; evaluate how this history can influence and form the contemporary church.
- Analyze the fundamental themes of Christian theology in their development and interrelationship; evaluate ways these themes can transform thinking and living.
- Carefully read texts, and clearly and cogently argue a point of view.
- Develop a basic understanding of mission strategies in light of our cultural contexts; and create an effective model of cultural engagement or church planting.

Master of Arts in Mission & Culture (45)

Core Courses (18 credits)

THG 510	History of Christianity I: Great Tradition	3
THG 515	Christian Theology	3
THG 520	History of Christianity II: Reform and Renewal	3
THG 530	Christian Spirituality	3
THG 545	Theology of C.S. Lewis, New Testament Theology	3
THG 560	Old Testament Theology	3

Required Mission & Culture Courses (choose 12 credits) 12

THG 567	The Mission-Shaped Church
or THG 568	The Spirit, the Church, and the Mission of God
THG 570	Christianity & Culture
THG 572	Reasons for Faith
THG 574	Missional Perspectives of Global Christianity
THG 577	Theology in the Public Square

Electives (choose 15 credits) 15

Note: THG-596 courses will apply toward this requirement. See advisor for details.

THG 509	New Testament Greek I
THG 512	New Testament Greek II
THG 518	Greek Reading and Exegesis I
THG 519	Greek Reading and Exegesis II
THG 525	Leadership in the Christian Community
THG 532	Worship as a Way of Life
THG 535	Biblical Exegesis for Ministry
THG 541	Biblical Hebrew I
THG 542	Biblical Hebrew II
THG 543	Hebrew Reading & Exegesis I (Narrative)
THG 544	Hebrew Reading & Exegesis II (Poetry)
THG 552	The Messiah
THG 562	The Pentateuch
THG 563	Faith, Tragedy and the Book of Job
THG 564	The Psalms
THG 565	Pastoral Care in a Faith Community
THG 568	The Spirit, the Church, and the Mission of God
THG 571	C.S. Lewis
THG 580	Teaching/Preaching the Bible
THG 580A	Teaching and Preaching the Bible: Theology
THG 580B	Teaching and Preaching the Bible: Spirituality
THG 580C	Teaching and Preaching the Bible: Performance
THG 586	Readings

THG 599A	Master's Thesis
THG 599B	Master's Thesis

Courses

THG 509 New Testament Greek I 4
The basic vocabulary and grammar required for reading the Greek New Testament. An intensive course. Fall semester, odd years.

THG 510 History of Christianity I: Great Tradition 3
The history, thought, and practices of the Christian church from its beginning to the dawn of the Reformation, with special attention given to pastoral, ecclesiastical, and cultural issues. Summer offering.

THG 512 New Testament Greek II 4
Translation of the Epistles of John and selected passages from the Gospel of John in Greek. An intensive course. Prerequisite: THG 509. Spring semester.

THG 515 Christian Theology 3
An examination of all the major topics of Christian theology. Attention will be given to the core content of each doctrine, the coherence of the doctrines with one another, and the practical implications of the gospel in the lives of individuals, the church, and the world.

THG 518 Greek Reading and Exegesis I Tradition 3
This course develops proficiency in the grammar and vocabulary of Koine Greek through the reading of a variety of Greek texts, particularly in the New Testament, and it introduces students to the fundamentals of New Testament exegesis. Prerequisite: THG-512. Fall semester, even years.

THG 519 Greek Reading and Exegesis II 3
Continuation of THG-518. Prerequisite: THG-518. Spring semester, odd years.

THG 520 History of Christianity II: Reform and Renewal 3
The history, thought, and practices of the Christian church from the beginning of the Reformation to the present, with special emphasis on church reform and spiritual renewal.

THG 525 Leadership in the Christian Community 3
The foundational premise behind this course is that the leaders' own personal journey of faith and their own continued growth in emotional, mental, and spiritual health is the most critical component in responding to challenging ministry realities in our rapidly changing world. In this course, we will look at some of the seminal issues facing ministry leaders and the communities they serve today, and some of the personal attributes and ministry skills that are necessary to survive and thrive over the long haul.

THG 530 Christian Spirituality 3
This course will explore the nature of Christian Spirituality by focusing on the way in which various spiritual disciplines apply today. We will also look at the ways in which Christians of the past and present followed Christ and put in practice God's Word.

THG 532 Worship as a Way of Life 3
In this course, we will expand our concept of worship from something that happens (or that 'we do') on a Sunday to that which encompasses our entire week - and the whole of our lives. We will examine Christ's role as priest of our worship; our role as 'priests' of creation; and the Trinitarian interplay between the two. We will spend time on structured elements of Christianity like the church calendar, liturgy and tradition; we will compare differing Christian traditions' understanding of worship throughout the year; we will see how the church sought to consecrate time and space, even as it tried to move worship out into the everyday avenues of our lives as mothers, farmers, artists, commuters, ministers and more!

- THG 535 Biblical Exegesis for Ministry** 3
This graduate level course in Theology will explore the various genre of scripture (narrative, history, poetry, parable, exhortation, teaching, and pastoral guidance) in order to discern the precise interpretive tools required to understand each type of literature in its original historical form and context. This course serves as prerequisite for the course "Preaching and Teaching the Bible," in which contemporary application and proclamation will be considered. Spring semester, odd years.
- THG 541 Biblical Hebrew I** 3
An introduction to Biblical Hebrew study within a ministerial context, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible. Fall semester, even years.
- THG 542 Biblical Hebrew II** 3
An introduction to Biblical Hebrew, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible. Spring semester, odd years.
- THG 543 Hebrew Reading & Exegesis I (narrative)** 2-3
This course, the first of a two-semester sequence, presupposes the knowledge of the fundamentals of biblical Hebrew grammar and is intended to enable students to gain greater mastery over the vocabulary, syntax and grammar of biblical Hebrew and to introduce them to the fundamentals of exegesis of the Hebrew Bible (Old Testament), including textual criticism, literary analysis, and theological interpretation. Prerequisites: THG 541 and THG 542.
- THG 544 Hebrew Reading & Exegesis II (poetry)** 2-3
This course, the second of a two-semester sequence, presupposes the knowledge of the fundamentals of biblical Hebrew grammar and experience in translating and interpreting biblical Hebrew narrative. The course is intended to enable students to continue to develop in their mastery of the vocabulary, syntax and grammar of biblical Hebrew and to introduce them to the fundamentals of exegesis of the Hebrew Bible (Old Testament), including textual criticism, literary analysis, and theological interpretation. In this semester, students will be introduced to the issues involved in translating biblical Hebrew poetry. Prerequisite: THG 541, THG 542 and THG 543, or the equivalent.
- THG 545 New Testament Theology** 3
Focused attention on the dominant theological contours of the New Testament, its literary genre, the historical context in which Jesus and the early Church ministered, as well as the development of exegetical skills. A consistent emphasis throughout will be the potential of the New Testament witness to transform Christian life and thought.
- THG 552 The Messiah** 3
Often in contemporary church culture, when people think of Jesus, they think of his birth story, miracles, and crucifixion-all important for Christianity. Forgotten in the mix, however, is that Jesus was the fulfillment of many years of Jewish expectation for a Jewish redeemer, a King who would rescue Israel from slavery and exile. This course will trace the Jewish hope for a Messiah, from its inception in the Old Testament to its culmination in the resurrection of Jesus. Particular attention will be paid to how messianic expectations shifted in accordance with historical events and shifting perspectives from the time of King David until the first-century Roman Empire. Upon reading the New Testament in the light of the Old Testament and first-century culture, students will gain a better sense of who the biblical authors thought the Jesus Christ of Christianity was and what he did, as well as how to incorporate that improved understanding into their life and ministry.
- THG 560 Old Testament Theology** 3
The literature of the Old Testament, the history of Israel, critical issues and method in Old Testament study, and the theology of the Old Testament with an emphasis on covenant as an integrative theme and as anticipatory of Jesus Christ.

THG 562 The Pentateuch 3

The importance of the first five books of the bible can't be overstated. By these words, Israel was made a nation. In them is found the pattern of life that both the psalmist celebrates in gratitude and the prophet invokes in fiery rebuke. Interpretation of the Pentateuch often separated Jesus from the religious leaders of his day; it is about the truth of these writings that he often taught; and they were the focus of Paul's radical theology of grace. This Torah permeates the whole of the Bible! In this class we will unpack its content, evaluate the role it plays in biblical theology, and explore how it speaks today for the flourishing of the Christian Church and the advancement of God's kingdom.

THG 563 Faith, Tragedy and the Book of Job 3

The purpose of this course is to explore the book of Job and the questions it poses about suffering and injustice. Together, we will compare Job's many voices with one another, and with comparable perspectives elsewhere in the Bible and outside it. In the process, we will wrestle with the dialogical character of scripture, practice strategies for reading its most complex and challenging texts, and consider what they can teach us about theology and ministry in the midst of a broken world.

THG 564 The Psalms 3

This course offers students a close reading of the psalms, the ancient song book of Israel's worship. We will analyze their formal and cultural elements and consider various interpretive techniques. Special attention will be given to the relationship between the psalms and the world-changing event of Jesus Christ, as well as to how the psalms anchor the church's prayer, worship, counseling and proclamation today.

THG 565 Pastoral Care in a Faith Community 3

This course equips students for ministries of compassion and caregiving. We will examine the varieties of struggles and illnesses common to our time and culture, and seek to apply the rich resources of the Christian tradition and the Church to the task of fostering healing and wholeness for those in our care. Through a combination of Biblical and theological perspectives, as well as the insights of modern psychology, students will gain a holistic understanding of the task of pastoral care. Jan Term, even years.

THG 567 The Mission-Shaped Church Post-Christendom 3

Students will learn to analyze our postmodern, pluralist American context with the goal of developing a more faithful witness. Special consideration will be given to a biblical-theological rationale for the existence of the church as well as tensions between Christendom and missional models of its life.

THG 568 The Spirit, the Church, and the Mission of God 3

"What is necessary to reverse the current exodus of people from the church, to stem the tide of the so-called 'Dones', or disillusioned?" This course begins from the conviction that neither a change in methodology nor a shift in programming is adequate. What we need instead - and what the church has always needed - is an authentic movement of the Holy Spirit, in which God's people are enlivened not by human acumen, extraordinary capability or any power in them, but by an encounter with the living God. This class is a laboratory. In the weeks ahead, students will be given time and space to discover a better understanding and a more faithful response to the mission of the triune God (*missio Dei*), the One who alone can lead, empower and validate the church's witness.

THG 570 Christianity & Culture 3

This course helps students develop an understanding of the notion of "culture", especially in terms of postmodern culture, and its relationship to the Christian faith in order to better equip students for Christian ministry.

THG 571 C.S. Lewis 3

This study of the thought of C.S. Lewis is designed to help students better understand who they are before God and to prepare them for more lively and fruitful engagement with the world around them. We will dive deeply into Lewis' works: philosophical, theological and imaginative.

- THG 572 Reasons for Faith** 3
The course will consider the rational basis for belief in the gospel, in light of common critiques. Three topics will be given special attention: the existence of God, the reliability of the bible, and belief in Jesus Christ.
- THG 574 Missional Perspectives of Global Christianity** 3
The Global South has emerged as the center of evangelical Christianity. The purpose of this course is to understand that movement, its impact on how missions are conducted today, and how collaboration and partnership need to be redefined for tomorrow. Several pressing topics will be given special attention, including the Middle East migration crisis, the rise of fundamentalisms, and the moral challenge of sexual ethics. We will also hear from key mission practitioners abroad through live video interviews. Coursework will culminate in the creation of a ministry outreach methodology that is more adequate to today's globalized world.
- THG 577 Theology in the Public Square** 3
With Christendom now behind us, the American church has been given an urgent and exciting opportunity to re-think its presence in the public square. The purpose of this course, then, is to explore the uniqueness of the gospel. We will consider a Christian approach to human life and dignity; to community and its barriers; to excellent work and the freedom of genuine play. The goal of this graduate level course is not only to appreciate how the gospel illumines our world, but to develop our own strategies for creative engagement in our contexts.
- THG 580 Teaching/Preaching the Bible** 3
A study of effective communication in teaching and preaching the bible. Attention will be given to the nature of human communication, principles of teaching biblical texts, and the preparation and presentation of messages involving a variety of biblical genres.
- THG 580A Teaching and Preaching the Bible: Theology** 1
A study of effective communication in teaching and preaching the bible. Attention will be given to theological foundations, the nature of human communication, principles of teaching biblical texts, and the preparation of a Christian witness that is more winsome, effective and faithful. (See also THG-580B and C)
- THG 580B Teaching and Preaching the Bible: Spirituality** 1
A study of effective communication in teaching and preaching the bible. Attention will be given to theological foundations, the nature of human communication, principles of teaching biblical texts, and the preparation of a Christian witness that is more winsome, effective and faithful. (See also THG-580A and C)
- THG 580C Teaching and Preaching the Bible: Performance** 1
A study of effective communication in teaching and preaching the bible. Attention will be given to theological foundations, the nature of human communication, principles of teaching biblical texts, and the preparation of a Christian witness that is more winsome, effective and faithful. (See also THG-580A and B)
- THG 582 Theology and Practice of Ministry** 3
This course equips students to be theologically so of Israel, critical issues and method in Old Testament study, and the theology of the Old Testament with an emphasis on covenant as an integrative theme and as anticipatory of Jesus Christ.
- THG 586 Readings** 3
- THG 599A Master's Thesis** 3
A master's thesis is aimed at development of scholarly competence and expertise on a particular topic of church history, Christian doctrine, or biblical studies. Students may register to complete the two parts of this project (THG-599A and THG-599B) within the same semester or across consecutive semesters.

THG 599B Master's Thesis

The second of two parts required for a thesis.

Doctorate in Occupational Therapy

The entry-level Doctorate in Occupational Therapy at Whitworth University will prepare compassionate health science professionals in a new, state-of-the-art building that contains simulation classes and labs that resemble an actual clinical environment. The hands-on clinical classes will be integrated with other health and human service graduate classes to facilitate development and enculturation among professional behaviors. Whitworth's OT graduates will be prepared to engage in interprofessional cooperation in health science education, research and service, particularly to the underserved populations of the region.

Students benefit from:

- Hands-on clinical experience
- Exceptional clinical site placement partnerships
- Collaboration with multiple disciplines
- A state-of-the-art health science building that houses a motion analysis research lab, exercise physiology labs, simulation labs and more

Mission Statement

The entry-level Doctorate in Occupational Therapy at Whitworth University provides innovative, creative, holistic and interprofessional mind-and-heart education to develop and empower ethically competent and transformational leaders in occupational therapy and healthcare. Guided by and committed to faith integration, reciprocal therapeutic relationships and an understanding of the potency of daily life activities, the program prepares practice scholars who use best scientific evidence to be catalysts for change, advocates for occupational justice and servants of humanity.

Student Learning Outcomes

- Students will develop as holistic, ethically competent healthcare professionals through Whitworth's mind-and-heart curriculum, which integrates learning with students' faith or worldviews.
- Students will be prepared to become transformative leaders within the occupational therapy profession and healthcare industry.
- Students will practice with a deep understanding of how the ability to perform daily activities influences patients' self-identity, optimal

performance, participation in society, health and well-being.

Admission Requirements

- A bachelor's degree from a regionally accredited institution.
- Completion of, or enrollment in, prerequisite courses (listed below). *Completion of the prerequisite courses within the last 10 years with a grade "B" or better is essential to a strong application. These courses will be foundational to success as an OTD student.*
- An overall grade-point average indicating successful academic performance (generally 3.0 or higher).
- Official transcripts: Applicants must arrange for OTCAS to receive an official transcript from each college and university from which you earned a degree (bachelor's or higher) in the United States and Canada.
- Graduate Record Examination (GRE): The GRE is required. Applicants must arrange for the Educational Testing Service (ETS) to send official scores (current, last five years) through OTCAS. Whitworth's institution code is 3137.
- References: Applicants must arrange for three (3) references to be submitted electronically through OTCAS. Each evaluator will be contacted using an email address provided to OTCAS by the applicant. References must come from academic or professional individuals; letters from friends or family members will not be considered. Please include one academic reference, one professional or volunteer reference, and one personal reference from a church or community leader.
- CV/résumé: A CV/résumé listing academic and professional experiences.
- Cover letter: Please compose a letter of introduction to introduce yourself and answer why you wish to come to Whitworth University to complete your occupational therapy doctoral degree.
- Observation hours: Observation opportunities are strongly recommended but not required at this time, due to the impact of COVID-19 on the healthcare industry.
- Test of English as a Foreign Language (TOEFL): If English is not the applicant's first (primary) language, official

TOEFL scores must be submitted to gradadmissions@whitworth.edu.

- Submit OTCAS and Whitworth University application fees. The Whitworth University supplemental application fee of \$50 must be paid online using this payment form (<https://apply.whitworth.edu/register/otdsupplementalappfee/>) before the OTCAS application will be reviewed.

Prerequisite Courses

Prerequisite coursework includes at minimum:

- 14 credits in natural sciences, including:
 - Introductory biology (BI 140 and BI 140L)
 - Introductory physics or kinesiology (PS 151, PS 130 or PS 131)
 - Anatomy & physiology, with lab (HS 220 and HS 221)
- 12 credits in social sciences, including:
 - Introduction to psychology (PY 101)
 - Developmental psychology (PY 210)
 - Psychopathology or abnormal psychology (PY 358)
 - Introduction to sociology or cultural anthropology (SO 120 or SO 200)
- Three (3) credits in statistics (PY 201 or MA 256)
- Three (3) credits in professional writing (EL 211)
- Nine (9) credits – one course each – in performing arts (art, dance, film, music, theatre or creative writing), humanities (ethics, gender studies, history, languages, literature, philosophy, religion or theology), and wellness (fitness, wellness or nutrition)
- One (1) credit in medical terminology (HS 185)

Note: Whitworth course numbers listed meet prerequisite requirements. Credit requirements are defined as semester credits (1 quarter credit = 0.667 semester credit).

Whitworth University's OTD Program Admissions Committee reserves the right to assess applicant qualifications on a case-by-case basis and adjust appropriate admission criteria when warranted by special circumstances.

Transfer Credit Policy

We allow transfer of credits on a case-by-case basis – up to 13 credits in the occupational therapy curriculum. Students may transfer from another accredited masters or doctoral program. Previous work experience will not result in credits being awarded.

A customized degree plan will be developed for each transfer student by the admissions committee.

Progression of Students in the OTD Program

Once enrolled, students will complete nine semesters of OTD specific coursework – a combination of didactic, fieldwork, and capstone project and experience prior to graduation. The program spans 36 months and requires completion of 112 semester course credits. Students who experience a hardship may matriculate through the program within 48 months. This plan corresponds with what other OTD programs across the United States require for degree completion. Upon completion of their degrees, students will be eligible to sit for the NBCOT exam.

Accreditation Status

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at:

6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929

ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org (<https://www.acoteonline.org/>). Gregory Wintz, Ph.D. OTRL/L, has accepted the position as founding program director.

The program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates 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). After successful completion of the NBCOT exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. At this time there is no guarantee Whitworth University will be granted candidacy status or be approved to admit students. This program has been reviewed as a substantive change by our institutional accreditor, the Northwest Commission on Colleges and Universities, and is included in our institutional accreditation

(<https://www.whitworth.edu/cms/about/accreditation/>) status.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE Doctor of Occupational Therapy (OTD) Standard D.1.3.

Requirements for Doctorate in Occupational Therapy (60)

OTD 806	Theory & Practice with Community	3
OTD 809	Level I Community Fieldwork	1
OTD 810	Doctoral Experience & Capstone: Needs Analysis	2
OTD 811	Environment and Technology	2
OTD 815	Theory & Practice with Older Adults	4
OTD 816	Theory & Practice with Children	4
OTD 819	Level I Community Fieldwork	1
OTD 820	Doctoral Experience & Capstone: Plan	1
OTD 829	Level II Community Fieldwork	12
OTD 909	Level II Community Fieldwork	12
OTD 910	Doctoral Experience & Capstone: Implementation	14
OTD 930	Capstone Project/Scholarship	4
OTD 716	Theory & Practice in Physical Disabilities	4
OTD 719	Level I Community Fieldwork	1
OTD 720	Doctoral Experience & Capstone: Literature review	2
OTD 701	Introduction to Occupation and Occupational Therapy	2
OTD 704	Theories and Models of Practice in Occupational Therapy	3
OTD 706	Assessment in Occupational Therapy	2
OTD 705	Activity Analysis	2

OTD 710	Doctoral Experience & Capstone- Introduction	1
OTD 711	Therapeutic Use of Self & Community	2
OTD 712	Evidence Based Practice	3
OTD 713	Interprofessional Applied Clinical Neurology Lecture & Lab	3
OTD 715	Theory & Practice in Mental Health	4
OTD 721	Cultural Responsiveness and Occupation	3
OTD 729	Level I International/ Culturally Responsive Community Fieldwork & Interprofessional Practice	1
OTD 801	Applied Leadership and Ethics	3
OTD 802	Program Evaluation and Development	3
OTD 805	Theory & Practice with Neurological Conditions	4

Courses

OTD 701 Intro to Occupation & Occupational Therapy onal Therap 2

This course explores the historical foundation of occupational therapy including the tenants of occupational science development, evolution, and contributions of theorists within the profession and healthcare. Students will be introduced to the Occupational Therapy Practice Framework, which defines the practice domain and process of occupational therapy. Students will engage in interprofessional practice activities with a focus on interprofessional role awareness and development, collaboration on patient care, and team decision-making.

OTD 702 Applied Anat & Kin for Occupation Perfor Anatomy Lecture & Lab 6

This course will provide a comprehensive examination of functional human anatomy, biomechanics, and kinesiology of the musculoskeletal, osteological, articular, nervous, and vascular system as it pertains to human capacity and clinical practice. Specific emphasis will be placed on the role of anatomical structures in relation to common pathologies seen in current clinical practice and application of anatomical knowledge to movement analysis. The course provides prerequisite learning to application of assessment procedures, data collection, interpretation, and planning for therapeutic interventions in occupational therapy practice. The course will run in parallel with GHS 700L: Interprofessional Human Anatomy Lab where students will collaborate in dissection of human cadaver materials with Doctor of Physical Therapy (DPT) student colleagues.

OTD 704 Theories and Models of Practice in Occupational Therapy 3

This course examines the process of theory development and analysis of selected practice models, and helps students understand frames of reference for application to occupational therapy evaluation and intervention. Students will discover the application and importance of occupational therapy practice models and frames of reference to practice, as well as explore innovative developments, ongoing research, and continuous advancement of the profession.

OTD 705 Activity Analysis 2

This course provides the foundational knowledge and skills to combine the analysis of occupational performance and therapeutic activity to positively intervene with persons who are experiencing some dysfunction in occupational performance.

OTD 706 Assessment in Occupational Therapy 2

This course provides students with foundational knowledge and skills in the administration of standardized and non-standardized screening and assessment tools. Students will critically evaluate published assessment tools including standards for test development, evaluation, use and form conclusions about the merits of the assessments. Students will engage with an interprofessional team explain assessment findings, interpretation, reasoning for developing future intervention plans.

OTD 710 Doctoral Experience & Capstone- Introduction 1

This course represents the first step and introduction to the Doctoral Capstone Experience and Project's process and expectations. Students will complete a guided exploration of potential topics for their capstone project, learn to use foundational skills of searching the literature using electronic databases, and use of bibliographic software. Students will be introduced to the Institutional Review Board (IRB) process application procedures, and will initiate the development an e-portfolio to promote self-reflection on personal learning and professional growth over the duration of the program.

OTD 711 Therapeutic Use of Self & Community 2

This course is designed to develop professional communication skills and behaviors with an emphasis on a) intentional use of self, b) motivational interviewing, c) group process and facilitation, d) interpersonal communication, e) community building, and f) reflective evaluation process used for building interpersonal communication skills. The student will learn to develop and implement therapeutic relationships that support and enhance occupation. The learning activities will assist the student in understanding the dynamics of the client-centered therapy, functional groups, and therapeutic communities that facilitate occupational performance.

OTD 712 Evidence Based Practice 3

This course provides the foundational knowledge, skills, and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based practice. This course will focus on the concepts and process of evidence-based practice with an emphasis on identifying practice problems, formulating questions based on practice problems, identifying relevant evidence, evaluating evidence, implementing useful findings, and evaluating outcomes. Students will learn to critically appraise research studies including the interpretation of data, statistics, and results reported in the scientific literature as related to occupational therapy practice.

OTD 713 Interprofessional Applied Clinical Neurology Lecture & Lab 3

Designed to give students an interprofessional, collaborative experience, this course will focus on a comprehensive examination of neurological functions, processes, and analysis of system relationships applied to the human capacity and function. Students will have the opportunity to dissect and observe anatomical nervous system, ventricular system and meninges, blood supply, sensory and motor systems, reflex pathways, and sequelae of lesions of the nervous system. Emphasis will be placed on the role of clinical assessment of neurological conditions and clinical case analysis of frequently observed in common neurological conditions.

OTD 715 Theory & Practice in Mental Health 4

This course provides students with the knowledge and skills to perform occupational therapy evaluations and intervention strategies for children, adolescents and adults experiencing psychosocial problems and mental illness to promote participation in daily life activities. Students will apply knowledge and skills from behavioral science, theory, evidence-based practice, principles of wellness and psych-rehabilitation to the care of clients with occupational performance deficits affecting participation and engagement in occupations and community.

OTD 716 Theory & Practice in Physical Disabilities 4

This course provides students with the knowledge and skills to perform occupational therapy evaluations on adults experiencing physical disabilities and to provide intervention strategies that promote participation in daily life activities. Students will gain an understanding of theory, practice models, and frames of reference guiding occupational therapy practice. They will apply evidence-based practice skills needed to address orthopedic, cardiopulmonary, and sensorimotor issues affecting participation and engagement in occupations and societal roles.

OTD 719 Level I Community Fieldwork Disabilities 1

This is the first level I fieldwork placement within the entry-level occupational therapy doctoral program emphasizing the occupational therapy process related to assessment, treatment or prevention with a variety populations and settings. Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the community. Level I fieldwork requirements expose the student to a variety of experience in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus-based programs/services. Students will engage in interprofessional practice activities with a focus on interprofessional role awareness and development, collaboration on patient care, and team decision-making.

OTD 720 Doctoral Experience & Capstone: Literature Review 2

This course represents the second step of the Doctoral Capstone Experience and Project sequence. Students will identify a capstone topic, develop a literature review, develop individualized specific goals and objectives, and collaborate with faculty capstone advisor to investigate potential sites and community mentors for completion of their capstone experience internship.

OTD 721 Cultural Responsiveness and Occupation 3

This course supports learner acquisition of knowledge, skills, and attitudes of identifying and applying mutual reciprocity and valuing necessary personal and professional transformation through which each will refine cultural agility. Students will develop active strategies, a reflective evaluation process used for building interpersonal communication skills, individualized tools of communication, and approaches to link personal growth to professionalism. Students apply knowledge, skills, and attitudes essential to becoming culturally responsive in the development of the therapeutic relationships. Student will explore differences, mutually valuing clients knowledge and expertise in occupations, with the specific values, norms, beliefs, attitudes, and behaviors associated with multicultural perspectives of individuals and groups. Students will recognize the unique cultural identity of each individual and group in their daily life activities called occupations. Cultural responsiveness is about reciprocity and mutuality. The process involves exploring differences, being open to valuing clients knowledge and expertise, and recognizing the unique cultural identity of each individual client (Munoz, 2007).

**OTD 729 Level I International/
Cultural Responsive Community
Fieldwork**

1

This is an international or culturally responsive level I community fieldwork within the entry-level occupational therapy doctoral program the occupational therapy process related to assessment, treatment or prevention with a variety populations and settings with an emphasis on the student exploring a culture different from their own either internationally, within the United States or on campus. Cultures explored may include (but not are limited to) ethnic groups, underserved populations, nationalities, religions, etc. and will contribute the ongoing development of the student's cultural awareness and cultural humility. . Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the to the community within a culture outside of the student's own culture Level I fieldwork requirements expose the student to a variety of experience in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus- based programs/ services

**OTD 801 Applied Leadership and
Ethics**

3

This course provides an in-depth examination of leadership principles and theories frequently encountered within the healthcare environment. The course facilitates self-reflection and identification of personal leadership style and develops within the student and an understanding of leadership within organizations. Students will gain insight into expanding their leadership roles within the health care workplace.

**OTD 802 Program Evaluation and
Development**

3

This course introduces students to the principles of program development and evaluation and its applications. Students will make recommendations regarding program development and improvement through the design and application of summative and formative evaluations of health and human services. Then, students collect and analyze data, determine strengths and weaknesses of various services and document results.

**OTD 805 Theory & Practice With
Neurological Conditions**

4

This course provides students with the knowledge and skills to perform occupational therapy evaluations with adults experiencing neurological disabilities and to provide intervention strategies that promote participation in daily life activities. Students will gain an understanding of theory, practice models, and frames of reference guiding occupational therapy practice. Students will apply knowledge and skills from neurological sciences, theory, evidence-based practice, principles of motor learning and neurorehabilitation to the care of clients with occupational performance deficits affecting participation and engagement in occupations and societal roles.

OTD 806 Theory & Practice With Community 3

This course provides the foundational knowledge and skills to develop programs and services in community settings where persons, groups, and populations seek to promote, maintain, or regain occupational performance. Students will apply health and wellness strategies to work with organizations and populations in the community as they strive toward occupational justice. Engagement in the community practice project enables students to practice skills of management, leadership, and program development in a real-life context to address societal needs through system consultation, policy development, program development, supervision, and education.

OTD 809 Level I Community Fieldwork 1

This is the third level I fieldwork placement within the entry-level occupational therapy doctoral program emphasizing the occupational therapy process related to assessment, treatment or prevention with a variety of populations and settings. Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the community. Level I fieldwork requirements expose the student to a variety of experience in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus-based programs/services.

OTD 810 Doctoral Experience & Capstone: Needs Analysis 2

This course represents the third step of the Doctoral Capstone Experience and Project sequence. Students will analyze the capstone experience site needs related to a chosen topic using a variety of needs analysis methods of the target population, and will develop a logic model of the project. Students will finalize their Institutional Review Board (IRB) application with oversight from faculty advisor and develop IRB proposal.

OTD 811 Environment and Technology 2

This course applies assistive technology augmentative communication devices and environmental modification to promote participation, communication, and health across the life span and in varied settings. Students integrate previous learning from the Occupational Therapy Theory & Practice course, specifically in the assessments, selection, design, and evaluation of high and low technology devices to support client engagement and participation in occupational performance areas.

OTD 812 Management of Health Care Services 3

Students apply management strategies and techniques towards understanding operations and functions of healthcare service delivery toward a competitive advantage in the healthcare marketplace including process planning and analysis, personnel management, supply and logistics management, forecasting, scheduling approaches. Real-world simulations will require application of both operations and project management.

OTD 815 Theory & Practice With Older Adults 4

This course provides in-depth knowledge and skills in the evaluation and intervention used in occupational therapy to promote participation in daily life activities with older adults. Students will apply knowledge and skills from neurological sciences, theory, evidence-based practice, principles of motor learning and neurorehabilitation to the care of clients with occupational performance deficits affecting participation and engagement in occupations and societal roles.

OTD 816 Theory & Practice With Children 4

This course provides students with the knowledge and skills to perform occupational therapy evaluations and intervention strategies for pediatric conditions to promote participation in daily life activities. Students will apply knowledge and skills from child development, motor control theory, evidence-based practice, principles of human development, engagement in occupations and societal roles.

OTD 819 Level I Community Fieldwork 1

This is the final level I fieldwork community placement within the entry-level occupational therapy doctoral program emphasizing the occupational therapy process related to assessment, treatment or prevention with a variety of populations and settings. Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the community. Level I fieldwork requirements expose the student to a variety of experience in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus-based programs/services.

OTD 820 Doctoral Experience & Capstone: Plan 1

This course represents the final step of the Doctoral Capstone Experience and Project sequence. Students will develop a capstone project proposal in collaboration with faculty advisor which includes finalized identification of Capstone Experience Internship site and community mentor, finalized literature review, and detailed schedule for 14-week Capstone Experience.

OTD 829 Level II Community Fieldwork 12

There are two 12-week level II fieldwork placements required within the entry-level occupational therapy doctoral program, which will serve to prepare the student for professional practice as an entry-level occupational therapist (generalist). Level II fieldwork, under the supervision of a licensed occupational therapist, offers the student the opportunity to demonstrate application of theory to practice, use of clinical reasoning, and to practice skills they have acquired throughout their didactic preparation. The level II experience will expand upon skills learned through level I fieldwork by continuing to allow the student to socialize to the profession, allow for expression of developing professionalism, display adherence to ethical standards set forth by the profession and represent Whitworth's values to the community. Level II fieldwork requirements are meant to expose the student to a variety of practice settings and populations across the lifespan through experience in traditional, non-traditional and emerging areas of practice, while delivering professional services to clients understanding the potency of daily life activities, use of best scientific evidence, and

OTD 909 Level II Community Fieldwork 1

There are two 12-week level II fieldwork placements required within the entry-level occupational therapy doctoral program, which will serve to prepare the student for professional practice as an entry-level occupational therapist (generalist). Level II fieldwork, under the supervision of a licensed occupational therapist, offers the student the opportunity to demonstrate application of theory to practice, use of clinical reasoning, and to practice skills they have acquired throughout their didactic preparation. The level II experience will expand upon skills learned through level I fieldwork by continuing to allow the student to socialize to the profession, allow for expression of developing professionalism, display adherence to ethical standards set forth by the profession and represent Whitworth's values to the community. Level II fieldwork requirements are meant to expose the student to a variety of practice settings and populations across the lifespan through experience in traditional, non-traditional and emerging areas of practice, while delivering professional services to clients understanding the potency of daily life activities, use of best scientific evidence, and client-centered practice toward optimal performance, participation, health, and well-being.

OTD 910 Doctoral Experience & Capstone: Implementation 14

Students will complete a 14 week, individually mentored capstone experience that solidifies concepts learned throughout the entire OTD program and prepares for transition from student to practitioner. Students will work one-on-one with a faculty advisor and community mentor to gain advanced skills during in-depth exposure to one or more of the following areas: leadership, administration, clinical skills, program development, theory development, advocacy, or research. Students will design individualized objectives focusing on advanced skills and to outline responsibilities of the student, faculty advisor, and community mentor. The Doctoral Capstone Experience is closely tied to OTD 930: Capstone Project/Scholarship course in which the students create a scholarly manuscript and presentation based on experiences and knowledge gained from the Doctoral Capstone Experience. The Doctoral Capstone Coordinator will review time logs to ensure that students meet the criteria of no greater than 20% offsite hours, and will also review all objectives and community mentor qualifications to ensure standards are met for level of supervision and advanced skills. All sites will have a student affiliation agreement and individualized memorandum of agreement prior to start of the doctoral experiential internship.

OTD 930 Capstone Project/Scholarship 4

After the completion of an individually mentored capstone experience, students will write a publishable manuscript, share results through an on-site presentation to colleagues, submit a Call for Papers to state or national venues, and prepare to disseminate the project through journal submission.

Doctorate in Physical Therapy

Mission Statement

Students in the Whitworth University Doctor of Physical Therapy program integrate mind, heart and hands as movement system experts. Their professional roles embody reflective servant leadership, global citizenship, and the integration of learning with faith or worldview to challenge societal injustices and health system inequities. Graduates join the faculty as an inclusive community of scholars, engaged in critical inquiry to empower innovation and clinical reasoning that optimize human experience throughout the lifespan and advance the profession of physical therapy.

Graduate Learning Outcomes

1. Embrace servant leadership identities through social responsibility, social justice, cultural responsiveness, global citizenship, and the integration of learning with faith or worldview.
2. Internalize professional formation commensurate with the expectations of the physical therapist.
3. Develop as primary care providers recognized as movement system experts who consider the physical, emotional, social and spiritual components of health in the design of patient-centered plans of care.
4. Collaborate as providers and healthcare consultants with patients and families, professional colleagues, and communities to optimize quality of life.
5. Prioritize quality, cost-efficient, patient-centered care that integrates sound ethical, legal and business practices, as valued members of the healthcare team.
6. Educate others with consideration of the context of the individual, the task and the environment.
7. Engage in self-directed learning and scholarship that prepare graduates to be lifelong learners who advance health and wellness in society.
8. Adapt personal resilience to meet the needs of one's professional role and global community.

Admission Requirements

- Successful completion of a bachelor's degree (prior to admission).
- Academic requirements include overall GPA and prerequisite GPA equal to or

greater than 3.0, and completion of the GRE.

- Completion of, or enrollment in, prerequisite courses.
- Evidence of leadership skills, service and community engagement activities.
- Twenty-five hours of observation in physical therapy practice; two or more settings preferred.

Prerequisite Courses

Whitworth University adopts the American Council of Academic Physical Therapy (ACAPT) national prerequisite coursework list required of all entering DPT students:

- One course in anatomy with lab
- One course in physiology with lab
Or a two-course sequence in anatomy and physiology with lab (e.g., HS 220 & 220L, HS 221 & 221L)
- Two courses in biological sciences (not botany) (e.g., BI 150, 152, 153, 154, 204, 347) or upper division courses in genetics, animal physiology
- Two courses in general chemistry with lab (e.g., CH 161 & L, CH 181 & L)
- Two courses in general physics with lab (e.g., PS 151 or 131 with lab; PS 153 or 133 with lab)
- One course in psychology (e.g., PY 210, PY 358)
- One course in statistics (research design and with statistics typically through ANOVAs) (e.g., PY 201 or MA 256)

General Policies

- Students should be familiar with Whitworth's graduate program policies (http://catalog.whitworth.edu/graduate/#graduate_policies), including specific academic standards, class attendance, suspension, appeals and graduation procedures. The DPT student handbook, updated annually, includes additional policies and procedures related to the DPT program.
- The DPT program does not accept any transfer courses to apply toward the completion of graduate course requirements.
- Students must maintain full-time status and follow the required course sequence each term. This is an intensive, full-time program with day and evening requirements. As such, outside employment is discouraged and may not

be possible while a student is completing this degree.

Criteria for DPT Program Progression and Advancement

Students in the DPT program must take courses in the order prescribed by the plan of study. Students must enroll full time and progress through the curricular sequence to meet requirements for graduation in the time frame stipulated in the curriculum. The plan of study is designed to follow a prescribed sequence of courses.

Progression of Students in the DPT Program

For progression through the curriculum from Year 1 to Year 2 and Year 2 to Year 3, a student must remain in good academic standing (no more than two C grades or six credits of grades of C in all didactic courses and a pass in clinical education courses of the preceding year while also maintaining a minimum cumulative GPA of 3.0). Students who do not meet the requirements are placed on academic probation and must meet requirements of the academic remediation for progression. Students must have a cumulative 3.0 GPA to progress to final clinical internships unless an individual adjusted degree plan is approved by the chair. These are rare circumstances involving extenuating factors.

Accreditation Status

Whitworth University is seeking accreditation of a new physical therapist [assistant] education program from CAPTE. On February 24, 2022, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), is necessary for eligibility to sit for the licensure examination, which is required in all states.

This program has been reviewed as a substantive change by our institutional accreditor, the Northwest Commission on Colleges and Universities, and is included in our institutional accreditation (<https://www.whitworth.edu/cms/about/accreditation/>) status.

CAPTE Timing and the Licensing Exam

The DPT program will be evaluated for full-accreditation status in the third year of the first cohort (2024-25). Accreditation is anticipated to be received in the spring of 2025 prior to graduation of the first cohort in May 2025. Based on Rule 7.2 (see below), graduates of the first cohort will be able to take the National Physical Therapy Examination (NPTE) as early as July 2025.

New Rule: 7.2 Definition of Candidate for Accreditation

Candidate for Accreditation is a pre-accreditation status, awarded prior to enrollment of students in the technical (PTA programs) or professional (PT programs) phase of the program, which indicates that the physical therapy education program is progressing toward accreditation. All credits and degrees earned and issued by a program holding candidacy are considered to be from an accredited program.

Complaints to the Commission on Accreditation of Physical Therapy Education

The Commission on Accreditation in Physical Therapy Education is a nationally recognized accrediting agency by the U.S. Department of Education and the Council for Higher Education Accreditation. CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. The only mechanism through which CAPTE can act on an individual's concerns is through a formal complaint process. For more information please visit the CAPTE website. (<http://www.capteonline.org/home.aspx>)

The process for filing a complaint with CAPTE is available here (<https://www.capteonline.org/Complaints/>) or at: *The Commission on Accreditation in Physical Therapy Education (CAPTE)*, 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; phone 703.706.3245; accreditation@apta.org.

The Doctor of Physical Therapy Program prepares the student for entry-level licensure and practice in physical therapy. The American Physical Therapy Association defines physical therapists (PTs) as movement system experts who improve quality of life of individuals through prescribed exercise, hands-on care, and patient education. The Commission on Accreditation in Physical Therapy Education (CAPTE) is responsible for accrediting Doctor of Physical Therapy Programs.

Doctor of Physical Therapy Requirements (115)

DPT 701	Human Anatomy	6
DPT 710	Movement System I	3
DPT 702	Clinical Medicine	4
DPT 705	Health Systems I: Global Health	2
DPT 740	Professional Formation I	2
DPT 750	Fundamentals of Critical Inquiry	3
DPT 711	Movement System II	3
DPT 720	Musculoskeletal Management I	4
DPT 704	Exercise Science and Prescription	3
DPT 741	Professional Formation II	2
DPT 703	Neuroscience for Doctor of Physical Therapy Students	3
DPT 713	Psychosocial Aspects of Health and Well-being	3
DPT 742	Professional Formation III	2
DPT 706	Health Systems II: Population, Public and Community Health	2
DPT 721	Musculoskeletal Management II	4
DPT 712	Movement System III	3
DPT 714	Nutrition and Health Promotion	1
DPT 824	Neurological Management I	3
DPT 822	Musculoskeletal Management III	4
DPT 827	Cardiovascular and pulmonary management	3
DPT 843	Professional Formation IV	1
DPT 851	Research I	1
DPT 860	Clinical Education I	4
DPT 815	Rehab Technology	3
DPT 828	Integumentary, Endocrine, and Multiple Systems	3

DPT 825	Neurological Management II	4
DPT 807	Health Systems III – Health Policy	2
DPT 852	Research II	1
DPT 844	Professional Formation V	2
DPT 808	Health Systems Management IV - Business management, ethics and law	4
DPT 823	Musculoskeletal Management IV	2
DPT 826	Neurological management III	3
DPT 845	Professional Formation VI	2
DPT 829	Movement Across the Lifespan	3
DPT 853	Research III	1
DPT 916	Movement System IV	3
DPT 946	Professional Formation VII	1
DPT 961	Clinical Education II	6
DPT 962	Clinical Education III	6
DPT 970	Capstone Portfolio	1
DPT 971	Elective	2

Courses

DPT 701 Human Anatomy	6
Examines anatomy, histology and embryological origin	
DPT 702 Clinical Medicine	4
Foundational knowledge and application of pathophysiology as it pertains to general health, systemic disease and medical management. Includes pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease across the lifespan. Students will examine the relationship between medical management and their role as a movement system expert and a primary care practitioner. Lab included.	
DPT 703 Neuroscience for Doctor of Physical Therapy Students	3
Studies basic structure and function of the nervous system that includes cellular, systemic, motor and sensory pathology of peripheral and central neural components. Examines sensations, perceptions, cognition, and muscle control. Relates neuroscience to cognition, perception and the movement system across the lifespan. Lab included.	
DPT 704 Exercise Science and Prescription	3

<p>Uses principles and applications of exercise as a means to promote health and physical activity to enhance movement, adapt to movement dysfunction and/or foster disease prevention/management. Assesses capacity, develops exercise prescription and progression that considers nutrition, goals, tolerance and responses to exercise. Applies ACSM guidelines for exercise testing and prescription for individuals across the lifespan. Lab included.</p>	<p>DPT 711 Movement System II 3</p> <p>This course will apply the principles of kinesiology, motor control and motor learning in the analysis and performance of the movement system. Analysis of movement will be informed through observational assessments of patient movement during gait and a functional continuum of movement. Interventions for patient transfers and use of assistive devices will be used to apply these principles for movement. Lab included.</p>
<p>DPT 705 Health Systems I: Global Health 2</p> <p>Examines global health from a societal perspective as an aspiring health professional. Initiates development of transformational and servant leadership skills to reduce global health disparities of different health systems. Explores concepts of global burden of disease, globalization of healthcare, political and institutional impact on health, social determinants of health, health and human rights, and World Health Organization priorities. Engages in interprofessional collaboration opportunities for meaningful solutions to disparities. Includes community engagement activities.</p>	<p>DPT 712 Movement System III 3</p> <p>Integrates motor control/learning and development across the lifespan into the clinical decision making framework that informs movement system examination, evaluation and intervention strategies. Details observational analysis of complex dynamic movements of posture, gait, reach and grasp, transitional, vocational and recreational activities that sets the foundation of intervention strategies as movement system experts. Lab included.</p>
<p>DPT 706 Health Systems II: Population, Public And Community Health 2</p> <p>Explores health promotion and disease prevention theories as an integral component of the role of the physical therapist in promoting health and wellness. Issues of health behavior, public policy, community access and efficacy of health programs will be explored from a primary and secondary prevention perspective. Assesses the needs of a community within a participatory research model to design community interventions for health promotion. Includes community engagement activities.</p>	<p>DPT 713 Psychosocial Aspects of Health and Well- Being 3</p> <p>Integrates the biopsychosocial model of care considering the mental, emotional, social, and spiritual dimensions of health. Includes theories such as spirituality, grief-loss-mourning, behavioral change, mental health disorders, depression and anxiety, addiction, and sexuality in rehabilitation. Explores motivational interviewing and targeted applications of pain science education. Includes community engagement hours.</p>
<p>DPT 710 Movement System I 3</p> <p>Application of biomechanical and kinesiological principles of human movement that translate into fundamental skills for patient/client management to identify, quantify and assess joint mobility, muscle length, muscle strength, functional mobility, sensation and soft tissue integrity. Examination techniques include interview skills and clinical documentation. Introduces The Clinical Decision Making Framework (CDMF) that guides clinical reasoning throughout the program. Lab included.</p>	<p>DPT 714 Nutrition and Health Promotion 1</p> <p>Investigates current principles of nutrition across the lifespan that pertain to disease prevention and health promotion. Develops an understanding of nutritional needs for health, wellness and optimal movement while considering risk factors of chronic diseases. Interprets contemporary research findings and develops strategies to promote healthy lifestyles.</p> <p>DPT 720 Musculoskeletal Management I 4</p>

Introduces the clinical decision-making framework of musculoskeletal examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals with pathologies of the lower quarter. Applies patient-centered examination techniques, diagnostic testing, pharmacology and interventions for the movement system emphasizing education, manual therapy, and exercise while incorporating the social determinants of health. Lab included.

DPT 721 Musculoskeletal Management II 4

This course is the second of four on examination, evaluation, and intervention of the musculoskeletal system. It continues the use of clinical decision-making framework of musculoskeletal examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals with pathologies of the spine across the lifespan while incorporating social determinants of health. Content includes intervention for musculoskeletal conditions of lumbar spine, sacroiliac spine, thoracic spine, cervical spine, fundamental spinal manipulation, neurodynamics, craniio-vertebral, temporomandibular joint, and fractures. Emphasis is on patient-centered differential diagnosis, clinical decision-making, and interventions for the movement system emphasizing education, function, manual therapy (e.g., mobilization, manipulation, muscle-energy technique), therapeutic exercise, therapeutic modalities. Lab included.

DPT 740 Professional Formation I 2

Introduces professional formation of a doctor of physical therapy as a master adaptive learner, clinician, educator, researcher, advocate and global citizen who serves humanity with humility to optimize the human experience. Embraces their role as a vocation to promote movement and support others in their pursuit to improve quality of life. Explores competencies in spirituality and worldview, leadership, professionalism, ethics/legal, interprofessional competencies (IPEC), teaching and learning, cultural awareness, and wellbeing for health professionals considering therapeutic alliance, societal context, contemporary practice and the healthcare environment. Identifies clinical role through guided participation in grand rounds, interprofessional education and Integrated Clinical Experiences (ICE).

DPT 741 Professional Formation II 2

Establish goals of professional formation competencies commensurate with the role of a doctoring professional. Focuses on self-assessment to guide development in spirituality and worldview, leadership, professionalism, ethics/legal, interprofessional competencies (IPEC), teaching and learning, cultural awareness, and wellbeing for health professionals considering therapeutic alliance, delegation/supervision, societal context, contemporary practice and the healthcare environment. Continues application of clinical role through guided participation in grand rounds, interprofessional education and Integrated Clinical Experiences (ICE).

DPT 742 Professional Formation III 2

Classifies level of achievement in professional formation competencies with learning through the mind, heart and hands. Continues development in spirituality and worldview, leadership, professionalism, ethics/legal, interprofessional competencies (IPEC), teaching and learning, cultural awareness, and wellbeing for health professionals considering therapeutic alliance, societal context, contemporary practice and the healthcare environment. Focuses on interpersonal relationships, communication, adaptability, and reflection. Begins application of clinical role through community engagement, guided participation in grand rounds, interprofessional education and Integrated Clinical Experiences (ICE).

DPT 750 Fundamentals of Critical Inquiry 3

Introduces scientific inquiry used in healthcare research that includes theory, design, methods, critical appraisal, and measurement. Course examines qualitative and quantitative approaches, descriptive and inferential statistics, formulation of clinical questions, search appropriate literature sources, and critical appraisal of the evidence to foster the foundations of clinical reasoning.

DPT 807 Health Systems III - Health Policy 2

Provides foundations to understand healthcare policies and organizational structures pertinent to professional practice and interprofessional healthcare services, while promoting civic engagement. Analyzes the current socio-political and economic impacts to healthcare policy decisions at regional, national and international levels. Evaluates financial, regulatory and legal policies on delivery of health services. Includes community engagement activities.

<p>DPT 808 Health Systems Management IV - Business Management, Ethics and Law</p> <p>Integrates legal and ethical guidelines with principles of strategic planning, market analysis, human resource management, fiscal management, and total quality improvement for health service provision. Expands on concepts of entrepreneurial practice management and leadership within the business of healthcare. Facilitates adaptive interprofessional collaboration opportunities within an evolving healthcare system.</p>	4	<p>Introduces the clinical decision-making framework of examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals with neurological health conditions, with emphasis on Cerebrovascular Accident (CVA) and Cerebral Palsy (CP). Relates neurophysiological, pathokinesiological, neuroplasticity, relevance and recovery of movement system impairments to function and participation. Emphasizes application of patient-centered care, diagnostic imaging, pharmacology and movement system interventions that integrates motor control/motor learning, technology, education and activity-based exercises while adjusting for social determinants of health. Lab included.</p>
<p>DPT 815 Rehab Technology</p> <p>Emphasis is placed on applying theoretical principles underlying the clinical decision making of prescription and integration of rehab technology for individuals with a range of system dysfunctions. Content focuses on mobility assistive technologies such as orthoses, prostheses, biophysical agents, robotics, AI, VR/AR, and other advanced technologies that supplement movement interventions. Lab included.</p>	3	<p>DPT 825 Neurological Management II</p> <p>Continues the clinical decision-making framework for individuals with neurological health conditions, with emphasis on vestibular system dysfunction, brain injury, multiple sclerosis, CNS tumors, movement disorders and spectrum disorders. Formulates a patient-centered care plan that considers diagnostic imaging, pharmacology and movement system interventions. Integrates motor control/motor learning, technology, education and activity-based exercises while adjusting for social determinants of health. Lab included.</p>
<p>DPT 822 Musculoskeletal Management III</p> <p>Continues the use of clinical decision-making framework of musculoskeletal examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals with pathologies of the upper quarter across the lifespan. Applies patient-centered examination techniques, diagnostic testing, pharmacology and interventions for the movement system emphasizing education, manual therapy, and exercise while incorporating the social determinants of health. Lab included.</p>	4	<p>DPT 826 Neurological Management III</p> <p>Synthesizes advanced clinical decision making in the management of individuals with complex neurological health conditions, such as spinal cord injuries, progressive neuromuscular diseases and congenital and genetic neurological conditions across the lifespan. Emphasizes patient centered care, diagnostic imaging, pharmacology, comprehensive case management, prevention management, risk reduction strategies, and the continuum of care. Integrates movement system interventions with motor control/motor learning, technology, education and activity-based exercises while adjusting for social determinants of health. Lab included.</p>
<p>DPT 823 Musculoskeletal Management IV</p> <p>Integrates the clinical decision-making framework for management of individuals with complex musculoskeletal dysfunction across the lifespan that requires advanced differential diagnostic skills. Emphasizes patient centered care, diagnostic imaging, pharmacology, comprehensive case management, prevention management, risk reduction strategies, and the continuum of care. Integrates interventions of the movement system incorporating pain science, motor control and motor learning, technology, education and activity-based exercises while adjusting for social determinants of health. Lab included.</p>	2	<p>DPT 827 Cardiovascular and Pulmonary Management</p>
<p>DPT 824 Neurological Management I</p>	3	

Applies the clinical decision-making framework of examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals across the lifespan with cardiovascular and pulmonary causes of movement dysfunction. Emphasizes application of patient-centered care, diagnostic imaging, pharmacology and movement system interventions, comprehensive case management, prevention, risk reduction strategies and continuum of care. Lab included.

DPT 828 Integumentary, Endocrine, and Multiple Systems

3

Applies the clinical decision-making framework of examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals across the lifespan with integumentary, endocrine, lymphatic, oncological, autoimmune, metabolic and other multisystem conditions with movement dysfunctions. Emphasizes application of patient-centered care, diagnostic imaging, pharmacology, movement system interventions, comprehensive case management, prevention, risk reduction strategies and continuum of care. Lab included.

DPT 829 Movement Across the Lifespan

3

Integrates the clinical decision-making framework using a movement system approach in the management of the pediatric and geriatric population not included in previous coursework. Focuses on changes in static and dynamic movements as a result of developmental and aging processes. Incorporates biopsychosocial considerations and social determinants of health in interprofessional comprehensive case management. Emphasizes application of family-centered care, diagnostic imaging, pharmacology, prevention, risk reduction strategies and continuum of care. Lab included.

DPT 843 Professional Formation IV

1

Implements professional formation competencies with integration of faith and learning to lead and influence change within teams as students practice servant and transformational leadership. Assumes roles to advocate for reducing inequities and injustices in health systems and our societies. Emphasizes integrity, trustworthiness, social responsibility, social justice, and cultural sensitivity. Continues application of clinical role as evidenced by leading discussions in grand rounds and interprofessional education activities in preparation for intermediate clinical experience.

DPT 844 Professional Formation V

2

Demonstrates advances in professional formation and cultural responsiveness while engaging with interprofessional colleagues within organizations, systems or communities in preparation to participate in fostering diversity, reducing inequities and injustices in health systems and our societies. Examines concepts of initiative, integrity, trustworthiness and other-centeredness with professional roles and responsibilities. Continues application of clinical role as evidenced by leading discussions in grand rounds, interprofessional education activities and teaching/advocacy roles and Integrated Clinical Experiences (ICE).

DPT 845 Professional Formation VI

2

Creates opportunities to internalize professional formation that integrates leadership, professionalism, cultural responsiveness, spirituality and world views, and innovation to foster change for positive outcomes within organizations, communities and society. Distinguishes between cultural awareness, sensitivity and responsiveness to participate in correcting inequities and social injustices. Emphasizes an entrepreneurial spirit while assuming professional roles and responsibilities. Justifies ethical/legal decisions and actively engages in advocacy that demonstrates voice and assertive communication in personal and professional interactions. Continues to lead in grand rounds, interprofessional education activities and Integrated Clinical Experiences (ICE).

DPT 851 Research I	1	Applies the scientific inquiry process to develop a research question, research design, proposal and IRB submission. Develops projects that might include systematic reviews, intervention, diagnostic, prognostic studies, or community-based projects and may use qualitative, quantitative, or mixed-methods design. This project fulfills a component of the Doctoral Capstone project.	Embraces role as a servant leader with transformational leadership skills. Engages with the community to confirm social responsibility, social justice and global citizenship within education, practice, research, consultation and advocacy efforts. Fosters resilience through reflection while assuming responsibilities of their vocation.
DPT 852 Research II	1	Implements the scientific inquiry process of a previously developed project through data collection and analysis. This project fulfills a component of the Doctoral Capstone project.	DPT 961 Clinical Education II
DPT 853 Research III	1	Completes the scientific inquiry process of a previously developed project through comprehensive analysis, synthesis of findings and implications to practice. Disseminates findings via manuscript and presentations. This project fulfills a component of the Doctoral Capstone project.	6 The first of two terminal clinical education experiences. Emphasizes on the development as a primary care movement system expert. Illustrates growth in formation commensurate with the expectations of the profession. This clinical experience is inclusive of mentorship across various roles of professional practice.
DPT 860 Clinical Education I	4	First of three full-time clinical education experiences. Students will integrate didactic content related to examination, evaluation, and intervention skills during an 8-week mentored clinical experience. Applies clinical decision-making framework to demonstrate clinical reasoning, practices communication and develops socialization skills to optimize health outcomes.	DPT 962 Clinical Education III
DPT 916 Movement System IV	3	Integrates the clinical decision-making framework using the movement system approach in the management of individuals with primary and secondary system involvement and complex movement system dysfunctions across the lifespan. Incorporates interprofessional collaboration to address health and wellness needs as a primary care provider. Emphasizes application of patient/family-centered care, differential diagnosis, diagnostic imaging, pharmacology, comprehensive case management, emergency medical management, prevention, risk reduction. Lab included.	6 The second of two terminal clinical education experiences that confirms entry-level performance as a primary care movement system expert. Affirms their multiple roles as a Doctor of Physical Therapy. Internalizes formation commensurate with the expectations of the profession. This clinical experience is inclusive of mentorship across various roles of professional practice.
DPT 946 Professional Formation VII	1		DPT 970 Capstone Portfolio
			1 Produces evidence of achievement of expected graduate outcomes as a result of accumulated knowledge, skills and behaviors from previous didactic and clinical coursework. Presents written and oral defense to justify readiness to graduate into the professional community of scholars of physical therapists.
			DPT 971 Elective
			1-2 Advances specialty practice topics with elective courses that vary annually to support future specialization interests of Doctor of Physical Therapy students.

Whitworth Administration

Administration

Scott A. McQuilkin: Ph.D., The Pennsylvania State University; M.Ed. and B.A., Whitworth University; Professor of Kinesiology (1985); Director of Athletics (1996); Vice President for Institutional Advancement (2010); Interim President (2021); President (2022)

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Bi Zhao: Ph.D., M.A., Purdue University; M.A., Fudan University; B.A., Peking University; Assistant Professor of Political Science (2020)

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Naphtali Fields: M.F.A., Virginia Polytechnic and State University; B.A., Wheaton College; Visiting Assistant Professor of Theatre (2017)

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Emeriti

Forrest E. Baird: Ph.D., M.A., Claremont Graduate School and University Center; M.Div., Fuller Theological Seminary; B.A., Westmont College; Professor Emeritus of Philosophy (1978-2021)

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Whitworth Campus

Arend Hall houses 174 students in single, double and triple rooms.

Auld House is home to Whitworth's human resource services.

The Back 40 is a stretch of mostly undeveloped land north of campus, with a practice soccer field; several walking, running and mountain biking trails; a nine-hole Frisbee golf course; and the Pirates Cove Shelter & Amphitheater.

Baldwin-Jenkins Hall is a freshman residence hall, with 84 residents living in Jenkins and 80 living in Baldwin. A common lounge area joins the two wings.

Ballard Hall, originally constructed in 1914, is a residence hall for 62 women and is the sister hall to McMillan.

The Beekma Family Theology Center is home to campus ministry, the Office of Church Engagement and the theology department. It contains Seeley G. Mudd Chapel, the venue for morning community worship and evening student-led services.

Boppell Hall houses 84 mostly upper-division students in apartment-style suites that include two bedrooms, private bathrooms, and common living areas with kitchenettes and storage spaces.

Cowles Memorial Auditorium seats 1,250 people for lectures, theatre, dance, music performances and other events that take place throughout the year. The theatre department's offices are also located in this building. The area around the stage was rebuilt in 2020, adding 1,500 square feet and a modern rigging system.

Cowles Music Center features rehearsal spaces for choral and instrumental ensembles, teaching studios, practice rooms and faculty offices.

Diana Marks Field is home to Whitworth's softball team.

Dixon Hall serves as one of the university's primary classroom buildings. Offices for the School of Education and the psychology department are located here.

The Dornisfe Health Sciences Building opened in 2022 and is home to the Whitworth Master's in Athletic Training Program and two new doctoral programs in physical therapy and occupational therapy.

Duvall Hall is home to 164 students in all four class levels. Duvall features multi-bedroom units that house up to 10 students; each unit includes a private living room and bathroom.

Eileen Hendrick Hall houses the office of international education and the student diversity, equity & inclusion office. It was modernized in 2020, adding a new entrance, student gathering spaces, a roomier kitchen, and a large outdoor patio and fire pit.

The Eric Johnston Science Center is home to the offices of the engineering & physics and math & computer science departments. The building includes classrooms, labs, two greenhouses, a science library and an auditorium.

The Facilities Services Site is a complex including a new 18,000-square-foot trades and grounds building constructed in 2020, a 3,000-square-foot administrative building (formerly the Whitworth Water District), and a new warehouse built in 2021.

Graves Gymnasium provides space for athletics classes and a number of intramural activities.

Hardwick House is home to the office of alumni & parent relations.

Harriet Cheney Cowles Memorial Library features computers with specialized software, quiet and collaborative spaces, and Composition Commons, which provides writing support for students. Whitworth's librarians help students discover thousands of print and digital resources to meet their research needs.

Hawthorne Hall features seven classrooms, two computer labs and the print shop. The facility also houses the School of Continuing Studies offices, as well as the offices for institutional advancement, annual giving, The Whitworth Foundation, and university marketing & communications.

The Hixson Union Building (HUB) is home to the Mind & Hearth Coffee House, cafe, dining hall, post office, multipurpose room, and offices for *The Whitworthian* (student newspaper), *Natsihi* (yearbook), and Whitworth.fm, the university's online radio station. The HUB also houses

offices for the Associated Students of Whitworth University, the student life division, student employment, veteran services, educational support services and residence life, as well as the Student Success Center and the Center for Career & Professional Development.

The Lied Center for the Visual Arts features teaching studios for ceramics and sculpture, drawing, mixed media, painting and printmaking, a computer-graphics laboratory, and the Cowles Student Gallery and Bryan Oliver Gallery.

The Lindaman Center houses the offices of the philosophy, sociology, political science and communication studies departments, as well as the Student Success Center.

McEachran Hall houses the offices of the president, academic affairs, finance & administration, the registrar, payroll services, student financial services and financial aid.

McMillan Hall is Whitworth's original building, opened in 1914; it once housed all of the institution's classrooms, offices, residence rooms and the dining hall. "Mac" is now an all-male residence hall that is home to 83 men and is the brother hall to Ballard.

MacKay Hall houses Whitworth's enrollment operations.

The Megan E. Thompson Aquatic Center houses the Pirate swim teams. The pool is a six-lane, 40-yard course with a movable bulkhead designed to allow for a deep-water racing course.

The Military & Veterans Resource Center (MAVRC) is a renovated 3,000-square-foot home for use by the university's military members, veterans and ROTC cadets on campus. This space includes a computer lab, group study space, kitchen, game room, and relaxation space for those who may be dealing with post-traumatic stress or traumatic brain injuries.

Omahe Field covers 120,000 square feet and includes a 240-by-400-foot playing area for Ultimate Frisbee, soccer, flag football, roundnet, and other intramural and recreational sports.

Paul Merkel Field, located behind the fieldhouse, is home to Whitworth's baseball team.

Oliver Hall is a 170-student residence hall that houses members from all four class levels in single, double and triple rooms. Oliver features unique common areas, large-group and small-group meeting spaces, and study areas.

The Pine Bowl and **Boppell Track** hosts competitions for football, track & field, and women's lacrosse.

The Pines Cafe & Bookstore houses a cafe that serves Starbucks coffee and a variety of eats, as well as a bookstore with university apparel, textbooks and convenience items.

Robinson Science Hall houses the biology, chemistry and undergraduate health sciences departments, and includes classrooms, state-of-the-art laboratories, instrumentation and research facilities.

Schumacher Hall houses the Whitworth Health & Counseling Center.

The Scotford Strength & Conditioning Center houses the strength and conditioning equipment for varsity athletics.

The Scotford Tennis Center/Cutter Tennis Courts includes six courts – three outdoor and three indoor in an inflated, all-weather tennis bubble.

The soccer complex houses the field for men's and women's soccer, along with a press box shared with the softball field.

Stewart Hall is a co-ed, first-year residence hall with four-person, suite-style rooms.

Tacoma Hall houses the Marriage & Family Therapy Center, a dance studio and a theatre rehearsal space.

The University Recreation Center (U-Rec) includes three basketball courts, a large cardio and weight-training room, an elevated track, a rock-climbing and bouldering facility, and the outdoor recreation office.

The Village consists of three buildings that offer a home-like experience in mostly single rooms.

Warren Hall is the largest of Whitworth's residence halls, with 220 residents in three wings.

Westminster Hall is home to classrooms, as well as the department offices for English, kinesiology & athletics, and world languages & cultures.

Weyerhaeuser Hall serves as one of Whitworth's primary classroom buildings and is home to the Whitworth School of Business and the history department. The Weyerhaeuser Center for Christian Faith & Learning, the H.H. "Larry" Larison Trading Room for the student investment group, the Dornsife Center for Community Engagement and the Robinson Teaching Theatre are also housed here.

The Whitworth Athletics Leadership Team Center (WALT) houses all of the coaches and staff for Whitworth's 22 athletic programs. The 28,000-square-foot facility includes coaches' offices, a football locker room, conference rooms, public lounges and a 162-seat team room.

The Whitworth Fieldhouse is the venue for basketball and volleyball games and practices; it also houses batting and pitching cages, a golf simulator, a ballet loft, two classrooms, and indoor track & field facilities. The James P. Evans Athletic Training Center is located in the fieldhouse.

Student Housing

housing@whitworth.edu

Arend Hall

Constructed in 1957 and remodeled in 1986, Arend Hall (named in honor of Albert Arend, Whitworth trustee from 1925-84) houses 93 women and 70 men on three floors.

Baldwin-Jenkins Hall

Baldwin-Jenkins, named for Estella E. Baldwin, registrar from 1935-70, and Marion R. Jenkins, dean of women from 1931-63, is predominantly a first-year residence hall. Eighty-nine residents live in Jenkins and 71 live in Baldwin; a common lounge bridges the two wings. Baldwin-Jenkins was built in 1968.

Ballard Hall

Built in 1914, Ballard Hall burned to the ground in 1927 and was rebuilt and reopened in 1928. Named for W. R. Ballard, university trustee from 1892-1912, this hall was originally an all-male dormitory. It is now a residence hall for 66 women and is the sister hall to McMillan (see below).

Boppell Hall

Constructed in 2001, Boppell Hall houses 84 upper-division students (sophomore through senior) in apartment-style suites that include two bedrooms, private bathrooms, and common living areas with kitchenettes and storage spaces. The residence hall is named in honor of former longtime chair of the Whitworth University Board of Trustees Charles "Chuck" Boppell '65 and his wife, Karlyn '67. Chuck is a recipient of the university's highest prize, the George F. Whitworth Medal.

Duvall Hall

Dedicated in fall 2006, Duvall houses 160 students representing all four classes. Its unique three-to-five-bedroom "pods" house 6-10 students per unit. Each pod includes its own private living room and bathroom. The hall is named in honor of the late R. Fenton Duvall, beloved and highly respected Whitworth professor emeritus of history, who served the university from 1949-81.

McMillan Hall

Constructed in 1914 and remodeled in 1987, McMillan Hall is Whitworth's original building, which once housed all classrooms, offices, dormitory rooms and the dining hall. At one time a female dorm, then a coed facility after the fire in which Ballard Hall was destroyed, "Mac" is now an all-male residence hall and the brother hall to Ballard. Named for the Rev. Hugh H. McMillan, Whitworth trustee from 1907-31, the hall houses 83 men.

Oliver Hall

Oliver Hall, completed in 2009, is a 170-bed facility that houses all four class levels in single, double and triple rooms. The three-story building features unique common spaces, large- and small-group meeting spaces, and study spaces. Oliver Hall was named for Walter Oliver '67, former chair of the board of trustees, to honor his rich legacy of support for Whitworth.

Stewart Hall

Constructed in 1963 and remodeled in 1988, Stewart was named in honor of the Rev. Calvin W. Stewart, Whitworth president from 1890-98. Stewart Hall houses 35 men and 35 women in four-person, suite-style rooms. Like Baldwin-Jenkins, Stewart houses predominantly first-year students.

The Village

The Village, constructed in 1972, comprises three 20-student residence halls – Akili, Shalom and Tiki – that offer students a homelike experience. Most of the rooms are singles and wrap around a common, centrally located bathroom. Each building features a generous first-floor lounge and kitchen.

Warren Hall

Constructed in 1952 and 1963 and remodeled in 1989, Warren is named in honor of Frank Warren, Whitworth's longest-serving president (1940-63) and one of its most beloved leaders. The building that bears his name is divided into three wings: East, South and West. Warren Hall is home to more than 200 students but is predominantly a first-year residence hall.

Whitworth Neighborhoods

Another opportunity for living on campus is the Whitworth Neighborhoods. This program is designed to give sophomore, junior and senior students a unique living environment close to campus that focuses on civic engagement through creating neighborhood communities of four or five houses. The Whitworth Neighborhoods Program currently includes more than 20 houses.

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